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The Partition

THE PARTITION:
TEACHER'S GUIDE

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Acknowledgments

The development of this teacher's guide would not have been possible without the support of the following individuals and organizations:

Funding for the Development of the Teacher's Guide
Chao Minami Family Fund

Project Dastaan
Sparsh Ahuja, Sam Dalrymple, and Saadia Gardezi, Co-Founders of Project Dastaan

Catchlight
Elodie Malliet Storm, CEO of Catchlight
Erica Garber, VP of Public Programs and Development of Catchlight

Design
Richard Lee, Rich Lee Draws!!!, graphics in guide

Stanford University
Professor Michael A. McFaul, Director, Freeman Spogli Institute for International Studies (FSI)
Megan Gorman, Associate Director for Administration, FSI
Dr. Gary Mukai, Director, SPICE

Cover Image
Courtesy of Project Dastaan

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The Partition

The Partition of India and Pakistan in 1947 was a complex and tragic event that had profound and lasting consequences for the region. Following over a century under the rule of the British East India Company and an additional 90 years of the British Raj, the Indian subcontinent ultimately attained independence. What should have been a celebratory moment after years of anti-colonial struggle resulted in unimaginable violence and bloodshed.

Project Dastaan is a peace-building initiative that utilizes bespoke digital experiences to reconnect displaced refugees of the Partition with their childhood communities, offering a unique perspective on the human impact of the largest forced migration in recorded history.

Activities in this guide include a pre-test, informational handout and assignment, a "Conflict and Its Analysis" exercise which begins with an introduction to conflict (including six categories of conflict, elements of conflict, conflict management and conflict resolution methods), and four steps in analyzing a conflict. Students will utilize this knowledge to analyze examples of conflicts experienced during the Partition. In addition, there is an extension activity that tasks students to research different modern-day conflicts, as well as an optional extension activity where students view short film(s) and engage in a post-viewing discussion.

Grade Level and Subjects

This teacher's guide is recommended for the following secondary and community college classes:

Contemporary Issues
Debate
Global/International Issues
Government
Law
Political Science
Social Studies
World Cultures
World History

Connections to Curriculum Standards

This teacher's guide has been designed to meet certain national history, social studies, and geography standards as defined by the National Center for History in the Schools, the National Council for the Social Studies, and the National Geography Standards from the National Council for Geographic Education. The standards for the lesson are listed here.

National History Standards (from the National Center for History in the Schools)

World History

- Era 7, Standard 2A, Grades 7–12: Analyze connections between early industrialization and Britain's commercial relations with continental Europe, the Mediterranean, India, the Caribbean, and other world regions. [Analyze cause-and-effect relationships]
- Era 7, Standard 6A, Grades 7–12: Describe major patterns of long-distance migration of Europeans, Africans, and Asians and analyze causes and consequences of these movements. [Analyze cause-and-effect relationships]
- Era 7, Standard 3C, Grades 5–12: The student understands the consequences of political and military encounters between Europeans and peoples of South and Southeast Asia. [Consider multiple perspectives]
- Era 7, Standard 5D, Grades 7–12: Analyze changes in Indian society and economy under British rule. [Interrogate historical data]
- Era 7, Standard 5D, Grades 7–12: Explain the social, economic, and intellectual sources of Indian nationalism and analyze reactions of the British government to it. [Analyze cause-and-effect relationships]
- Era 8, Standard 3B, Grades 7–12: Explain aims and policies of European colonial regimes in India, Africa, and Southeast Asia and assess the impact of colonial policies on indigenous societies and economies. [Analyze cause-and-effect relationships]
- Era 8, Standard 3B, Grades 9–12: Analyze how social and economic conditions of colonial rule, as well as ideals of liberal democracy and national autonomy, contributed to the rise of nationalist movements in India, Africa, and Southeast Asia. [Analyze cause-and-effect relationships]
- Era 9, Standard 1A, Grades 9–12: Explain why fascism was discredited after World War II and how popular democratic institutions were established in such countries as Italy, the German Federal Republic, Greece, India, Spain, and Portugal between 1945 and 1975. [Marshal evidence of antecedent circumstances]
- Era 9, Standard 1C, Grades 7–12: Assess the impact of Indian nationalism on other movements in Africa and Asia and analyze why the subcontinent was partitioned into India and Pakistan. [Analyze cause-and-effect relationships]
- Era 9, Standard 2C, Grades 9–12: Assess the strengths of democratic institutions and civic culture in countries such as Britain, France, Germany, Canada, the United States, Japan, India, and Mexico and analyze potential challenges to civil society in democratic states. [Interrogate historical data]

- Era 9, Standard 3A, Grades 9–12: Analyze connections between globalizing trends in economy, technology, and culture in the late 20th century and dynamic assertions of traditional cultural identity and distinctiveness. [Analyze cause-and-effect relationships]
- World History Across Eras, Standard 1, Grades 5–12: Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.

National Social Studies Standards (from the National Council for the Social Studies)

- Culture; Thematic Strand I: Social studies programs should include experiences that provide for the study of culture and cultural diversity.
- Time, Continuity, and Change; Thematic Strand II: Social studies programs should include experiences that provide for the study of the past and its legacy.
- People, Places, and Environments; Thematic Strand III: Social studies programs should include experiences that provide for the study of people, places, and environments.
- Individual Development and Identity; Thematic Strand IV: Social studies programs should include experiences that provide for the study of individual development and identity.
- Individuals, Groups, and Institutions; Thematic Strand V: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- Power, Authority, and Governance; Thematic Strand VI: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.
- Global Connections; Thematic Strand IX: Social studies programs should include experiences that provide for the study of global connections and interdependence.

National Geography Standards (from the National Council for Geographic Education)

The National Geography Standards were established to form a framework that provides guidelines on what students should know about geography.

Essential Element 1: The World in Spatial Terms

The geographically informed person knows and understands:

- Standard 3: How to analyze the spatial organization of people, places and environments on Earth's surface.

Essential Element 2: Places and Regions

The geographically informed person knows and understands:

- Standard 4: The physical and human characteristics of places.
- Standard 5: That people create regions to interpret Earth's complexity.
- Standard 6: How culture and experience influence people's perceptions of places and regions.

Essential Element 4: Human Systems

The geographically informed person knows and understands:

- Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.

Essential Element 6: The Uses of Geography

The geographically informed person knows and understands:

- Standard 17: How to apply geography to interpret the past.

Essential Questions

Through exploring the Project Dastaan website and the activities outlined in this teacher's guide, students will be able to answer and discuss the following questions:

- What is the Partition and who were the people affected by it?
- Why do people move? What factors cause migration?
- What were some of the recollections of people who experienced the Partition?
- Why are first-hand perspectives important when examining historical events?
- How can primary sources, such as oral histories and quotations, help us gain a better understanding of history and human experience?
- What is conflict?
- What are examples of conflict management and conflict resolution methods?
- What were some of the conflicts people experienced during the Partition?
- What modern-day parallels are there between what people experienced during the Partition and what many people are experiencing in other parts of the world?

Objectives

Through exploring the Project Dastaan website and the activities outlined in this teacher's guide, students will:

- learn about the people affected by the Partition;
- explore why people move and what causes migration;
- learn about the importance of first-hand perspectives in examining historical events;
- examine primary sources, such as oral histories and quotations, to gain a better understanding of history and human experience;

- discuss conflict and how it is a pervasive part of life;
- consider conflict resolution and conflict management methods;
- examine some of the conflicts people experienced during the Partition; and
- consider some parallels between people's experiences during the Partition and modern-day situations around the globe.

Materials

Handout 1, *Pre-Test*, pp. 11–12, 30 copies
Handout 2, *The 1947 Partition of India and Pakistan*, pp. 13–14, 30 copies
Handout 3, *Overview of Conflict*, pp. 15–16, 30 copies
Handout 4, *Four Steps in Analyzing a Conflict*, pp. 17–18, 30 copies
Handout 5, *Stories of the Partition, Note-Taking Sheet*, pp. 19–22, 30 copies
Handout 6, *Analyzing Modern-Day Situations*, p. 23, 30 copies
Answer Key 1, *Pre-Test*, pp. 24–25
Answer Key 2, *Handout 2 Questions*, p. 26
Answer Key 3, *Stories of the Partition, Note Taking Sheet* p. 27

Equipment

Computer with Internet access
Computer projector and screen
Computer speakers
Whiteboard and markers

Teacher Preparation

Instructions and materials are based on a class size of 30 students. Adjust accordingly for different class sizes.

1. Familiarize yourself with handouts, answer keys, and the Project Dastaan website at https://projectdastaan.org/stories/ and its interviews, map, and films.
2. Set up and test the computer, projector, and speakers. Confirm ability to play video and project sound audibly to students.
3. Make the appropriate number of copies of handouts.

Time

Three 50-minute class periods

Procedures

Setting the Context

1. To set the context for the lesson, ask students the following questions, and record student responses on the board or a sheet of butcher paper:
   - What does the word "partition" mean? *Partition means to divide into parts*.
   - What events led to the division, or Partition, of the Indian subcontinent into India and Pakistan? *The British government granted*

independence to India after nearly 300 years of colonization and drew borders that divided the region into two independent nation states.

- What was the result of the Partition on the people of the Indian subcontinent? *The Partition resulted in horrific violence; a large number of casualties; the mass migration of Hindus, Muslims, and Sikhs; and lasting conflict.*
- What are some conflict management strategies you have used in your life? *Student answers will vary.*

2. Inform students they will learn about the impact the Partition had on the people of the Indian subcontinent, hear oral histories from those who survived, consider conflict in a broad context, and draw comparisons between the Partition and other modern-day global conflicts.
3. Distribute a copy of Handout 1, *Pre-Test*, to each student. Allow students five minutes to complete the quiz. Inform them it is a pre-assessment of their knowledge and will not be graded.
4. Review the answers to Handout 1, *Pre-Test*, with the class, using Answer Key 1, *Pre-Test*.
5. Inform students they will learn more about the Partition by reading a short handout.
6. Distribute a copy of Handout 2, *The 1947 Partition of India and Pakistan*, to each student and review the questions at the end of the handout. Allow students 15 to 20 minutes to read the handout and answer the questions on a separate sheet of paper.
7. Review the handout, using Answer Key 2, *Handout 2 Questions*, as a guide. Ask students to share their answers. Discuss any student questions or comments.

Activity

1. Next, students will be introduced to the concept of conflict. This will include: six categories of conflict; elements of conflict; and the differences between conflict management and conflict resolution. They will also learn about four steps in analyzing a conflict and analyze conflicts that people affected by the Partition experienced. The goal is to develop students' analytical and critical thinking skills regarding conflict, which is a pervasive part of both students' lives and the lives of people affected by the Partition.
2. To provide a context for the study of conflict, engage students in a discussion by asking the following:
   - What examples of conflict have you seen or experienced in your life? (The point is to show that conflict exists and is part of students' lives.) *Possible responses may be conflict related to crime, dating, student/teacher disagreements, teen/parent arguments, tests, bullying, social media messages, etc.*
   - What are some similarities or patterns among the responses given? *Possible answers might be: all conflicts have causes and management or resolution alternatives; all conflicts have participants, etc.*

- What are some of the differences in the conflicts?
  Possible answers might be: conflicts can be planned or unplanned, useful or not useful, violent or nonviolent, inevitable or avoidable, etc.
- What are some synonyms and antonyms for "conflict"?
  Supplement the students' list, if necessary. *Possible synonyms might be hassle, competition, fight, problem, dissonance, tension, disagreement, and dispute. Possible antonyms might be harmony, accord, agreement, friendship, and peace. Note that these words are not equal for all situations. For example, although a fight is a type of conflict, not all conflicts are fights.*

3. Distribute a copy of Handout 3, *Overview of Conflict*, to each student. Point out that there are at least six categories of conflict.
   - *Intrapersonal conflict* involves a single individual whose two or more goals, beliefs, or actions cannot be reconciled or achieved simultaneously. For instance, if a student wants both to do well on an exam tomorrow and go to a party with friends tonight, he or she faces intrapersonal conflict.
   - *Interpersonal conflict* involves two or more individuals whose goals, beliefs, or actions cannot be reconciled or simultaneously achieved.
   - *Intragroup conflict* occurs between members of a single group.
   - *Intergroup conflict* takes place between two or more discrete groups of individuals.
   - *International conflict* occurs between two or more nations.
   - *Global conflict* occurs when human goals, actions, or beliefs cannot be reconciled, but the individuals involved do not necessarily belong to discrete groups of nations. Environmental problems are commonly related to the causes of some global conflicts.
4. Ask students to give examples of the six categories of conflict. These examples can be from their own personal experiences, the news, etc. List these examples on the board. Ask students to identify any commonalities between their examples.
5. Guide students through a discussion of the "Elements of Conflict" that are also listed on the handout. Inform students that all conflicts have a participant or participants, and that each of these participants has goals. These goals concern values, interests, or resources. A conflict occurs if these values cannot exist simultaneously, if the interests cannot be realized simultaneously, or if the resources are scarce so that both participants cannot have them simultaneously.
6. Ask for examples of goals concerning values, interests, resources, to make sure that students understand these terms (e.g., value conflicts could be about different religions or moral beliefs; interest conflicts could be about status; resources conflicts could be about the supply of minerals.) Generally, participants are not aware of the conflict until some interruption has occurred. If the plans to meet the original goals are interrupted, then the participants must reformulate their plans or take different actions.

7. Tell students there are many methods participants can use to reformulate their plans or take different actions after such an interruption. Ask students what some of these methods are (e.g., argue, negotiate). These methods are taken either to resolve or to manage the conflict.
8. Review the "Conflict Resolution and Conflict Management Methods" that are listed on the handout by making the following distinction for the class:
   - A participant using a method of conflict management does not want to (or seek to) resolve the conflict, but also does not want the conflict to escalate.
   - A participant using a method of conflict resolution wants to resolve the conflict so that it no longer exists.
9. Inform students that after conflict resolution and conflict management methods are utilized by one or both participants, the conflicts may result in many different outcomes. Ask students to name some specific results (e.g., an enemy may be eliminated; a conflict may escalate; a new conflict may arise; new plans may be devised by one or both participants.)
10. Distribute a copy of Handout 4, *Four Steps in Analyzing a Conflict*, to small groups of five students and have each group identify and analyze a school-based conflict using the four steps. Ask a reporter in each group to share short summaries of its discussion.
11. Distribute a copy of Handout 5, *Stories of the Partition, Note-Taking Sheet*, to each student. Explain that they will listen to short interviews of people who were affected by the Partition, and analyze the conflicts presented in each one.
12. Play the selected interviews from the Project Dastaan website, making sure to pause after each one to allow students time to complete the handout.
13. To conclude this activity, engage students in a discussion using the following questions:
   - Which of the six categories of conflict seemed to be most pervasive among the people who experienced the Partition?
   - Did anything surprise you about the elements of conflict that were noted in the interviews of those affected by the Partition?
   - Think of a situation in your life when you were in unfamiliar surroundings. Describe the conflicts that you experienced. How did you resolve or manage them?
   - Are the steps in analyzing a conflict useful to you? If so, how? If not, why not?
   - How can personal stories/oral histories enhance or challenge the popular narratives of the Partition?
   - What can be learned about human nature and the human experience from stories of the Partition?

Extension Activity

1. In the final activity, students will use their knowledge of the Partition to make some general comparisons to other modern-day conflicts around the world. Ask students to share any modern-day conflicts they are aware of and write their responses on the board. Compile the information the class provides and provide help and direction as needed.
2. Divide the class into five small groups and distribute a copy of Handout 6, *Analyzing Modern-Day Situations*, to each group. Review the directions and assign each group a modern-day conflict from those listed on the handout to research. Each group will need to complete the following:
   a. Research the assigned conflict and then identify key themes and elements of the assigned conflict (religious and ethnic tensions, forced migrations, political complexities, and the human impact).
   b. Discuss some similarities and differences they notice between the Partition and their assigned conflict.
   c. As a group, choose a creative medium to share their findings with the class. This could include writing a short story or poem, creating artwork, composing a song, etc. Emphasize the importance of capturing emotions and perspectives, and explore what lessons can be learned from the situation.
3. Conclude the activity with a discussion of global conflicts generally, the many lessons that can be learned, and why it is important for future generations to know about these conflicts.

Optional Extension Activity

1. There are two films that may be viewed for optional extension activities.
   a. *Child of Empire* is a 17-minute animated virtual reality docu-drama experience that immerses viewers in one of the largest forced migrations in human history: the 1947 Partition of India and Pakistan.
   b. *Seabirds* is a 7-minute animated story of intergenerational loss and an exploration of identity and belonging. Meenakshi learns of her family's escape from Burma (now known as Myanmar) during World War II, and how the Partition cut her mother off from her childhood home in Rangoon (now known as Yangon).
2. View the film(s) as a class and discuss the viewing questions below:
   - What techniques does the filmmaker use to evoke mood or emotion?
   - What emotions did you feel while watching these films?
   - The filmmaker used virtual reality (VR) to help transport those who experienced the Partition back to their homelands. In what other ways could VR be used in the classroom?

Assessment

The following are suggestions for assessing student work in this lesson:

1. Informally assess student knowledge of the Partition prior to the lesson as indicated by their answers to and discussion around Handout 1, *Pre-Test*, using Answer Key 1, *Pre-Test*, as a guide.
2. Examine student responses to questions on Handout 2, *The 1947 Partition of India and Pakistan*, using Answer Key 2, *Handout 2 Questions*, as a guide.
3. Evaluate student responses to Handout 5, *Stories of the Partition Note-Taking Sheet*, using Answer Key 3, *Stories of the Partition*, as a guide.
4. Evaluate the Extension Activity from Handout 6, *Analyzing Modern-Day Situations*, using the criteria given on the handout as a guide.
5. Assess student participation in group and class discussions, evaluating students' ability to:
   - clearly state their opinions, questions, and/or answers;
   - provide thoughtful answers;
   - exhibit sensitivity toward different cultures and ideas;
   - respect and acknowledge other students' comments; and
   - ask relevant and insightful questions.

Pre-test

Directions: Read the following questions and determine the correct answers to the best of your ability. Circle the correct answers.

1. In _____ , the Indian Subcontinent gained independence.
   a) 1884
   b) 1947
   c) 1927
   d) 1952

2. Prior to independence, the Indian subcontinent was ruled by the _____ .
   a) Chinese
   b) Americans
   c) British
   d) Japanese

3. The Partition separated the Indian subcontinent into two nations, divided along _____ lines.
   a) Socio-economic
   b) Ethnic
   c) Religious
   d) Historical

4. As a result of the Partition, up to _____ people lost their lives and _____ people migrated in one the largest mass migrations in human history.
   a) 2 million/14 million
   b) 600,000/7.5 million
   c) 850,000/10 million
   d) 1.1 million/12 million

5. Prior to independence, Hindus, Muslims, and Sikhs mostly lived in _____ with each other.
   a) Peace
   b) Conflict
   c) Turmoil
   d) Rivalry

6. What methods can be used to resolve a conflict?
   a) Compromise
   b) Protest
   c) Withdraw
   d) Compete
   e) All the above

7. What type of conflict takes place between two or more discrete groups of individuals?
   a) International
   b) Intragroup
   c) Intrapersonal
   d) Intergroup

The 1947 Partition of India and Pakistan[1]

Directions: Read the following handout and answer the questions at the end on a separate sheet of paper.

As the clock struck midnight on August 15, 1947, celebratory shouts of freedom from colonial rule were drowned out by the cries of millions frantically making their way through the corpse-littered landscape of nascent India and Pakistan. After more than one hundred years of British East India Company rule and an additional 90 years of the British Raj, the Indian subcontinent had finally achieved Independence. What should have been a moment of crowning triumph after years of anti-colonial struggle was indelibly marred by unimaginable violence and bloodshed.

Up to two million people lost their lives in the most horrific of manners. The darkened landscape bore silent witness to trains laden with the dead, decapitated bodies, limbs strewn along the sides of roads, and wanton rape and pillaging. There was nothing that could have prepared the approximately 14 million refugees for this nightmare. The 1947 Partition of the Indian subcontinent into the independent nations of Hindu-majority India and Muslim-majority Pakistan was accompanied by one of the largest mass migrations in human history and violence on a scale that had seldom been seen before. As the provinces of Punjab and Bengal were effectively split in half, approximately seven million Hindus and Sikhs and seven million Muslims found themselves in the wrong country. Believing they would return "home," many families left their valuables behind before they packed up their essential belongings and began the trek to India or West or East Pakistan (now Bangladesh). Many never made it.

How could neighboring communities, accustomed to centuries of relative peace have suddenly turned so violently upon one another? One could blame the July 15, 1947 decision by the British to hand over power only a month later on August 15, 1947, a full ten months earlier than anticipated. One could blame the hastily drawn borders, which were created by a British lawyer, Sir Cyril Radcliffe, who lacked basic knowledge of India and was given only five weeks to redraw all the borders of South Asia. One could fault the increasingly hostile rhetoric that accompanied the rise of Hindu and Muslim nationalism or the divide and rule policies of the British.

nascent—coming into existence; emerging

British East India Company—British company incorporated by royal charter on December 31, 1600 for the exploitation of trade with East and Southeast Asia and India; acted as part-trade organization, part-nation-state for more than two centuries

British Raj—rule of the British Crown on the Indian subcontinent

indelibly—impossible to eliminate, forget, or change

mar—to ruin or diminish the perfection or wholeness of; spoil

wanton—merciless, inhumane; malicious

pillage—rob a place or property using violence, especially in wartime

refugee—one who flees to a foreign country or power to escape danger or persecution

migration—movement of people to a new area or country in order to find better living conditions

1 Written and permission for use granted by C. Ryan Perkins

Hindu—relating to the religion of Hinduism, a major religious and cultural tradition of the Indian subcontinent

Sikh—relating to the Indian religion of Sikhism or to a follower of Sikhism

Muslim—relating to the religion of Islam or to a follower of Islam

rhetoric—speech or writing designed to have a persuasive or impressive effect on its audience

nationalism—loyalty and devotion to a nation to the point where primary emphasis and promotion of its interests and culture are placed above others

Questions: Answer the following questions on a separate sheet of paper and be prepared to discuss the answers in class.

1. What was the expected outcome of independence in 1947? What was the actual outcome?

2. Why was there such a drastic difference between expectations and reality of independence?

3. Why did 14 million people move as a result of the Partition?

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Overview of Conflict

Six Categories of Conflict

- *Intrapersonal conflict* involves a single individual whose two or more goals, beliefs, or actions cannot be reconciled or achieved simultaneously. For instance, if a student wants both to do well on an exam tomorrow and go to a party with friends tonight, he or she faces intrapersonal conflict.
- *Interpersonal conflict* involves two or more individuals whose goals, beliefs, or actions cannot be reconciled or simultaneously achieved.
- *Intragroup conflict* occurs between members of a single group.
- *Intergroup conflict* takes place between two or more discrete groups of individuals.
- *International conflict* occurs between two or more nations.
- *Global conflict* occurs when human goals, actions, or beliefs cannot be reconciled, but the individuals involved do not necessarily belong to discrete groups of nations. Environmental problems are commonly related to the causes of some global conflicts.

Elements of Conflict

- Participants
- Goals
- Interruption
- Conflict Management/Conflict Resolution Methods
- Results

Conflict Resolution and Conflict Management Methods

- Negotiate: Participants can talk in order to resolve or manage their conflict. Points of agreement and disagreement are discussed. Negotiation may be informal, which means that parties discuss the issues in an unstructured environment, or it may be formal, which means that participants use a structured system to try and reach an agreement. Two types of negotiation are arbitration and mediation. In arbitration, participants select a neutral third party to hear both sides and to make a decision by which the participants have agreed in advance to be bound. In mediation, a third party is selected by participants to hear both sides and to suggest possible courses of action; these suggestions are not binding.
- Litigate: A participant can sue the other participant in civil court or have charges brought against the other in criminal court; nations may file complaints against each other in the International Court of Justice.
- Use Pressure: A participant can use various methods of indirect coercion to influence and change the behavior of the other participant. Some types of pressure include: hold a boycott; protest; strike; threaten.
- Hold an Election: In some settings, especially those within a single state or national government, the process of voting to determine the outcome of a conflict is available. For example, some citizens may want to change their state's environmental laws. They can write a proposal and put it on the ballot, allowing the state's voters to decide the outcome of the conflict.

- Compete: A participant may work singly to achieve an objective, hoping to reach the objective sooner than the other participant. Competition can be economic, military, political, social, etc.
- Use Force: Military or other physical force may be used to coerce a participant into changing its behavior.
- Withdraw: A participant may change its goals in order to withdraw from the conflict.
- Compromise: A participant indicates that it is willing to compromise its position and thereby changes its primary goals.

Four Steps in Analyzing a Conflict

Step 1: Identification

This step refers to these portions of the elements of conflict:
participants–goals–interruption

Key questions:

- Who were the participants?
- What were the goals of each participant and what was the nature of the conflict?

Supplemental questions:

- Would you classify the conflict as intrapersonal, interpersonal, intragroup, international, or global?
- Is the conflict concerning values, interests, resources, or a combination of these?
- Are the participants' goals and motives hidden or obvious? What assumptions have you made about participants' goals?
- What signals or evidence is there of conflict?

Step 2: Alternatives

This step refers to this portion of the elements of conflict:
conflict resolution/conflict management methods

Key questions:

- Were there particular areas of agreement or disagreement between the participants to note?
- What possible alternatives existed as methods to resolve or manage the conflict?

Supplemental question:
How might the suggested alternatives affect the original goals of each participant?

Step 3: Action

This step assumes that both participants are not ignoring the conflict. Conflict resolution or conflict management action is taken by one or both participants. This step refers to this portion of the elements of conflict:

conflict resolution/conflict management methods

Key questions:

- What alternatives were chosen by both participants? Why? Did the participants want to resolve or manage the conflict?
- How were the plans of both participants carried out?

Supplemental questions:

- Are the consequences of a particular course of action hard to predict? Why?
- What assumptions are made about values demonstrated by each participant in preferring one course of action over another? Do participants attach greater importance to one interest over another?

Step 4: Evaluation

This step refers to these portions of the elements of conflict:

conflict resolution/conflict management–results

Key questions:

- Did the participants' plans work? What happened? Were additional conflict resolution or conflict management steps taken?
- What were the results of the conflict?

Supplemental question:

- What are your assumptions about the results?

Stories of the Partition, Note-Taking Sheet

Directions: Complete each section of the handout as your teacher plays the interviews of people who had been affected by the Partition. Refer to Handout 3, *Overview of Conflict*, as you do so.

Dr. Brajesh Chandra Sen

Region: Dhaka, Bangladesh to Calcutta, India

Summary of interview:

Types of conflict represented:

Dharampaal Vacchar

Region: Sialkot, Pakistan to Mumbai, India

Summary of interview:

Types of conflict represented:

Mohammad Hussein Dar

Region: Pakistan

Summary of interview:

Types of conflict represented:

Manjari Dasgupta

Region: Jamalpur, Bangladesh to India

Summary of interview:

Types of conflict represented:

Wasim Siddiqui

Region: Aligarh, India to Karachi, Pakistan

Summary of interview:

Types of conflict represented:

Ishar Das Arora

Region: West Punjab, Pakistan to Delhi, India

Summary of interview:

Types of conflict represented:

Trilochan Singh

Region: Peshawar, Pakistan to Delhi, India

Summary of interview:

Types of conflict represented:

Analyzing Modern-Day Situations

The Partition of India and Pakistan in 1947 was a complex and tragic event that had profound and lasting consequences for the region. While it is impossible to find exact parallels, as historical events are unique, there are contemporary situations that share certain elements or dynamics.

Directions: In your group, complete the following tasks:

1. Your group has been assigned to one of the modern-day conflicts below. Research the situation and then identify key themes and elements (religious and ethnic tensions, forced migrations, political complexities, and the human impact).
2. Discuss some similarities and differences you notice between the Partition and your assigned conflict.
3. With your group members, choose a creative medium to share your findings with the class. This could include writing a short story or poem, creating artwork, composing a song, etc. Emphasize the importance of capturing emotions and perspectives, and explore what lessons can be learned from the conflict.

List of Conflicts:

- Middle East Conflict: The Israeli-Palestinian conflict has some parallels, with a long history of territorial disputes, displacement of populations, and religious and cultural tensions.
- Ireland/Northern Ireland: The division of Ireland in 1921 and the subsequent creation of Northern Ireland share parallels with the Indian Partition in terms of religious and political divisions. The Troubles, a period of conflict in Northern Ireland from the late 1960s to 1998, involved sectarian violence, political strife, and efforts for self-determination.
- Rohingya/Myanmar: The persecution of the Rohingya Muslim minority in Myanmar has parallels with the displacement and violence during the Indian Partition. The Rohingya crisis involves religious and ethnic tensions, displacement, and accusations of human rights abuses.
- Kashmir Conflict: The ongoing Kashmir conflict is a direct result of the Indian Partition, involving religious and political differences between India and Pakistan.
- Greece/Turkey: Historical tensions between Greece and Turkey have fueled the Cyprus conflict. The Turkish military intervened in 1974 after a Greek-backed coup, resulting in the island's division. Ongoing reunification efforts have yet to achieve a comprehensive resolution.
- Russian Empire/USSR: The dissolution of the Soviet Union occurred in 1991, marked by the resignation of Soviet President Mikhail Gorbachev. This event followed years of economic struggles, political reforms, and nationalist movements within the Soviet republics. The outcome was the emergence of independent states, signifying the end of the Cold War era and the dissolution of the world's largest communist state.

Pre-test

Directions: Read the following questions and determine the correct answers to the best of your ability. Circle the correct answers.

1. In _____ , the Indian Subcontinent gained independence.
   a) 1884
   b) 1947
   c) 1927
   d) 1952

2. Prior to independence, the Indian subcontinent was ruled by the _____ .
   a) Chinese
   b) Americans
   c) British
   d) Japanese

3. The Partition separated the Indian subcontinent into two nations, divided along _____ lines.
   a) Socio-economic
   b) Ethnic
   c) Religious
   d) Historical

4. As a result of the Partition, up to _____ people lost their lives and _____ people migrated in one the largest mass migrations in human history.
   a) 2 million/14 million
   b) 600,000/7.5 million
   c) 850,000/10 million
   d) 1.1 million/12 million

5. Prior to independence, Hindus, Muslims, and Sikhs mostly lived in _____ with each other.
   a) Peace
   b) Conflict
   c) Turmoil
   d) Rivalry

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6. What methods can be used to resolve a conflict?
   a) Compromise
   b) Protest
   c) Withdraw
   d) Compete
   e) All the above

7. What type of conflict takes place between two or more discrete groups of individuals?
   a) International
   b) Intragroup
   c) Intrapersonal
   d) Intergroup

Handout 2 Questions

1. What was the expected outcome of independence in 1947? What was the actual outcome?

   People expected freedom from colonial rule to be a peaceful and triumphant victory. However, the Partition resulted in massive violence, the death of up to two million people, and one of the largest mass migrations in human history.

2. Why was there such a drastic difference between expectations and reality of independence?

   There were several factors that contributed to the violence and bloodshed that ensued, including a) the rushed handover that occurred 10 months earlier than planned; b) the hastily drawn borders of the Partition; c) nationalistic rhetoric; and d) divisive British policies.

3. Why did 14 million people move as a result of the Partition?

   When the provinces of Punjab and Bengal were basically split in half, approximately seven million Hindus and Sikhs and seven million Muslims found themselves in the wrong country.

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Stories of the Partition, Note-Taking Sheet

Directions: Use the following Answer Key to assess the quality of students' notes for Handout 5, *Stories of the Partition, Note-Taking Sheet.*

Dr. Brajesh Chandra Sen

Region: Dhaka, Bangladesh to Calcutta, India

Summary of interview:

"My neighborhood was a friendly neighborhood. Relations were very good. But, like I said, there used to be a lot of Hindu Muslim riots. ... We would never go too far, so we just stayed around the neighborhood. It was a Hindu neighborhood. However, unfortunately, all my best friends were Muslims. Throughout school. ... They were very good Muslims. ... We were a group of 5 to 6 people. Two or three were Muslims. However, we wouldn't even go to Muslim areas."

Types of conflict represented:

- *International conflict* occurs between two or more nations.
  (All of the stories of the Partition represent this type of conflict since it was born from the creation of two different countries.)
- *Intergroup conflict* takes place between two or more discrete groups of individuals.
  (There was intergroup conflict between many Hindus and Muslims. In this situation, even though there didn't seem to be conflict between the individual friends, the intergroup conflict kept Dr. Brajesh Chandra Sen from going to Muslim areas.)

Dharampaal Vacchar

Region: Sialkot, Pakistan to Mumbai, India

Summary of interview:

"In those days in military camps, people would ask, 'Give us wheat, or give us some wood. We'll send a truck across and get your people.' My uncle offered all the wood and wheat he had. But it wasn't enough for them. My uncle couldn't bring my father back. Later, my father was killed across the border. This is a story from 1947."

Types of conflict represented:

- *International conflict* occurs between two or more nations.
- *Interpersonal conflict* involves two or more individuals whose goals, beliefs, or actions cannot be reconciled or simultaneously achieved.
  (This interview represents the conflict between his uncle and the person/people he gave the wood and wheat to, as well as the conflict between his father and the person/people who killed him.)
- *Intergroup conflict* takes place between two or more discrete groups of individuals.
  (There was conflict between the group of people in military camps, and those offering to bring their loved ones back—for a price. The conflict between Hindus and Muslims resulted in the death of his father since he was on the wrong side of the border.)

Mohammad Hussein Dar

Region: Pakistan

Summary of interview:

"…. My duty was to save him [a Hindu]. … suddenly, my friend shot him … the same Hindu whom I was supposed to protect. He just shot him … and I got so angry … I told him it is our duty to protect the Hindu … why would you shoot him? So I opened fire at my friend … I didn't kill him, only shot him in his leg. I was so conflicted and suddenly thought what have I done to my friend? But then I thought it was my duty to bring the man back safe and sound … but one of my own killed him."

Types of conflict represented:

- *International conflict* occurs between two or more nations.
- *Intrapersonal conflict* involves a single individual whose two or more goals, beliefs, or actions cannot be reconciled or achieved simultaneously. For instance, if a student wants both to do well on an exam tomorrow and go to a party with friends tonight, he or she faces intrapersonal conflict.
  (This story represents the conflict Mohammad Hussein Dar had within himself: he needed to protect someone whom his friend shot. He didn't want to shoot his friend, but his friend also did something he wasn't supposed to do.)
- *Intragroup conflict* occurs between members of a single group
  (There was intragroup conflict in this story in that Mohammed Hussein Dar and his friend were part of the same group, but Mohammed shot him because his friend shot someone—outside of their group—whom they were supposed to protect.)
- *Intergroup conflict* takes place between two or more discrete groups of individuals.
  (Conflict between the Hindu man who was shot and the Muslims who were supposed to protect him.)

Manjari Dasgupta

Region: Jamalpur, Bangladesh to India

Summary of interview:

"…. All our supplies at our house got looted that night. There was a dog, he was beaten up badly. When my father went home in the morning, the dog started wailing … he was trying to stop the loot, you know. We used to come out in the morning, take some grocery supplies from houses … the cooking would take place in the temple itself. It became like a camp. … Then after seven days, we all returned home, after the riot stopped. That's when we left for Calcutta."

Types of conflict represented:

- *International conflict* occurs between two or more nations.
- *Intergroup conflict* takes place between two or more discrete groups of individuals.
  (Conflict between the family of Manjari Dasgupta who was staying in the temple and the people who looted their home.)

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Wasim Siddiqui

Region: Aligarh, India to Karachi, Pakistan

Summary of interview:

"My brother didn't want me to leave. He said he would be left alone without me. I took the decision myself. … So when I finished my Master of Science, all my Hindu class fellows got jobs. I couldn't find a job for one year … My sister-in-law (in Lahore) would write to me, and suggested I try for here (Pakistan). So I left."

Types of conflict represented:

- *International conflict* occurs between two or more nations.
- *Intrapersonal conflict* involves a single individual whose two or more goals, beliefs, or actions cannot be reconciled or achieved simultaneously. For instance, if a student wants both to do well on an exam tomorrow and go to a party with friends tonight, he or she faces intrapersonal conflict.
  (In this case, Wasim Siddiqui might have felt conflict within himself because he might have wanted to honor his brother's wishes that he stay, but he was also struggling to find a job. Making the decision to move to Pakistan against his brother's wishes might have caused intrapersonal conflict.)
- *Interpersonal conflict* involves two or more individuals whose goals, beliefs, or actions cannot be reconciled or simultaneously achieved.
  (He might have felt conflict between himself and his brother. His brother wanted him to stay, but then Wasim Siddiqui would not have been able to find a job.)
- *Intragroup conflict* occurs between members of a single group
  (There was conflict between Wasim Siddiqui and his brother, even though they were both Muslim.)
- *Intergroup conflict* takes place between two or more discrete groups of individuals.
  (Due to the conflict that the Partition created, there was intergroup conflict between many Hindus and Muslims.)

Ishar Das Arora

Region: West Punjab, Pakistan to Delhi, India

Summary of interview:

"…. I'll never forget the fear of that day. I was in second grade when the Partition riots began. … We used to have a room behind our house … During the riots we heard people wreaking havoc outside, chaos in all directions. Our mother sneaked us to that room and locked it. She hid me in a basket and hid my father to sit at one place. The son of the Numberdar (Feudal Lord) locked the room and sat on the roof. 'Nobody can touch you as long as I'm alive.' And he was a Muslim."

Types of conflict represented:

- *International conflict* occurs between two or more nations.
- *Intragroup conflict* occurs between members of a single group
  (The Numberdar, who was Muslim, might have experienced conflict with other people who were also Muslim (i.e., members of his own group) because the Numberdar wanted to protect Ishar Das Arora and his family from other Muslims who were rioting outside.)

- *Intergroup conflict* takes place between two or more discrete groups of individuals. (Due to the conflict that the Partition created, there was intergroup conflict between many Hindus and Muslims.)

Trilochan Singh

Region: Peshawar, Pakistan to Delhi, India

Summary of interview:

"I was living in Peshawar Cantonment Area, so there used to be military people, including English military people. What once really shocked me was that during Christmas, these tommies … they were known as goras, you know, they came out on the streets openly drinking, opening their slacks dancing, and if any Indian tried to come in the way, they would kick. So this was one of the scenes which shocked me. What kind of people we are, and what kind of people they are to treat us like dogs."

Types of conflict represented:

- *International conflict* occurs between two or more nations.
- *Intergroup conflict* takes place between two or more discrete groups of individuals. *(Due to the conflict that the Partition created, there was intergroup conflict between many Hindus and Muslims. In this example, there was conflict between Indians and some members of the English military.)*