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ENGLISH BREAK

*Sixteenth Edition
June 2020*



YOU WILL READ:

- Coronavirus Exposed Our Frailty
- Painting In The Shadow
- Grow Through What You Go Through
- Teachers' Lounge



ENGLISH BREAK

THE CONCESSIONAIRE:

The Scientific English Assosiation of Alzahra University

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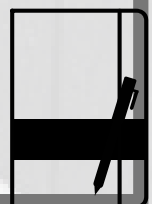
EDITORIAL

As quite awful many of us are chafed at being homebound for as long as three months only to be followed by more months of uncertainty, you might well be wondering as to how our fates turned from something to be lived to something to be survived. Other than that, you are very likely to be turning the channels aimlessly only to be surprised by both cataclysmic and optimistic interpretations broadcasted from the same newscast, scrolling past the *Tik-Tok* challenges often with a sad headshake, laughing off the occasional home-grown video innovations casting the final scene of *Game of Thrones* onto queen Elizabeth's dress while she was delivering an inspirational speech; with all of this leading up to no disclosure, a sense of normalcy might feel again just as elusive as getting our biological circadian clock to resume its regular motion.

However, instead of offering a counterintuitive denouement to this most extraordinary saga, we cordially offer a makeshift retreat into the havens of literature. It may give you a temporary solace in this most extraordinary of times.

On a side note, we really owe a debt of gratitude to our fellow writers who have devotedly contributed to launching our very first bonus teaching segment titled *Teachers' lounge*. Our greatest shout-outs to our writing panel who selflessly put pen to paper at the end of weeks and days' worth of online classes and assignments. Finally, this present issue is dedicated to all university alumni who most probably will lose out on their graduation ceremony this year. May the rest of the way be a direct ascent to the top.

Najieh Abedinpour
Directing Manager

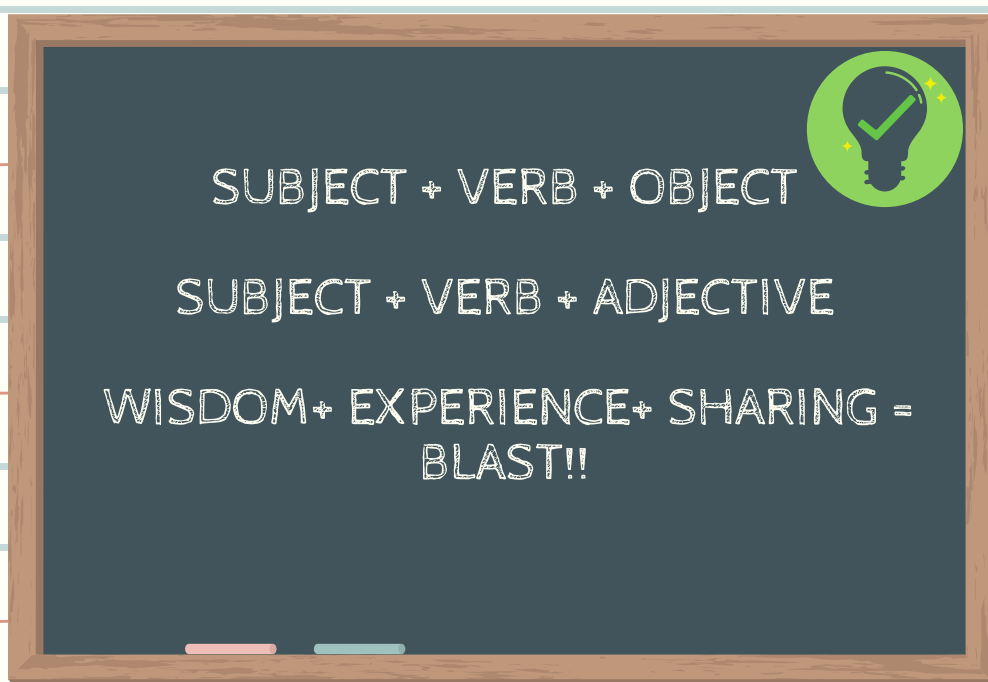




English Break's

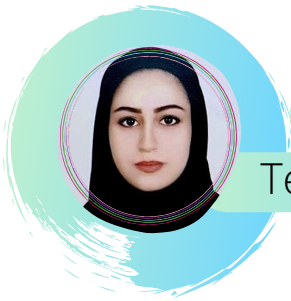
TEACHERS' LOUNGE

a host of groundbreaking and roof-shaking ideas!



we've asked spirited teachers to let us in on
their most unnerving challenges





Sepide Mirzade

Teaching postgraduate



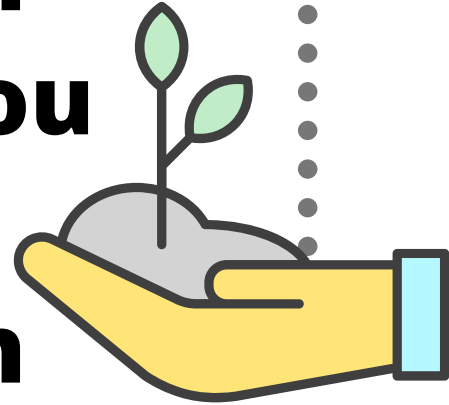
I've been teaching English to high school students for almost 7 years and have faced several issues and challenges throughout these years. I'm going to discuss some of them here:

The first thing that comes to my mind is having students with different levels of English proficiency. There would be conflicts between those with high levels of language proficiency and those with lower levels, and it may not be easy to bring peace back to your class again!

What usually works best for me is teaching according to the average level of students and preparing supplementary materials which may meet the needs of all students. I also try to provide students with creative tasks in different levels of difficulty. Putting proficient students in charge of helping their classmates who are less proficient would work as well.

The second challenge that I want to point out is that many students do not think in English which may negatively affect their language fluency. It is challenging to stop them from thinking in their mother tongue and to encourage them to start thinking in the language they are learning. As they mostly think in their mother tongue first and then translate into English, they make several errors that can cause miscommunication. Due to constant

Grow Through What You Go Through



comparison between two languages, they make many errors such as mispronouncing consonant blends at the beginning of words since they don't have such linguistic rule in Farsi. To handle such issues, I usually try to make them aware of these mistakes and tell them that languages are simply different! Making them aware of this fact is helpful in that after many times that you explicitly warn them about these differences and possible mistakes; you may eventually find them stop making those mistakes as they have finally internalized many rules. Exposing students to as much English input as possible like movies, songs, etc. is also important since hearing the correct pronunciations and forms can foster this internalization process.

Another issue that I have faced in teaching English is that most of the students are unable to use English in real situations. That is to say they mostly memorize some words and structural rules but cannot use them to communicate effectively in English. In order to equip students with commu-

cational tasks and encourage them to speak English no matter how many mistakes they may make. Encouraging them to read and listen as much as possible is also beneficial since by reading and listening they can enhance their writing and speaking respectively.

The other challenge that I can think of is lack of autonomy among students which results in being too much dependent on their teachers and being unable to take actions on their own. In classes that students are not autonomous, teachers usually do all the tasks and students rely upon them. And of course that is not how learning works! I try to encourage students to be independent and self-reliant by making them take responsibilities for their own learning. For instance, I do not provide them with immediate answers to their questions and instead respond with questions such as “why don’t you check it yourself?”, “why don’t you try doing it yourself”, “what’s your opinion about it?”. By asking such questions, students will realize they have to take charge of their learning and will try to be more engaged in class activities to get things done correctly.

The last but not the least, is students’ unwillingness to participate in group works.

Unfortunately, Iranian learners are not much in favor of group works and mostly prefer to work individually. Though I believe group works can be very effective because Iranian students do not



have sufficient exposure to English and do not have opportunity to use it outside classroom, therefore pair works which require them to talk and discuss issues in English, that is communicating, will provide them the chance to use English even for few hours.

What I do to encourage them to participate in group works is giving them fun tasks and games,

using rewards, setting ground rules, etc. I also give students the opportunity to choose their group members themselves and to make decisions regarding different issues in class from time to time.

Understanding of these issues and challenges help me build a better understanding of the total process of foreign language acquisition in that they provide me with insights into difficulties that students may experience in the process of language learning. By recognizing the challenges that my students may face, I will be more prepared to deal with them and to make better decisions. As there is a quote that says “grow through what you go through,” I believe being aware of these challenges and going through them, though difficult, is of great value in that it can help me become a more experienced teacher who can help students overcome their challenges more easily and enjoy their experience of language learning.





Fatemeh Andarkhora

Teaching postgraduate



Teaching: My True Calling In Life

I started working as an English teacher since I was 19. I like teaching because it is challenging and enjoyable at the same time. I love my students and really feel excited when they learn something new in my class. I think teaching is where my heart is.

fun fifteen

One of the challenges that I faced during my teaching years happened in a class with very young learners.

My students were 6 – 10 years old and they were all boys. The first half of the class was fine and students were active learners but the second half was almost a total mess.

They were young and playful and could not stand sitting and being quiet for a long time and definitely in that situation no learning

would happen; so I came up with the idea of fun 15 - minute.

This 15- minute brain break would start before the second half of the class and it was dedicated to eating snacks, playing English games, reading English stories and practicing some funny skills like drawing with our eyes closed and students really liked it.

A similar challenge happened about 4 years ago in another class of young learners. They were not active in the class

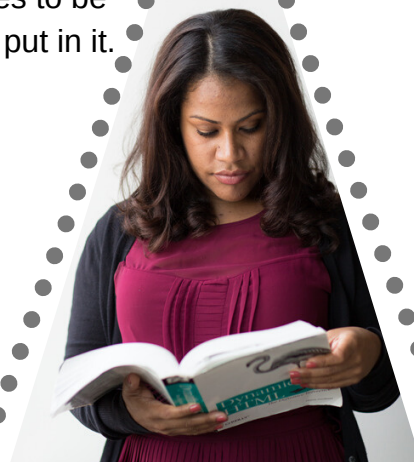
and did not do their homework properly so I designed a board game for that class. I wrote the rules on a paper and stuck that paper up on the wall near the board game. Then I asked them to choose a game character for themselves. The characters could move or buy facilities by the points that students would get for their class activities, grades and behaviors. The best student at the end of the semester was the winner and was rewarded. The whole students liked the game and it really improved their class performance and grades.



Invisible students

One day when I was grading my students' papers, I realized that I cannot remember a few faces properly and I became mad at myself. They were all my students and how could I not remember them while they were not even new in my class. The next session I tried to focus more on them and I noticed that it was the same for other students and they did not communicate much with those few invisible students.

In Every class there are students who are shy, awkward or quite by nature and somehow invisible. These students need more attention to flourish. Then I searched about it on the internet and actually there were a lot of articles about turning invisible to visible. I chose to involve them more in our class by asking them to help me with correcting papers and helping other students and so on. I tried to figure out what they are good at and use that as an aid for making them more known among other students. For example, one of them was at good at drawing so I used to ask her to draw the characters on the board before I teach conversation. I think the point is not just trying to help them become better learners or better students, it is all about helping them to feel good about themselves, to feel confident enough to be active in the class and be visible. Every student likes to be asked to be in a group not to be put in it.



Dealing with adults

One thing that I realized about adult learners is that they are way more vulnerable and stressed out than teen learners. Just ask them why they have not done their homework with a little spice of anger and they will be mentally no more with you till the end of the class or worse you will never have them in your class again.

One thing that was really challenging for me was how to treat adult learners so that they do not leave the class mad, disappointed or offended. I asked some of my seniors for some tips and read some articles about it. I asked them questions and checked their homework but I never asked them why they were not ready to answer or why they have not done their homework. I tried to boost their self-confidence by pointing at what they are good at and then I would ask them to focus on other parts too. I think with adult learners you must not show madness or anger and just show a bit of disappointment when necessary. Adults are really patient when it comes to learning and that is what I really love about them.

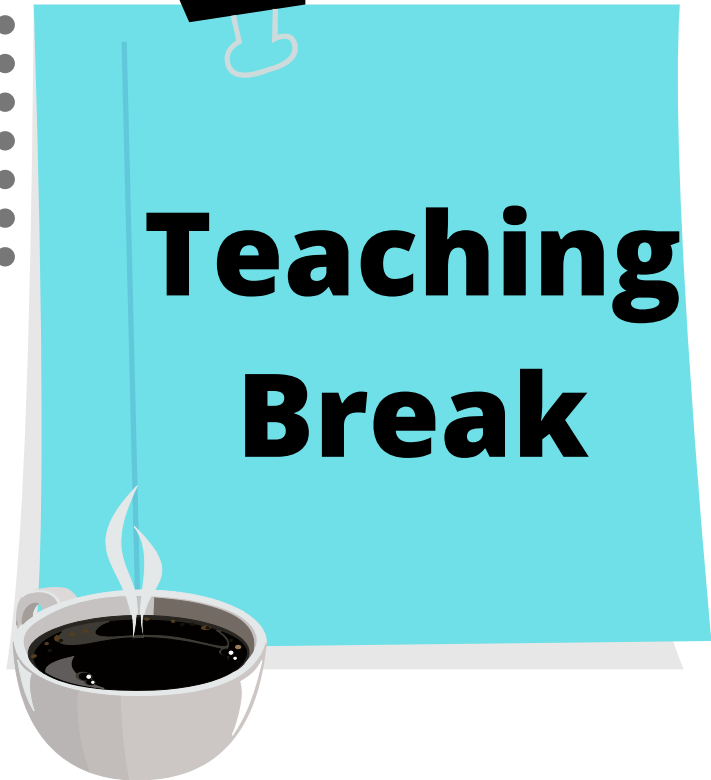




Bitra Karimzadehi
Literature Undergraduate

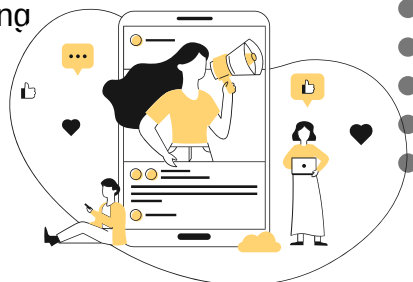


Every job meets its own challenges; this includes teaching EFL as well. In Teachers' lounge, teachers discuss some of their challenges with their career, which are definitely diverse in many aspects. Dealing with challenges, regardless of what they are and how we encounter them, results in the golden gift of EXPERIENCE. Dear teachers, dear teacher-to-be-s, and dear readers, I invite you to a cup of tea with Ms. Karimzade in our teachers' lounge:



a brief intro

I'm senior student in BA of English literature. Being an English major student, I started an EFL teaching course in a language institute. Now I am currently a part-time English teacher and part-time English student. As a new member of teacher's community, I started learning from those challenges in my career until now. Still learning, since learning is a constant part of teaching. Here I'd like to point out some of my experiences that can help for you. Even if you are not a teacher like me, you will find the following lines practical in your language learning



a moral quandary

As you have noticed there are many young teachers who are doing both study and job. It was very difficult for me to keep balance between these two since I wanted to keep both at the perfect level. I was doing well on both, but there were times when I had to choose between my career and my studies; there were times when I had to go to the class without being prepared. It sometimes happens even if you try to avoid it. Going unprepared for the class and doing things spontaneously in the class, will create this illusion in you that you can make it without preparation.

It was because of this false assumption that once I was kicked out of an institute because making few little mistakes in my class which caused lack of trust from the students and having students get bored because I did not have anything new for them and I was repeating the same procedure over and over. Being disappointed and miserable after losing my job, I learnt a good lesson, that is never to enter a class without preparing for it because no matter how much we, teachers are able to pretend to be confident, one day or another the truth will be revealed. What's more, unprepared teachers make boring classes.



Teachers, do your students forget what you have just taught them? Many teachers complain to their students about it: "I have taught you this! It was the first session." I faced this issue a lot and I know I will be dealing with it as long as I teach, because we cannot expect students to learn 100% of the things they are exposed to in the class.

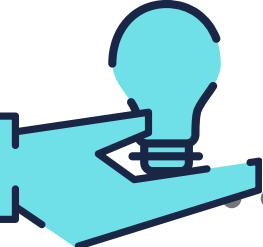


In the face of change

Another issue that I faced was with a class of adult students with different ages; mostly they were in their twenties. They were 10 students at the beginning of the semester but in the end only 3 of them were left for me. One who dropped the class was a middle-aged man, who lost 3 of his family members one after another, so he was too upset to attend the class. The other girl who wanted to join her fiancé in the US, lost her best friend and after that she found life unworthy of any wasteful struggles including learning English. The other girl was attending entrance exam so she left the class. Others too, had their own reasons.

After that semester, I made some changes in treating the students. I turned into a better tutor. I invaded into their personal lives and thoughts by getting closer to them. Then I could diagnose their problems. I realized the only cure for them was motivation. Adult students mostly have a history of several failures in attempt of learning English. Many of them have attended English classes before, but they did not continue due to the following reasons:

- Lack of time in their schedule
- Failure after failure
- Thinking that they are not intelligent enough to learn



No matter what the reason is, it is the teacher's job to figure it out and help the students solve these learning filters.

Don't set the bar too high

Teachers, do your students forget what you have just taught them? Many teachers complain to their students about it: "I have taught you this! It was the first session." I faced this issue a lot and I know I will be dealing with it as long as I teach, because we cannot expect students to learn 100% of the things they are exposed to in the class. That is why you find repetition in the textbooks. You may find the same grammar or the same lesson through the whole sets of a textbook from A1 to C3. Besides, you should also consider that not all the students learn at the same speed. Yes, some of them need more time, but let's not call them unintelligent. Ok? But here is something we can do to increase the number of things they learn, that is to limit the exposure of the language, instead dedicate the time for personalizing activities. Students learn best when they can associate the target language with themselves.

So far, I told you about the problems with adult student but let me tell you this:



what keeps me on track

Cute little girls and boys coming to my class after saying goodbye to their parents.

These joyful and energetic creatures are very polite in the first session of the class: they follow my instructions, and they sit quietly. But this is just about the first session. We know that the second and third sessions won't be like that. The first time I had a class with kids, I was very shocked watching how the class is running out of my control. The first solution that came into my mind was to be a very strict teacher the same as my other colleagues, but then I did something better. Here is the second solution: the next day I bought a small present, a rubber for the politest kid in my class. That really worked. Children love rewards no matter how small they are; they do their best to get it. Later, I learnt that children easily get bored with an activity if you do it for more than like fifteen minutes. Getting bored, consequently ends with disobedience and badger. Children learn through games, songs, drawing... they are very different from adults in the way they learn. Dear reader, your tea is getting

cool, you'd better have it now. Here I told you about my ups and downs in my career which all its bitter and sweets moments can be passed thro-ugh my mind within a glimpse and what remains of it is the treasure of experi-ence which I've just shared with you.





Fereshte Arefi
Teaching postgraduate



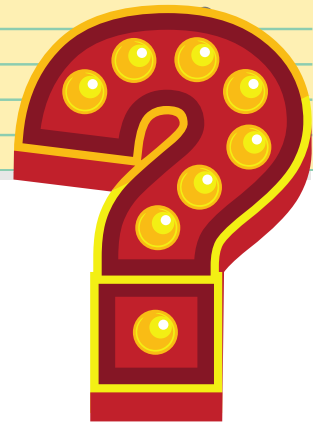
Hello. I am Fereshte and I have been teaching English for almost 7 years in all levels such as kids, teenagers and adults. First of all,

I should mention how much I am interested in my job. Despite the fact that I decided to be an English teacher and earn money this way, I wholeheartedly see teaching as an opportunity to challenge myself in lots of skills. Moreover, I can immerse myself in another culture and get familiar with interesting facts about foreign people. Having considered all exciting issues regarding teaching English, it is not without its challenges.

massive shortage of tech. gears in classrooms

Sometimes it happened to me to notice an extreme lack of resources in classrooms or language institutes. That has been taken for granted nowadays; however, the more we go forward, the more the need to have technology-based resources is felt. Thus, the lack of laptops, internet-based programs and suitable projectors in educational settings made me get into trouble and start using my own materials to run the class as I desired to. For instance, Sometimes, I had to use my own mobile to play videos and

An Ongoing Quest



cartoons for kids and the lack of such equipment is not justifiable at all for a professional English language learning center. I hope technology-based demands and materials will be presented as soon as possible in language centers in future.

dealing with individual differences

Another issue which seemed to me challenging is the different learning styles I might face in a classroom. Some students might get the points visually and some others prefer to be thought through audios and podcasts and use their ears to get the lessons rather than see anything. In these occasions, I as a teacher am responsible to make a reasonable balance between various learning styles and the standard of the whole class. Meanwhile, some students are extroverted and others might be introverted.

Only a professional teacher can show a reasonable response to each of them. Speaking more personally, I had problem with one of my students who preferred not to talk at all! I knew that she still wanted to remain in her silent period, but I should have done something to push her toward participating in discussions. Any way, it took me lots of time and energy to get my mission done.

the creativity key

The other challenge I encountered in my classes features a bunch of naughty boys, between 13 to 15, studying in the same school and their parents wanted them to stay classmates in their language institute. They had a clear goal for coming to language institute and that was all having fun! And I figured it out in the first few sessions when they tried to ditch me over and over and make jokes out of every tiny word coming out of my mouth. I spent a terrible time with them at first, because they strongly refused to do their homework or be prepared for the class;

I was somehow losing my authority, at which point, I seriously made up my mind to overcome this difficulty and reclaim my position as their teacher once again. Hence, all I did was trying to understand their feelings, their jokes and generally their mood. I did my best to act as if I was a member of their friendship circle so that they could feel comfortable in the class and stop seeing me as a mean joy-killing teacher. As days passed by, I realized that acting as a friend is working perfectly and I could shorten the long distance between us. Then, I diverted my concentration towards the border between being a



each other and being a friend because I didn't want to lose my authority again due to becoming too intimate (more than usual) with them.

It was difficult. But I enjoyed teaching in that class; not only did I teach them, but I also learned that there are solutions for all the challenges emerging in classrooms. The point is, the solutions might not be the same. Putting it differently, there isn't no single prescription for all classes. This is what makes teaching a complicated career and makes teachers switch on their creativity button to overcome their teaching challenges and not to make a big deal about them.

In a nutshell, facing teaching challenges makes me become more enthusiastic about my job. I like to be creative to find solutions for all difficulties. Teaching English provides me with situations in which I can stimulate my creativity and become influential in developing a well-designed method or even a perspective.

Deep down, I see myself not wholly as a teacher, but as a learner too, because I learn lots of things from my students in class which makes me motivated to knock myself out to become the best teacher ever after.



Erika Khebreh Farshchi

Literature Undergraduate

CARTOON
ANALYSIS

Tim Burton's "The Corpse Bride", ever since its release, has been greatly popular among children and adults and it's also been of immense interest to critics for its uncommon, yet thought-provoking representation of reality and social life. First, I will review Kristeva's psychoanalytic theory, and then I shall interpret how the animation presents its notions.

To speak the unspeakable: this has been Julia Kristeva's chief premise for her psychoanalytic reading of a literary work. Based upon Jaques Lacan's theory, the child, having proceeded the Oedipal Phase, enters the Symbolic Order (Law of the Father) through learning language.

He defines the Symbolic Order as "The social world of linguistic communication, knowledge of ideological conventions and the acceptance of the law". To be more precise, language has rules, so the child learns to differentiate between objects, therefore, the process of meaning-making is carried upon the issue of difference. Thus, he/she enters the Symbolic Order in which a set of values like reason, wealth and power give meaning to everything.

Kristeva coins another term called "The Semiotic", which is defined as a Pre-Oedipal phase that includes primary drives and pulsions in the child. Emotions, musicality and fluidity are all gathered up in the Semiotic Chora which is "the earliest stage of a child's psychosexual development".

Femininity in Our Childhood's Nostalgic Cartoon

Therefore, it's chaotic and orderless, full of contradictions. Kristeva also elaborates on the female body so as to shed light on her explanation of the Semiotic; she claims that pleasure in the female body is diverse and is not centered in a specific part, in contrast to that of the male physique. As a result, she concludes that multiplicity is another essential feature included in the Semiotic.

She links this Semiotic Chora to the notion of femininity, but since she rejects essentialism, Kristeva argues that in both sexes, the process of meaning-making happens with the collaboration of both the Symbolic and the Semiotic.



Indeed, she states that the Symbolic represses the Semiotic; hence, this notion of femininity expresses itself through disruption, distortion of reality and breaking the strict and rigid rules of the system. Kristeva also asserts that the Semiotic is non-verbal, but since the human brain is edified to comprehend everything through language, consequently, the only way to reveal it is through the Symbolic. As it's housed by Kristeva, literary techniques such as stream of consciousness, lack of closure, multiplicity of voices, interrupting the rules create art and literature that illustrate femininity. Accordingly, it's not a new language, but rather the rhythmic form of the traditional language.

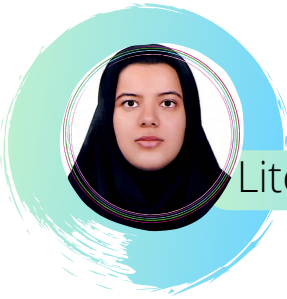
"The Corpse Bride" can be said to be undeniably psychoanalytic. The living people, especially the parents, doubtlessly represent the Symbolic Order; to them wealth, power, logic and rigidity are the centers of human life. The more each of them is achieved, the closer people get to happiness, as the society professes. The young boy's parents view his marriage to result in them being rated to the heights of society. Moreover, the girl's parents regard it as a way to provide their ticket to a "rightful place" which is regaining their wealth, thus power. So, people tend to search for happiness materialistically. Nature is another issue which is associated with femininity, in opposition to culture.

In the scene where Lord Barkis waves the butterfly away with disgust signifies too much suppression of the Semiotic. Amongst the living, no such concepts as love and laughter exist which means is showing how the Symbolic rejects emotionality. The girl's father cannot smile wholeheartedly; also her parents don't even like each other let alone love one another.

In contrast to the living, the dead and the planned-to-be-married couple are the Semiotic and their values are completely different from those of the living; they seem to care less about social status and as such and seem to pay more attentions to issues of love, companionship and are more fluid.

Playing the piano is expressing that femininity which the girl's parents are repressing it in her, claiming to be "too passionate". Additionally, it can be said "The Corpse Bride" with its musicality and rhythmic form along with its distortion of reality of how people imagine death is a an expression of the Semiotic.

Altogether, Kristeva's theory is paradoxical; declaring that the Semiotic is being suppressed by the Symbolic, while simultaneously the only way to express it is through language. However, with all the perplexities, The Corpse Bride is always full of mysteries and will excite the audience of any age.



Arezoo Izadi

Literature Undergraduate

SOCIAL CONCERNS



The Coronavirus Exposed Our Frailty

Succeeding the emergence of the coronavirus, and the great deal of time given to accurately name it, we are only witnessing the tip of the iceberg that is this catastrophic pandemic. What is more, a virus which no one knew the existence of months ago, hasn't only infected more than 446000 people as far as we are informed, but also has resulted in economic instability, social life, workplace and most importantly, it has indicated how decidedly flawed the world's healthcare system is. It is truly atrocious how a nation that is fully armed with high-tech weapons, ready to ignite a war at the crack of dawn, has failed to prevent an outbreak and epidemic from turning into a pandemic. Thereby, with only a few months into the crisis, this cataclysm has already imprinted itself upon history and the "nation's psyche".

- The pandemic has demonstrated
- defects in the healthcare system on top
- of everything else. Regardless of high
- tech health facilities around the world,
- adept doctors, and competent
- scientists, the world was ill-equipped
- for a pandemic;

even countries with well-built health services and insurance are suffering, not to mention those who have neither. To this extent, covid-19 has displayed how frail of a system we own; a system with no acceptable equipment for a pandemic, and more importantly one that is impotent to deal with one. It is not a wonder, however, that the biggest flaw in our system boils down to the fact that it is a consequence of "avoidable and possibly mistaken political decisions".

We cannot let the political and economic side of the pandemic fall between the cracks. Multiple countries – developed or otherwise- have not bothered themselves to dedicate a budget to the disease so as to deal with it as a "national priority", and those who took drawing up a budget into consideration, did so long overdue.



... was unclear. I
brought back to life anyway, I had

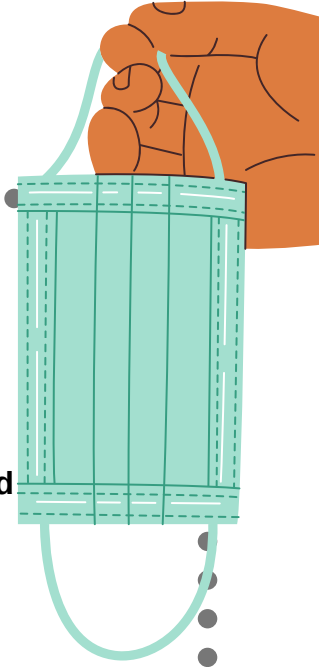
An aggravating aspect of the prevailing situation is that, at this point in history, one would expect countries from around the world to join forces and assist one another at these challenging times; nevertheless, the world is being polarized with the authorities making allies as if they were in war against each other. And if they do come to the aid of one another, it is either to win political advantage, or their help is “considered” a threatening.



That being said, it is outrageous as well as ghastly, that a leading example of unison of nation dates back to more than 80 years ago when Japan unexpectedly attacked Pearl Harbor, and the U.S. launched a campaign to prepare military equipment without delay. The entire population were urged to abet in hostilities in order to cripple more lives, nonetheless, they cannot carry out measures, and join efforts to save them today.



An aggravating aspect of the prevailing situation is that, at this point in history, one would expect countries from around the world to join forces and assist one another at these challenging times; nevertheless, the world is being polarized with the authorities making allies as if they were in war against each other.



Looking at the economy, on the other hand, the unsteadiness of it is highly alarming, but not the number one concern; though it is the priority for lots of workers. Neither the economy nor most workmen can afford complete lockdown and isolation. Most workers need to go to work so as to earn wages, and to be able to afford food and housing. At the same time, in a medical perspective, they could get infected, and infect the others in the process. Who is to blame for this disarray, one would ask. Although most people put the blame on politicians and authorities, politicians, however, rationalize their tactlessness, expressing they weren't prepared for a situation like this. But were they not?

In his memorable 2015 TED talk, Bill Gates expressed to anyone with a listening ear that “when I was a kid, the disaster we worried about most was a nuclear war, but today”, he continued, “if anything kills over 10 million people in the next few decades, it’s most likely to be a highly infectious virus, rather than a war. Not missiles, but microbes.” Not only him, but also multiple scientists and researchers continued to caution politicians to take action when it was still early; they have written books, have done researches upon the fact that a pandemic of this magnitude is inevitable. They have shown what would happen, should a “new coronavirus swept the globe”. Years later, and the hypothetical cases and the “what if’s have turned into reality, and became “what now”, leaving those high in power in deep regret around dismissing the warnings, and not looking into them.

Maybe the warnings were so easy to dismiss because the politicians were too arrogant to think it was “just like the flu”, even with the lauded experts insisting upon calling it by its full name in order to “strip it of any possible familiarity”; Maybe they weren’t quick to undertake measures, for the reason that a great deal of outbreaks and and potential pandemics like SARS,

MERS or Ebola died out of flame, even though we were only lucky to have dodged the bullet. Whatever the excuses and rationales may be, the novel coronavirus proved to us how fragile our systems are. What is still profoundly distressing is not the strength of the virus, or the frailty of healthcare, but the fact that our politicians continue to deceive and misinform us with their false promises of tomorrow. The only hope left amidst this pandemonium and disorderliness is that we will learn from experience for real this time, although I highly doubt it; we never learn from history after all.

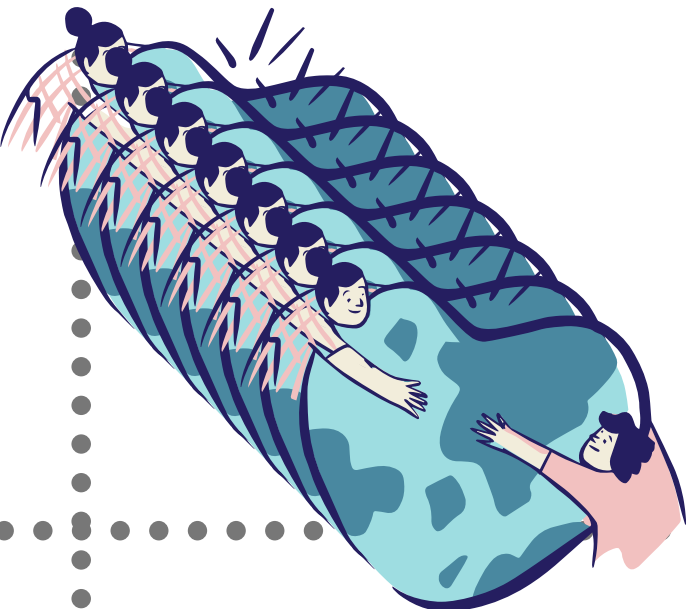
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Zeinab Amanipour
Literature Undergraduate

SHORT
STORY

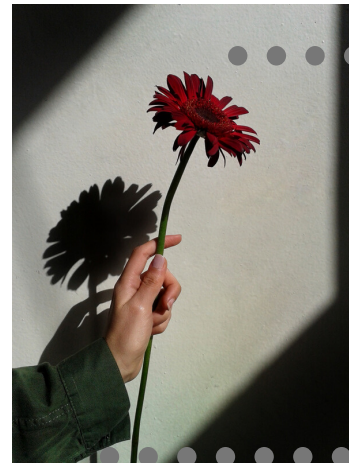
Painting in the Shadow

Isn't it fascinating that the world resembles a huge and magnificent piece of Art? All the sketching, the colors so live and moving that makes you want to run in the fields barefoot, and let the skin of your feet touch the green fresh motion-less grass. He was told that he makes good sketching. As if the hands knew what they were doing. The pen moved slowly up and down on the paper, living small, yet magnificent traces of ink, leading to a better whole.

The sky seemed bluer than ever. The clouds hurried, to get away from the sight of the Sun. The village and the farm and the cattle and the barn are nice spectacles, if there is no father to assign chores, he thought. After all, it was difficult for his little legs and his little hands to handle all the work. Sometimes he sat at the end of the barn, behind the massive cows, crying, while the frightful steps of the anonymous shadow was portrayed, mobile, on the wall, followed by the furious firm voice of the father.

Putting the thin painting papers underneath his shirt, slowly stepped in the house, going to the bedroom. The distress voice of his mother could be heard in the library. But no one was allowed in the Library.

"We don't have enough space for these, you can't just pile them up here."



"Sure I can. What made you think you can touch my books? My books??"

"Can't you at least remove this part? The war is over. You don't them."

"They're mine to decide."

He didn't want to get caught eavesdropping. That wouldn't end well. Rushing to his bedroom, he hid the paper in the small metal box beneath the bed. Edmund's bed was still in the room, as if death forgot to take his possessions away with him.

Instead, he decided to take the soul only. The essence. And now, the bed was a sanctuary for his forbidden invaluable sketches.

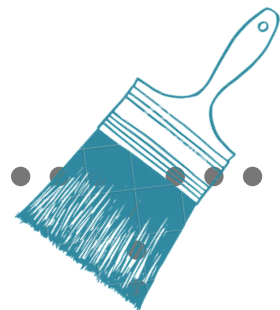
He looked at the window to find Edmond. Now what was left, was a rotting decayed body in the ground in the cemetery beside the house. How would the body look like after 43 days? The sun would always welcome Edmond, and then his bed-room in the morning. The possession of the sun in the sky made him remember that his father must be taking his afternoon walks now. This is the best time to act. You have a safe hour to take a tour inside the forbidden Eden, the Library. And of course, steal some new papers from father's drawer.

There were several piles of books in the middle and the right corner of the room. Many of them were dusted, taken out of the closet to be put in the book shelves. The primary intention of this routine rain to the library, the brain of the intellectual heart of every house was forgotten, as soon as the first glance was cast upon the old printed books, carrying the history of a nation with them. Isn't it great when you can capture a moment, an event, a character trapped inside of the rectangular frame of a "picture"? To look at them, talk to them, make friends with them, and narrate stories for them? Stories of lost people, people who lack the ability to recite their own stories, to express how they truly felt; stories on how they fell, on how they lived, on how they suffocated and how they loved, on how they died. There was a collection of them resting on the top, shouting for a peek. He took it in his hands, after blowing away the dust, slowly with his lips.

*The War: From 1870 to
1871*



Isn't it great when you can capture a moment, an event, a character trapped inside of the rectangular frame of a "picture"? To look at them, talk to them, make friends with them, and narrate stories for them? Stories of lost people, people who lack the ability to recite their own stories, to express how they truly felt;



Soldiers, battlefields, lieutenants, sergeants, and colonels, trapped in the four-angle rectangular. The grey blood and the black cries, the white skies and the doomed guns. "This is going with me to my bedroom", he thought. This is going to be his and his only. What stories he would create! What sketches, paintings he would donate to the world! What red colors he would splash on the wall of the universe!

The same childhood shadow was extended over the width of the wooden room. The same man. The same nightmare. His father was at the doorstep.

He turned back to face him. The dusty pale book in his hand with the newly stolen papers recklessly inside it, and the humorously small figure of his faced his father. His father! Tears started to have a meeting in his eyes, an inevitable gathering. Taking a few steps outside of the father's shadow on the wooden floor, he shouted the words, "I want to be an artist!" He was never more certain of something in his life than this: to capture, to paint, to live. And the two-syllable symbol of disgust and hatred was thrown from the mouth of the taller to the heart of the shorter, "never!"

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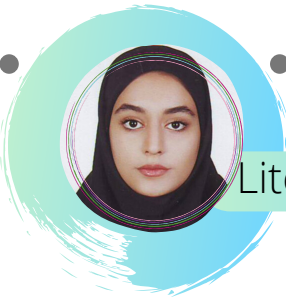
He turned back to face him. The dusty pale book in his hand with the newly stolen papers recklessly inside it, and the humorously small figure of his faced his father. His father!

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Even though he didn't get to paint the canvas, he did paint a picture for the world. Soaking the blood out of the soldiers' bodies and pouring it over the ground, oh what a depiction! The notorious glory he brought to the epic of the universe, the cries of the unborn children, and the shouts of the suffocating men buried deep, deeper than the six-year-old Edmund in the cemetery... If only Mr. Hitler had put the war books away, away from young Adolf...

The End



Atefe Mohammad Hosseini
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Forming Sympathy with the Villains; What the new Joker Movie Tells us About Human Psychology

Have you ever thought why we, as the modern audience, can sympathize with Joker's character in the movie Joker 2019? Even though you may be among those people who see Joker as the hero of the modern society, it seems that he has characteristics of an antihero based on traditional theories.

Maybe that's because in this modern lifestyle, we identify ourselves with Joker. Now we are going to take a bit deeper look at Joker's mental state.

From the beginning of the movie, we continuously witness his suppression and repression. He is suppressed by societal norms every minute of his life and everybody annoys him in one way or another. He is ready to answer this suppression but he represses himself and tries to control his desires. Based on Freud's theories, this is where exactly pleasure principle and reality principle meet each other and a battlefield is shaped between them. However, superego that tries to order the rules of society is defeated and Id can freely order Joker instead. Joker, who is finally tired of both suppression and repression, puts out his gun and shoots a person for the first time and this is the sweet sense of freedom of pleasure principle. It may have happened for all of us. We fall in love with joker and perfectly understand him instead of condemning him for his murder. At the end of the movie we became to this conclusion than: "I can be a Joker too!"



Now that your eyes
are open, make the
sun jealous with
your burning
passion to start the
day. Make the sun
jealous or stay in
bed.

MALAK EL HALABI