

# Sholeh Zahraie wins the third price in Aydın Doğan competition



Sholeh Zahraie with the Dean Prof. Dr. Süleyman İrvan at the award ceremony in Istanbul

## Gündem News

Sholeh Zahraie, a student at the Radio Television and Film Studies Department of the Faculty of the Communication and Media Studies, won the third prize in the short film category in Aydın Doğan Foundation's 24th Annual Competition for Young Communication Majors. Zahraie participated in the competition with her short film "Granny's Garden".

At the award ceremony, which took place in Istanbul Hilton Convention Center on 18 December, Zahraie said she was very happy that her project was found prize worthy. She wished all her friends to experience such great happiness and excitement. The Dean of the Faculty Professor Süleyman İrvan also expressed feelings of happiness. Prof. Dr. İrvan said he was delighted to see that the

EMU was represented with success in this competition, which is regarded as the Oscars for the communication students. This year 1,351 students from 31 universities participated in the competition with 1,163 projects. Of these, only 80 projects won a prize in the fields of written, visual, and audio communication, as well as in advertisement, public relations, and internet journalism.



<http://gundem.emu.edu.tr>

# Gündem

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Students from different countries discussed the obstacles to intercultural communication

## Do we have barriers among us?

### Gündem News

In a panel discussion organized by Gündem Newspaper and the newly established Turkish Speaking Multicultural Club, students from various cultures discussed barriers to intercultural communication at the Faculty of Communication and Media Studies (FCMS). The panel discussion, which was titled "Do we have barriers among us?" was held on 11 December in the Green Hall. The aim was to remedy the socialization problems among students of different cultures studying at the Eastern Mediterranean University. The panel discussion was moderated by Ayça Demet Atay, the editor of Gündem Newspaper and Kenan Basaran, the advisor of the Turkish Speaking Multicultural Club. The speakers included Sholeh Zahraie, Elif Can,

Abubakar Saleh,

Seliz Bağcılar and Plodi Mizhgon. In her opening speech, Ayça Demet Atay said that the EMU was a multicultural university with students of 75 nationalities. "Every day, as students from diverse cultural backgrounds we share the same class rooms, same canteens, and same dormitories. However, how much intercultural communication do we have among us? Or do we have barriers?" she asked.

The advisor of the Turkish Speaking Multicultural Club Kenan Başaran articulated on the aims of the club. He said the aim was to bring the international students and the Turkish speaking students together. "Today we live in a global village" he told. "Our world has become smaller. In such an environment, we need to develop not only our interpersonal communication, but also our intercultural communication skills."

The panelists were all students from different backgrounds. Abubakar Saleh was half Saudi Arabian and half Nigerian. Sholeh Zahraie was an Iranian who lived in the Netherlands before she came to Cyprus; Elif Can was a Turk who grew up in Germany, and later lived in Australia. Seliz Bağcılar was a Turkish Cypriot



The panel discussion was organized by Gündem Newspaper and the Turkish Speaking Multicultural Club

and finally Plodi Mizhgon was from Tajikistan. The international students conducted their speeches in Turkish and the Turkish-speaking students spoke in English.

### "Cyprus became a different place after I learned Turkish"

The first speaker was Abubakar Saleh. He spoke eloquent and fluent Turkish, and shared his experience in Cyprus. When he first came to the island, he felt isolated because he could not speak Turkish. The Turkish students and Turkish Cypriots spoke Turkish among themselves, and Abubakar decided to learn Turkish. He learned it solely by his own efforts. Abubakar got a little notebook and started to write down each word he learned. He also watched Turkish TV channels, especially soap operas.

"Cyprus became a different place after I

learned Turkish," he said. "It is not that Turkish students are against us, but the problem stems from the language." After Abubakar, Seliz Bağcılar took the floor. As a Turkish Cypriot, she articulated on the stereotypes Turkish Cypriots had about other peoples. She said that she went to a student café in the EMU campus and asked her friends what they thought about international students. Some thought that Iranian girls wore heavy make-up; and that they would look better without it. Others told that they had difficulty in understanding Nigerians accent. And they could not understand why Azerbaijanis were wearing slippers even in winter. "These are all stereotypes", Seliz said. Speaking fluent Turkish, Sholeh Zahraie, an Iranian woman who grew up in Germany and later lived in the Netherlands, said that she felt herself at home here.

(Cont. p.3)



In order to overcome isolation, Abubakar Saleh (left) learned Turkish by his own efforts

# Honour and high honour certificate ceremony at the FCMS

**Nmezi Onyedikachi Uzozie**

The Honour and High Honour Certificate Ceremony of the Faculty of Communication and Media Studies took place on the 30th of November at the Faculty's Green Hall.

The ceremony started with the screening of "Grandma's Garden", a short film by Sholeh Zahraei, a student from the Department of Radio Television and Film Studies (RTVF). Zahraei's short film, which is on capital punishment, has won the third prize in Aydın Doğan Foundation's Competition for Communication Majors.

After the film screening, the Dean of the Faculty Professor Süleyman İrvan delivered the opening

speech of the ceremony in Turkish and English. Congratulating the students who earned honour and high honour certificates for their performance in the last spring semester, İrvan said that the Faculty of Communication and Media Studies (FCMS) was the best faculty of communication in Northern Cyprus. "The FCMS is also the most active faculty at the EMU," İrvan told. "According to statistics, FCMS appeared in the Turkish Cypriot media more than any other faculty. Our students and the departments organized many conferences, panel sessions, workshops, and social responsibility projects." In his speech, Prof. Dr. İrvan wished success to Soner Öztürk, the FCMS student who was

elected to the presidency of the Student Council in November.

Prof. Dr. İrvan also gave information about the coming semester. Accordingly, the famous Turkish Cypriot movie director Mr Derviş Zaim will continue to give a course at the faculty; and a well-known Turkish journalist Mr Erdal Güven is going to teach a course in journalism. In the spring semester, the RTVF department is going to organize a short film festival, which they are working on.



Senior instructor Ahmet Goran giving Erdi Erdem (left) his high honour certificate



Sixty two students were awarded with honour or high honour certificates for their performance in the last Spring semester

## The faculty opens new master programmes

FCMS is also preparing new master programmes with thesis and non-thesis options. The MA programmes in Integrated Marketing Communications and Digital Media Arts will be in English. The other two programmes, the Digital Media Arts and Advertising Design will be non-thesis programmes, which will be taught in Turkish. Prof. Dr. İrvan also said that the department was working on accreditation processes.

After İrvan, four high honour students from four different departments, Caney Göray from the RTVF, Erdi Erdem from Journalism, Anthonia Slim Antia from Public Relations and Advertising, and Shiva Parjizkari from Visual Art and Visual Communication Design, gave short speeches on behalf of their fellow students. The students expressed their gratitude to the faculty lecturers, their project supervisors and their fellow students for their supports. The ceremony came to an end with the presentation of certificates to thirty one honour and thirty one high honour students from the FCMS.

## Seeing madness in films

**Yazan Albarahma**

On Monday the 3rd of December, the Faculty of Communication and Media Studies held a conference in the Green Hall under the title of "Seeing madness, insanity, media and visual culture" - a talk that focuses on the representation of mental illness in America movies, primarily in the Cold War era.

The speaker of the conference was Professor W. J.T Mitchell from the United States, a professor of English and Art History at the University of Chicago. Professor Mitchell is also a well-known figure in Hollywood where he participated in the production in many American films.

The conference started by a speech made by Dean, Professor Suleyman

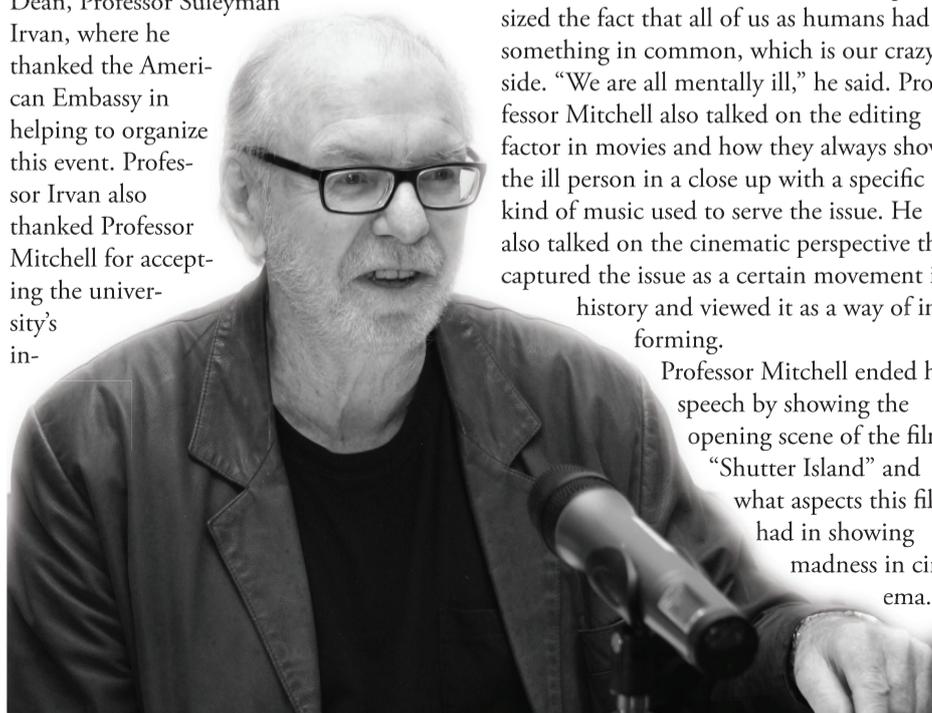
İrvan, where he thanked the American Embassy in helping to organize this event. Professor İrvan also thanked Professor Mitchell for accepting the university's in-

itation. Professor Mitchell also thanked our university for inviting him, and expressed his honor and joy in being able to have this talk in Cyprus. He also dedicated his work to Mariam Hansen and Gabriel Mitchell.

Professor Mitchell gave a brief introduction on mental illness and its connection to the films he was going to view and talk about. He talked on the issue of why people wanted to see madness in films and what characteristics and emotions it had. He also showed right after viewing a short film made by his late son Gabriel that explains the meaning of mental illness.

The main focus of Professor Mitchell's speech was mental illness and its representation in cinema. Professor Mitchell emphasized the fact that all of us as humans had something in common, which is our crazy side. "We are all mentally ill," he said. Professor Mitchell also talked on the editing factor in movies and how they always show the ill person in a close up with a specific kind of music used to serve the issue. He also talked on the cinematic perspective that captured the issue as a certain movement in history and viewed it as a way of informing.

Professor Mitchell ended his speech by showing the opening scene of the film "Shutter Island" and what aspects this film had in showing madness in cinema.



Prof. Dr. W.J. T. Mitchell from the University of Chicago spoke about the presentation of madness in films



The Christmas celebration in Famagusta Cultural Centre on 21 December

## The 2012 Christmas celebration held in grand style

**Nmezi Onyedikachi Uzozie**

The 2012 Christmas party celebration organized by the International Center was held at the Eastern Mediterranean University Beach Club on the Christmas day.

The programme was witnessed by the great turn out of students and the university community. The partying was colourful and enthusiastic. Addressing the party attendees, the Rector, Prof. Dr. Abdullah Öztoprak welcomed all and advocated for the spirit of good faith among the celebrating community just as he wished all Christians an exciting Christmas celebration.

Earlier, the Christmas merriment was celebrated at another grand style in Famagusta Cultural Center on the 21st of December. The programme was at its best with renditions of jollity. The classical solo of G.F Handel performed by Lynda Gowon was

alluring. Also hymns of Christmas epiphany, songs like joy to the world, ding dong merrily on high, choral works, and bible readings marked the celebration of the birth of Jesus, and the essence of Christmas celebrations.

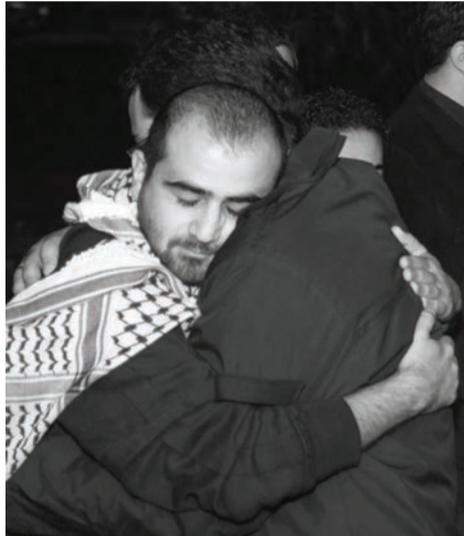


Christmas carols and Bible readings marked the celebration

# The EMU student lost 14 family members in the war in Gaza

Yazan Albarahma

The last war on Gaza that started in November 2012 left many injuries on the Palestinian people. More than 160 Palestinian have been killed as a result of the air strikes by the Israeli army. And thousands wounded and houses destroyed. The war that started when Israel assassinated Ahmad Ja'abari, the military chief of Hamas in



Ahmet Al Dalu is a PhD student at the Faculty of Engineering

Gaza, left a new touch on the Israelis. For the first time, as Israeli officials reported, the Palestinian resistance was able to fire rockets on cities that have never been reached before. The Palestinian resistance launched locally made rockets on Tel Aviv and West of Jerusalem, which resulted in hitting the Israeli Knesset.

On the 18th of November, Israel committed a massacre that can only be reported as one of the nastiest and filthiest massacres in history, killing 14 members of Al Dalu family, and injuring tens of others.

Our university was also affected by the war, where Ahmad Al Dalu, a PHD engineering student lost his mother and 5 of his sisters as a result of the massacre, as well as the injuring of his father and other brothers, and the loss of 8 other uncles and cousins, when their house in Gaza was hit by an F16.

Ahmad, who married a Turkish Cypriot woman a year ago, was stronger than many of us who went to stand and be with our friend during the crises.

The General Union of Palestinian Students, together with the help of the Rector's Office opened Merkez Café in campus for three hours for students and teachers to share their condolences to Ahmad and to mourn the lives of those killed in Gaza.



Hundreds of students gathered at Merkez Cafeteria to offer their condolences to Ahmad

Hundreds of students from the Arab nations, Turkey, and many other countries joined Ahmad and gave their respect.

Rector Professor Abdullah Öztoprak, Vice-Rector Professor Majid Hashemipour, President of Student Councils in Cyprus Ekrem Soysen and many other professors and instructors also came to Merkez Café and stood with Ahmad and gave their respect to the lives of the innocent people killed in Gaza.

Professor Oztoprak was sincerely moved by what happened, where he published about the incident on Twitter, saying: "EMU Palestinian student Ahmad Al Dalu lost his mother and 9

members of his family in atrocious Israeli bombardments. We strongly condemn Israel."

Right after the event in Merkez Café finished, the General Union of Palestinian Students stayed with Ahmad Al Dalu and went with him to his house.

I had the chance to be there, when he got a call from Gaza saying that another one of his sisters who was reported injured lost her life in the hospital.

I remember seeing him looking at the sky saying "Alhamdulillah for everything, I'll give anything for Palestine and its people".

## Palestine given observer state status in the UN

Yazan Albarahma

On November the 29th, the United Nations granted Palestine the status of Nonmember Observer State after winning in the voting where Palestine got 138 votes. 9 countries voted against the request, and 41 other countries refused to vote.

In 2011 the Palestinian National Authority applied for a full membership state in the United Nations, however, Palestinians faced the American veto that prevented Palestine from becoming a state.

The difference between the two applications is that the new one is only an observer state and so the Americans weren't able to block it or prevent the Palestinians using the veto.

Thousands of Palestinians went to the streets and celebrated the United Nations victory as they described it, expressing their happiness to finally have a state and country of their own.

The General Assembly approved and accepted the application despite the American and the Israeli threats to punish the Palestinian Authority to withhold the funds needed for the survival of the Palestinian Authority.

Envoys in the United Nations said that Israel might not take strict forms of payback to punish the Palestinians as long as they are not trying to become a member in the International Criminal Court of Justice that could lead to

the trial of Israel for crimes against humanity, war crimes and other important issues.

The United States Secretary of State Hillary Clinton has criticized the General Assembly's approval for Palestine to become a nonmember state calling it "unfortunate and counterproductive" and puts more obstacles in the path to peace.

The Vatican have praised the move and called for a special status with international guarantees for Jerusalem which would anger Israel, and put its policy towards the holy city in danger.

"65 years ago on this day, the General Assembly passed the United Nations resolution 181, which was dividing the land of Palestine which resulted in the birth certificate of the State of Israel," President Mahmoud Abbas said in his speech. "The General Assembly is called today to issue the birth certificate of the State of Palestine," he added.

### What does it mean to become a nonmember observer State?

There are 193 members in the United Nations. The observer state does not have the right to vote on applications and decisions. The observer state can only participate in the meetings and the general assemblies. It has also the right to talk, raise issues and ask for amend-

ments.

The observer state also has the right to ask for joining the international organizations and to apply the international agreements on them as well.

The nonmember state can also apply to become a full member in the United Nations, however, America and the other superpowers can use Veto in order to prevent Palestinians from getting it.

One of the most important things that will change is that the Palestinian lands that were occupied in 1967 will no longer be assigned as

"disputed lands" but rather as "occupied lands" since more than 130 countries have recognized the Palestinian state on the 1967 borders including East Jerusalem as its capital.

Palestinians are aware of the fact that such thing will not affect the Israelis much, but yet they are holding hope and trying to end this conflict with negotiations with the help of the international committee and according to the United Nations resolutions and agreements. And this victory as president Abbas described it will increase the possibility of achieving peace.



On 29 November 2012 Palestine was granted the status of non-member observer state in the United Nations

## Do we have barriers among us? (Continued from the front page)

She was searching for a place where there would be no McDonalds, and she found it here in Famagusta. "It is like a small Iranian city. I've found peace here," she said. According to her, Northern Cyprus is a place with a lot of potential. She told how she started film screenings in a venue in the old town. "There are lots of things that we can start from scratch here, and this is very precious" she said. However, she admitted that language constituted a barrier to intercultural communication. "If you don't speak

Turkish, you don't hear about many events taking place in TRNC. Cyprus becomes a different place depending on whether you speak Turkish or not" she said.

The fourth panelist Elif Can said that it was the culture what constituted the barrier for intercultural communication and not the language. "Speaking a language is not enough," Can said. "You can speak the same language with someone; but it is possible that you talk for hours without understanding each other" Elif Can suggested that the

university should have intercultural communication classes for newly arrived students alongside the English classes.

### "Life is difficult if you don't speak Turkish"

The last speaker was Plodi Mizhgona from Tajikistan. Plodi told that language was a problem when she first came to the EMU in 2008. People in Tajikistan spoke Persian language, which was similar to Turkish, and hence, she had no difficulty in learning Turkish. "If you don't speak Turkish, life

becomes difficult. Turks speak English, but they don't speak it very well. In classes the instructors first speak in English, then they switch to Turkish" she said. Then she told the audience how she experienced a cultural shock when she first came to the island. "In Tajikistan friends don't kiss each other. If a woman kisses a man on the cheek it means something else than friendship. Here everyone kisses everyone else on the cheek. At first it was strange to me; but now I got used to it" she said.

# Our dream came true: Touchy, bright and ours

**Bahar Zirek & Hamit Arpacı**

We were so glad to be taking Varieties of Storytelling with Dr. Mashoed Bailie. We really enjoyed this course and because he believed in us it helped us to shoot our dream documentary. Our documentary is about street animals in Cyprus. We named the documentary "Touchy, Bright and Ours". We say "touchy" because animals are extremely sensitive and need to have a great deal of care and compassion. Most of the animals we see around us start out as pets that we have bought and then, when they are no longer wanted or when someone moves away, the poor animals are put out into the streets.

These animals need warm homes to live in and food that they can eat and especially in the hot climate of a Cyprus summer, they need a good supply of fresh water. They also need protection from cars and disease and, of course, they need the power of love. We say "bright" because they are shining in their pure spirits and are harmless and ready to be companions with human beings who treat them well. Their eyes tell the story of how they want to be best friends.

If we are willing to produce these pets and to purchase them, we have to take long-term responsibility for them!

Unfortunately, there are many dogs and cats

suffering and finding it difficult to survive on the streets. We saw that some animal lovers have tried to make a difference – some taking care of many animals in two different sanctuaries in Cyprus, but it is not enough. One of the Sanctuaries is in Nicosia, but it is so poorly managed and they cannot really take care of the 300 dogs under their care. The other sanctuary is just under the shade of Besparmak Mountain. The Center is very nice with about 200 adult dogs (and lots of puppies), 47 cats and four kittens.

There is no sanctuary in Famagusta unfortunately and overall, there are too few laws protecting animal rights and even those that do exist are not really enforced. We want to help stop the violence against animals. If we are silent and do nothing, we are really part of the problem!

It was a wonderful adventure to follow the animal trail in the process of making our documentary. Sometimes our emotions ran sad and sometimes we were lifted up with inspiration and a powerful feeling of joy at the ways in which human beings and animals can work together. They are incredible living creatures and most of them interacted with us and shared themselves with the camera for you. We hope that you will have an opportunity to see the documentary and to enjoy sharing a little time with our bright and touchy friends.

# Conveners cultural pro

**Mashoed Bailie**

Peter McLaren wrote about the role of the teacher/student as a "liminal servant" performing in the contested spaces of the theaters of learning. The role raises questions about the production, reproduction and questioning of our "ways of seeing" the worlds around us and the ways we make sense out of and give meaning to those worlds.

The Journalism Department Fall 2012 course "Varieties of Storytelling" inhabited such a space with student/teachers and teacher/students engaging, negotiating, resisting, challenging and perhaps even transcending the narrow assumptions about what it means to teach and learn. Storytelling is about finding a voice

– not something that fits neatly into a semester-long course! The storytelling course is also, though, part of a broader theater of learning HOW to learn (and unlearn!), how to challenge preconceived ideas about each other and our social environments. As part of a much broader pedagogical environment, the course provides a space, a moment, for self-reflexive praxis: a place where theories and practices can be articulated in new ways and new ways of thinking about our relationships might emerge.

The participants in this year's Varieties of Storytelling raised significant concerns, celebrated difference, explored complex questions and opened up possibilities for us to think about our environments and

# Farewell



*Pinar Haşimoğlu*

**Pinar Haşimoğlu**

In the fall of 2012 I registered for a course called "Varieties of Storytelling": it was my graduation term elective and I was hoping for some space to explore my capacity as a videographer.

I understood from the first day that this course would be different from others as Dr. Bailie asked us to begin the process of telling our own stories.

Of course, everyone has stories to tell, and I have mine too. As the course progressed, we began to tell our stories and Dr. Bailie listened and offered critique. How would we use lights and sound, movement and camera to tell our stories? How could we help people to feel our stories and to use our stories to help make sense out of their own life experiences? As the semester began, I had to face a painful event and this painful event claimed the space in which my story would be told. I knew that this was the story that had to be expressed in a way that could help me to share my loss while also celebrating life.

A few months ago, I lost my uncle. He had a brain tumor.

Last bayram, I went to Turkey to visit my family and my uncle Adem. He passed away before my eyes, quietly saying farewell to us. When I returned to Cyprus, I wanted to shoot this event, I wanted to say farewell to him...

Everything is dark, sharp contrast/chiaroscuro lighting...

I am in shadow... There are tempestuous waves pushing out, taking something from me and pulling it away. Only tears of sadness that cannot describe everything, can they?

I wanted to express my cry in a different way. Other than this, anyhow, life goes on...

Thank you, Dr. Bailie, for giving me the opportunity to share my farewell through this course.

Thank you, Arman Çerikan, for not leaving me alone while I was telling my story.

And I am the one who wrote, directed, edited and produced this story that bids farewell.

# Our university: Our h

**Samira Oziohu Sanni & Blessing Musa Moses**

When we began the course Variety of Storytelling, we didn't really know much about the storytelling process, but bit by bit, and across the semester, we began to develop our abilities and our skills at storytelling using video and audio techniques. We developed a lot in the various ways that audio, video and editing techniques can be used to tell a story in an interesting and entertaining way. We also learned the value of pre-production planning and good solid preparation before actually going out into the field to shoot! Dr. Bailie asked us to choose a story that meant something to us – a story that had a

value for us as storytellers. That way, it was more likely that others would be interested in the stories we had to tell. For us, the big story was our new environment here at Eastern Mediterranean University: we could learn more about this most popular university in Cyprus while sharing what we learned with you!

Eastern Mediterranean University is one of a kind with its diverse natural beauty and multicultural atmosphere. There are students studying at EMU from all over the world. The environment at EMU is invigorating and the students are so friendly and warm.

In the beginning of the project we did



*Moses Blessing*

# of customs r advocateurs?

ourselves in new ways. More than that, each participant was both a learner and a teacher, bringing with them their own ways of seeing and their unique experiences of the world as a contribution to the storytelling process.

One video story questions the way that simple acts can change the trajectories of our lives; another celebrates our unique multi-cultural EMU campus environment and gives voice to students as they express their ideas in their own languages (with subtitles for the rest of us!). Another questions the consequences of short-lived and unplanned pet adoption and asks us to think more carefully about our responsibility to the animals in our environments and yet another examines a

character who while alienated due to the consequences of his own actions, has the possibility to transcend that space by becoming aware of the consequences of his actions. The visual storytelling course was a space to “tell our own stories” and our final producer, director, writer and editor found this space useful to engage with experiences of sadness at the passing of a loved relative. Through the processes and techniques of storytelling in the video arts, feelings are examined and sorrows are embraced. Passing through the sorrow leads to a celebration of life, igniting in us again the hope for an arrival of a new tomorrow.

✦ McLaren, P. (1986). *Schooling as ritual performance*. London: Routledge, p. 113

## come away from home

some troubleshooting and preplanning with our instructor and we conducted research including work done on previous videos about the university. We made storyboards and shooting sheets and worked through rough plans on how the story would hold together. We wanted to blend our ideas and get to the essence of the story. We realized that the most effective way of telling this story was by sharing it with other students on campus – allowing them to express their experiences at EMU. Through experiment, trial and error, we found effective ways to tell our story. For example, we learned the value of establishing shots that help to situate the viewers and give them a sense of where the scene is and what the surroundings look like. We took shots of students telling us their personal experiences and we encouraged them to speak in their own language (we subtitled these parts in English in the post-production process). We also took shots of entertainment, cafes, and other aspects of the university – and included video from the “International Night Festival” where the huge array of flags, from countries all over the world, was on display. We went further afield and took shots of Gloria Jeans Café – a regular hang-out for many EMU students and staff and we also took shots of sporting activities and accentuated the opportunities that EMU offers to students who are interested in every sporting activity. Of course we wanted to



Samira Oziohu Sanni

include the bookstore and lecture halls to share a sense of the academic opportunities at our university. Preplanning paid off as we realized in the postproduction process when we came to editing our shots together with sound to create our story and share it with you all. Big thanks to Eastern Mediterranean University and to our course instructor Mashoed Bailie and to the students who shared their thoughts and their time! Big thanks go to Gloria Jeans who let us shoot inside their premises and gave us a warm and friendly welcome!

## “Possible nows”

Sholeh Zahraei,  
Abtin Badie & Kaan Kirtiz

We are three students who have worked on a project together for the course ‘Varieties of Storytelling’ by Dr. Mashoed Bailie in the fall semester 2012. Before attending this course we all had different ideas about the content. We were expecting to spend most of our time discussing issues related to storytelling “in theory” – what a surprise to learn that we would actually be putting our ideas into practice! Dr. Bailie explained that we would work collectively, in groups of three or four, to create a visual work of art – like a short film, experimental piece or documentary. The subject was ours to choose. The course attracted students from different departments and so Dr. Bailie suggested we form groups with one RTVF student at least and the rest from different departments including Journalism and VACD.

Dr. Bailie was very helpful as we worked through the structure and content of what would become our short film. It was very eye-opening to attend the classes and listen to each other’s stories and have feedback and comments from Dr. Bailie on our thoughts. Three of us, Sholeh Zahraei from Radio-TV-Film and Abtin Badie and Kaan Kirtiz from the Department of Journalism, decided to work together on our creative storytelling project. Although we did divide the responsibilities for the overall work for our film, we nevertheless worked together on each part of the filmmaking process.

I’m Abtin and this was a unique experience for me. I am a journalism student, but here I had the opportunity to experiment with video production. My part was to create an idea and build a story around it. I also play one of the characters in the film. It was very interesting to work on this project. It was an eye-opening experience for me because I came to realize just how difficult it is to produce a professional film – one that is pleasurable to watch! Film production consists of team work and the work is long and hard. It needs very detailed preproduction planning, organization, creativity and innovation. Before, when I watched films, I was unaware of all the hard work that such a film contains; but now I really respect the people who are working professionally on films of good quality. I learned a lot from working through this project and although I would have liked to contribute even more, I felt that my contribution was



Sholeh Zahraei

valuable – both to me as experience and to the film as well.

Hi, I’m Sholeh and I worked with Abtin and Kaan to develop the idea and the realization of the film. I was responsible of organizing the production and I also played a major acting role. Additionally I worked through the postproduction process which includes, of course, the editing of the final shots. It was very nice to work with my friends and I enjoyed the shooting of our film. I really enjoy the process of working through the preproduction through to the postproduction process in video and film, but it is made much more challenging when I work with people who have limited experiences in the film production area. Both of my team members are from Journalism and were experimenting with film production for the first time! They began with virtually no appreciation for the production process and over time, as I worked with each of them on site, they became more capable with the equipment. For example, operating a camera is not an easy job at the best of times, and yet Kaan took up the challenge and actually managed to do a pretty good job. Both Abtin and Kaan were helpful and enthusiastic and I really appreciate their support.

Hi, I’m Kaan. I took shots for our multimedia project. It was enjoyable and comfortable to work with Sholeh and Abtin. It was an effective group work that we could easily finalize. Sholeh had more responsibility and she edited the movie on her own. It was nice to get this course from Mashoed hoca, he was supportive and sympathetic to us.



Sholeh Zahraei and Abtin Badie (right)

# Countrybook rocks the faculty

Nmezi Onyedikachi Uzozie

The Countrybook programme has been launched. Programme coordinator Elnaz Nasehi, a PhD research assistant at the Faculty of Communication and Media Studies, said that there were students from more than 20 different countries studying in the faculty. The idea is to provide students from different nationalities a communicative atmosphere in which the students present different countries from their own understanding. "Now I can say that Country Book is not merely a book of countries but a book of different people who are presenting their own countries or their friends' countries not as a representative of a specific nationality but as an individuals with their own subjective point of view. For me, Countrybook is an opportunity to know my friends through their representation of their countries" Nasehi said.

The first presentation in the book of countries was about the Turkish Republic of Northern Cyprus (TRNC). The TRNC was presented by Arzu Reis, a research assistant at the faculty. In her presentation Reis gave some information on the history of the island, and focused on the identity problem of Turkish Cypriots. "Before 1974, people were identifying themselves as Turkish, but after the division of the island and the migration from Turkey they started to accentuate their Turkish Cypriot identity" Reis said. In recent years, however, the identity issue in Cyprus has become flexible. Turkish Cypriots emphasize their Turkishness when they are in contact with Greeks, and their "Cypriot" identity, when they are in contact with people from Turkey.



Arzu Reis



Programme coordinator Elnaz Nasehi

Nigeria was the second page in the Countrybook



Umsunai Rakhmatova

The second page in the Countrybook was Nigeria. The Western African country was presented by four Nigerian students, Grace Nkem Utomi, Rasheed Daura, Hodge Candy Ifeanyi and Nasir Tahir, and a Kyrgyz student, Umsunai Rakhmatova. Students run a power point presentation on Nigerian media, culture and traditions; and served traditional Nigerian food after the presentation.

Presenting Nigeria to the participants, one may perhaps, vividly point out several factors that unite Nigerians by looking at their cultural industry and the culture of their neighbouring countries. The atlas of Nigeria was positioned exactly at the heart of Africa. Nigeria the most populated black African nation had independence in 1960 and could boast of more than 157 million people. A member of the Commonwealth of Nations with 36 states, Nigeria has three major ethnic groups mainly dominated by the Igbo's, Yoruba's and the Hausa's. It also boasts of about 250 other minority group languages which top the rank of language speaking nations in Africa.

While Abuja is believed to be the administrative capital of Nigeria, Lagos is desirably called its commercial capital.

Nevertheless, when Nigerian is mentioned, what comes to mind is the artistic representation of bronze sculptors, ivory carving, grass weaving, wood carving, leather and calabash making, pottery, painting, cloth weaving, glass and metal works, various fashion, arts, music and dance styles. Several factors bring Nigerians together and food is one of them. Some of the Nigerian meals are Fufu otherwise popularly called Akpu. Others are Abacha, Ewedu, Ogbono soup, Edikaikong and other recipes numerous to mention.

Also, their cultural dance step is another factor that unites Nigerians together. In the Hausa north, the presenters symbolically demonstrated video narrative of some ceremonial dances, predominant with the Nigerian Hausas. Their doggedness and farming expertise could be observed in their 'Babariga' traditional wears and their Fulani herdsman costumes. The presentation went further to show the Igbo women cultural groups from the South Eastern Nigeria whose identity can be recognized in their use of props like neck beads, hair plaiting, peace-loving as in the use of white handkerchiefs. The movement of the arms by the Yoruba's and the Masquerade dance steps which gave meanings to their cultural structure was not left out.

The third presentation was on Azerbaijan

The third stage of the Countrybook was Azerbaijan. The presentation was made by Gunay Sadikhova, a graduate student at the faculty. In her presentation



Nasir Tahir

Sadikhova introduced her country, culture, national dances, and the current media system. The presentation consisted of two parts. Firstly, she gave general and brief information about Azerbaijan, its culture, national dances, cuisine, national holidays and information about the capital city. In the second part of the presentation Sadikhova talked about the media system and journalism in Azerbaijan. She

highlighted major factors in media democracy and online journalism.

Gunay Sadikhova also mentioned journalism education and talked about the youth who are more interested in online

media. At the end of her presentation she thanked everybody for coming and participating in her native Azeri language.



Gunay Sadikhova



The Countrybook aims to provide students from different nationalities a communicative atmosphere

# The role of women in peace-building

Hanife Aliefendioğlu

The Gender Advisory Team (GAT) and the PRIO Cyprus Centre organized a conference entitled Women's Peace: Applying UNSCR 1325 to Cyprus and the Region on the 6th of December 2012 in the Buffer Zone.

Gender has been recognized as a critical component of peace-building processes since 2000 in the UN Security Council Resolution numbered 1325 but no significant step made to implement it in many countries in the region including Cyprus. This conference highlights regional concerns around the lack of taking initiative by the governments. In other words the conference is a general call for women and men to take a local step to realize an international practice.

The presenters of the opening session of the conference were Harry Tzimitras (PRIO Cyprus Centre), Elisabeth Walaas (Ministry of Foreign Affairs, Norway), Lisa Buttenheim (SRSG & UNFICYP, UN), and Olga Demetriou (GAT Cyprus). In the opening panel participants and activists from GAT discussed gender focal points in Cyprus negotiations.

Second session examined the UNSCR 1325 in the feminist agenda with the participation of Galia Golan (Interdisciplinary Center, Herzliya Israel), Rada Borić (Center for Women's Studies, Za-

greb Serbia), and Carrie Hamilton (University of Roehampton, London, England).

The session titled "Gendering the Cyprus Conflict" was held by Doğuş Derya (FEMA, Nicosia), Faika Paşa (Turkish Cypriot Human Rights Foundation, Nicosia), Maria Kyriakidou (American College of Thessaloniki), Nayia Kamenou (King's College, London), and Erol Kaymak (Cyprus 2015 Project)

## Activism around UNSCR 1325

A comparative perspective session was hosted by Sundus Abbas (Women Leadership Institute, Baghdad) and Fotini Sianou (Centre for Research and Action on Peace, Athens). All the participants expressed an urgent need for women's voices to be heard in peace-making in the region where many post conflict societies are.

The conference is followed by a round table discussion to share positive actions in the countries initiated by peace ac-

tivists and feminists. The participants emphasized the necessity of international pressure over the governments to write

and implement their National Action Plan (NAP). The representative of Turkey noted that Turkey has no National Action Plan regarding 1325 but has a Position Paper prepared by KADER, a women's organization.

Iraqi women representatives stated

that post conflict period legitimates many odd cultural practices against women and girls such as early marriages and mutah marriages.

On the other hand, in practice, women are leaders of many households all around the country. They are carrying on a campaign for 1325 NAP in the country. They are lobbying for amendments on the political party law to get 25% women's quota.

Women are called for monitoring the government decision-making bodies' progress on National Action Plans, and media content about women and peace.

**What is GAT Cyprus:** Gender Advisory Team (GAT) Cyprus consists of women, activists, scholars and feminists from both sides of the island since 2009. The main aim of the GAT has been to identify ways in which gender considerations can be integrated into the Cyprus peace process. GAT Cyprus notes that there is no woman representative in negotiation teams between the two sides of the island. They also believe that war and conflict are gendered issues; peace is a women's issue and it needs women, their needs and concerns.

## What is UNSCR 1325?

The United Nations Security Council Resolution (UNSCR) resolution numbered 1325 recognizes women's role in peace-building and security and encourages women's participation in decision-making and peace processes as well as referring to the other UN documents such as Beijing Platform for Action, Women2000. The reason behind this resolution is not simply to provide gender equality but also include the different experience of women (and children) during a conflict. It is acknowledged that women can offer a fresh perspective and alternative ideas during conflict and post conflict situations.

The resolution states the "important role of women in the prevention of conflicts and in peace-building, and stressing the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, and the need to increase their role in decision making with regard to conflict prevention and resolution." Countries are expected to have a National Action Plan that serves to guide the related government bodies and stakeholders in charge with security, foreign policy, gender and development. However, only 34 countries among the UN members have them so far. Cyprus is not one of them. In ten years only 8 EU countries have a NAP.

## Panel discussion on violence against the women

### EMU Social Media Unit

With the aim of raising awareness on important topics such as violence against women, women's rights, violence against women in law and violence against women in media, students of Eastern Mediterranean University Communication Faculty Public Relations and Advertising Department organised a panel entitled 'Cennet Ayaklar Altında' (Heaven under your feet) in the Communication Faculty Green Hall.

At the beginning of the panel, a video on violence against women written and produced by Communication Faculty Research Assistant Mert Yusuf Özlük was displayed. The first speaker of the conference Business Faculty Research Assistant Hasan Rüstemoğlu provided information on the types of violence against women and gave the relevant statistical information.

Following Rüstemoğlu, Law Faculty Research Assistant Mazlum Doğan spoke about the latest international legal regulations and agreements in decreasing the violence against women. Doğan added that as much as protecting the rights of women exposed to violence, the society should also focus on the rehabilitation of the males who apply violence against females.

EMU Communication Faculty academic staff member Assoc. Prof. Dr. Hanife Aliefendioğlu stated that until lately, there was no data available on the violence against women in Northern Cyprus. However, in accordance with the findings of research conducted in 2007, it was

discovered that 30% of the females are exposed to sexual, 80% physical and 87% of the females are exposed to psychological violence in Northern Cyprus. In her speech, Assoc. Prof. Dr. Hanife Aliefendioğlu also gave examples of the representation methods of females in the news, advertisements and media which usually reveal the female murders as "murders of love".

At the end of the panel which was organised by Rüveyda Fırıncioğulları, Tuğçe Yeşilkağıt and Hakan Dinçkan under the supervision of EMU Public Relations and Advertising Department academic staff member Umut Ayman, Communication Faculty Dean Prof. Dr. Süleyman İrvan presented the speakers with plaques of appreciation



Prof. Dr. Süleyman İrvan (right) presenting a plaque to Assoc. Prof. Dr. Hanife Aliefendioğlu

## Iranian ambassador to Cyprus spoke at the EMU

### EMU News

Iranian ambassador to Cyprus Mr Ali Akbar Rezaei gave a speech at the Department of Political Science and International Relations on the "New Trends in the Middle East" on the 28th of November.

Mr Rezaei started his speech focusing on the expression of the "Middle East" itself. "Middle East" is an orientalist concept that takes 'Europe' as the centre and defines 'us' against the 'them', he said.

Speaking of the recent developments in the Middle East, Mr Rezaei contended that the Middle East was becoming a more democratic place because of the changes occurring with the Arab Spring. Within this context, the "regional awakening" was empowering the Islamic forces, and Israel was losing.

"At the heart of the uprising lies the search for socio-economic justice", Mr Rezaei told. "The new democracies in the region, on the other hand, are under great economic risk if they do not fulfil the economic necessities in a proper way. The governments in the region spend a large portion of their budgets for subsidies of basic goods. The dependence on oil and natural gas constitutes a serious problem with the less developed economies becoming dependent on foreign aid."

Speaking of the education in the region, Mr Ali Akbar Rezaei stated that the Middle



Iranian Ambassador to Cyprus Mr Ali Akbar Rezaei

Eastern countries were making impressive progress in closing the gender gap with regard to access to education.

Mr Rezaei also touched upon the American foreign policy on the region. There has been a significant change in the American foreign policy, the ambassador told. The United States is now supporting change and democratization instead of stability. According to the Mr Rezaei, the current government in the United States supports that democratic governments in the Middle East will serve the American interests in a better way. The security dilemma in the Middle East, on the hand, will remain unsolved with Israel's interests and Iranian nuclear energy being on two opposite poles.



Mohammed was killed a few days after the interview

# Difficult journey

## Hussein Alrajab

Education is the right of all human beings. It is the right of Syrian citizens, as well. However, they encounter difficulties when they want to study abroad because of what is happening in Syria right now.

Mohamed is a Syrian citizen. He tried to come to Cyprus to study journalism, but he couldn't come because of the difficulty of travelling to Cyprus. "Most of the countries in the world think that Syrian people who travel abroad will run away from Syria because of the revolution and the situation there. Cyprus is one of these countries," Mohamed said. He tried to come to Cyprus many times but he failed.

I asked him why he failed to come here. "Because there are many problems such as getting a passport," he said. "Everybody knows what is going on in Syria and people cannot get a passport there." Mohamed is active in the revolution and he is 'wanted'. Mohamed said even if he could pass Syria and come to Cyprus, he would still have many problems. For example, the airport police make a lot of problems to Syrian citizens, because they think that Syrians will pass from Cyprus to Europe or will work or will run away from Syria. He told me the story of his friend who came to Cyprus to study. He arrived at the airport and the police did not allow him to enter the

country. They took him to a room; and they started to ask him too many questions and did not allow him to call a translator. Mohamed's friend said he came to Cyprus to study here, but the police did not allow him to enter the country, and sent him back to Turkey. Finally Mohamed said "We prefer death to live in humiliation". Mohamed and his friends established a newspaper in Syria, the name of which was Enab Baladi. Mohamed was working for that newspaper, and he lived in Damascus. I interviewed him on the facebook. The end of this story is sad because he was killed by Syrian police a few days after I conducted this interview with him.

# Students with disability! Help yourself at EMU!

## Ghada Alraee

Some people come to life disabled already due to hard delivery problems, while others may become disabled as a result of being exposed to an incident. Whatever the reason or the type of disability is, it is an evitable reality that the disabled person has to recognize and accept. Then, he or she should shape his/her life in harmony with such a disability and its implications. Trying to ignore or reject the disability puts the disabled in conflict with him/herself and with the community. The situation becomes more and more complex, when people with disability are stereotyped and so maltreated or even neglected by their families first and then by the society. Actually, such a negative attitude towards those with disability transforms them to objects that have no value or role in life. Some of them live and die and no one hears about their suffering, while others manage to challenge the society and prove themselves.

The UN defines the persons with disabilities as those who have "long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others".

For a disabled person, life is always a struggle. For those who have physical limitations or disabilities, the extent and the mechanism of this struggle is shaped by the disability. When a disabled person thinks about something, the first ques-

tion he/she asks if such a matter is achievable considering his/her physical condition. So people with disability generally think only about what they can do, and not what they wish to do. For example, when a disabled boy goes to school, he has to find a school rehabilitated for his needs, otherwise he might be forced to stay home in spite of the importance of education for him or he may find alternative options; this depends on the support of his family.

It is not our choice to be disabled, however we have to pay the bill of disability. Everything around us reminds us: Attention! You are unequal to others. People with disability are treated as secondary. The Eastern Mediterranean University is considered as number one in TRNC, and it is proud, as we do, of being a peaceful active international community gathering more than fourteen thousand students from different countries. When I came here by the beginning of this semester, I was surprised that such an international academic place is not adequately, rehabilitated for students with physical disabilities. Such students were considered when the university was constructed. It seems that the engineer, or the designer has never met students with disability, during his education period or he excludes the disabled from the high education system.

Let us imagine a student on a wheelchair who needs to enter the registration office or the rector office! Or imagine that person trying to reach a class in the second or third floor! Of course, people here are



Car parking spaces reserved for disabled people are quite often occupied by the others

lovely and they are ready to help the disabled students but is it enough to deal with their needs? Actually, the disabled people suffer from the idea of being always in need of others in everything they do, but they prefer to be supported and to be given the chance to lead their lives as possible as they can.

Apart from the students, let us imagine a visitor with a wheelchair coming to attend a conference at EMU. Who will carry him upstairs and downstairs? It is understood that rehabilitation of the university involves financial cost, but such cost is incomparable with the suffering of a disabled student who is unable to reach his destination because of something out of his control. A lot of physically disabled students are deprived from joining EMU, because they cannot adopt with its infrastructure.

Education is a fundamental right for people with disability and it should be given to them according to their needs. Educational institutions should be rehabilitated for them because it is through such institutions the disabled students can be integrated into the society and can have the chance to communicate with their nondisabled colleagues.

If universities are not rehabilitated for the students with disability, this implicates that such a group are inferior to other so they should practice their right to education, health, entertainment etc..in special cantons built for them. Finally, the disabled students should not be seen as vulnerable but as promising scholars who could influence history such as Taha Hussein and Antonio Gramsci.



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