EL LIBRO ELECTRÓNICO
SUNY Ulster
Richard Cattabiani • Director of International Programs • English Faculty
Hope Windle • Instructional Design

European Humanities University
Victoria Minina • Lecturer of English
Alesia Krupenikava • Lecturer of English
Tatsiana Senina • Lecturer of English

Globalization 101
Rebecca Smolar • Project Director
COURSE TIME SCHEDULE

Mid October to Mid December, 2009
Duration 10 weeks.

Beginning of Nov to Beginning of December, 2010
Duration 5 weeks.

Offered in English.
CREDIT INFORMATION

EHU
  Independent value added for EFL students
  Two credit course

Ulster
  Integrated into Contemporary World Literature
  Three credit course
COURSE GOALS

- To design a safe space for international collaboration
- To articulate the difference between people driven media versus corporate or state driven media
- To broaden students and faculty appreciation of other cultures and politics
KEEPING IN TOUCH

- Before
  A SKYPE chat every two weeks starting a semester in advance
  - to establish the relationship of professors
  - to develop the course content

- During
  A one-hour SKYPE chat every week during the course to assess how things were going.
COURSE DEVELOPMENT

- choosing a methodology for online teaching
- developing detail instructions for working in the course
- developing a syllabus and week by week assignments
- integrating EHU teaching standards into SUNY educational environment
COURSE DEVELOPMENT

- Grading criteria & rubrics
- Sharing of responsibilities
- Engaging and selecting students
STUDENTS

- The EHU students
  - advanced EFL course for ToEFL preparation (40 - 17).

- The Ulster students
  - a 200 level English course: *Contemporary World Literature* (11).
STUDENT EVALUATION

- Each student was graded only by his / her own instructor

- All students were expected to contribute to the discussion

- Final course grades were determined by the instructor on the following basis:
  - Assignments: 50%
  - Active participation in discussion: 50%
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<thead>
<tr>
<th>Activity</th>
<th>Interpretation</th>
<th>Grading criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers all Questions</td>
<td><strong>Excellent / A</strong> (Ulster students) 10-9 (EHU students)</td>
<td>The comment is accurate, original, relevant, and is well written. This comment adds substantial presence to the course and stimulates additional thought about the issues under discussion.</td>
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<td>State a position and include responses to six [6] other posts. This could include the Professors’</td>
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<td>Answer all Questions</td>
<td><strong>Above Average / B</strong> (Ulster students) 8-7 (EHU students)</td>
<td>The comment lacks at least one of the above values but is above average in quality. The comment makes a significant contribution to our understanding of the issue being discussed.</td>
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<tr>
<td>State a position and include responses to four [4] other posts. This could include the Professors’</td>
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<tr>
<td>Answer Questions</td>
<td><strong>Average / C</strong> (Ulster students) 6-5 (EHU students)</td>
<td>The comment lacks two or three of the required responses. The comment makes no significant contribution to our understanding of the issue being discussed.</td>
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<td>State a position and include responses to two [2] other posts. This could include the Professors’</td>
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<tr>
<td>Answer Some Questions</td>
<td>D (Ulster students) 4 (EHU students)</td>
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<td>Interacts once a week</td>
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<tr>
<td>Ideas are not well-developed, do not add to discussion</td>
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<tr>
<td>Answer No Questions</td>
<td>F (Ulster students) 3 (EHU students)</td>
<td></td>
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<tr>
<td>No discussion or interaction with the class</td>
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LANGUAGE

No problems.
Дни заочника (дни ликвидации академических задолженностей по итогам зимней очной сессии студентов заочного отделения) будут проходить 12 и 13 марта 2011 г.

Весенний семестр для студентов заочного отделения будет проходить с 1 марта по 19 июня 2011 г.

Летняя очная сессия студентов заочного отделения будет проходить с 27 июня по 10 июля 2011 г.

Объявляется конкурс на участие в фотопроекте "Кинематографический Вильнюс" от Tatjana Rudzinskiene - Среда 23 Март 2011, 11:38

Объявляется конкурс на участие в фотопроекте "Кинематографический Вильнюс"
23 марта – 15 мая, 2011

Фотопроект является частью культурно-образовательного проекта "Литовское/советское кино: Реконструкция".

Идея проекта:
Отобразить в фотографии городские пространства Вильнюса, исторически связанные с кинематографом - "большие" и нынешние кинотеатры, кинозалы, здания литовской киностудии, съёмочные площадки.

Более подробная информация о фотопроекте находится здесь

Требования к участникам:
• наличие собственной фототехники
• опыт работы с фотографией (в том числе на любительском уровне либо в рамках учебных курсов)
• владение английским языком на разговорном уровне
• возможность работы над проектом в апреле 2011 года.

Заявка должна содержать следующую информацию:
• Имя, Фамилия
• Программа и курс обучения
• Контактная информация (тел., e-mail)
The 2009 & 2010 modules were divided into 3 sections:

- an introductory 3 week (1 week) unit about Media 1.0 vs. 2.0
- designed by Richard Cattabiani and Hope Windle
- with Rebecca Smolar, Globalization 101
- reshaped by the EHU instructors

- 5 week (2 weeks) unit focusing on the book *Persepolis* by Marjane Satrapi, initially designed by Richard Cattabiani but reshaped by all

- 2 week (2 weeks) creative project based on the graphic novel format.
LMS

- Moodle course space.
Media 1.0 vs. Media 2.0: an online international collaborative unit

Introduction

Welcome to our virtual classroom! We are glad that you are all here and look forward to working together this semester.

In this unit, students in cross cultural environments will gain a deeper understanding of the role of the media and society and apply this knowledge to current events and how it impacts their lives. Students will watch video clips and read articles from the Globalization 101 website. They will analyze the cyclical effects of media and its impact on culture and government.

We will also be reading Marjane Satrapi Persepolis.
Week 1: Getting to Know Us and Our Media

Activity 1 Getting to Know You: The Card Project Gone International
Presentation about Belarus
Multicultural awareness quiz
Images of Belarus and America
Activity 2 Getting to Know Your Media

Background
Reading/Listening/Viewing

Before beginning this week's activities, please visit these resources at The Levin Institute, The State University of New York:

Betsy Morgan--Huffington Post's Innovative Approach to Web News
Seth Pinsky Media and Democracy

Once you have completed Activity 1, view the presentation on Belarus and take the Multicultural Awareness quiz.

Did you know? There is also a monument or structure named after Thaddeus Kosciusko in upstate New York. What is it and where can it be found?

Please, feel free to share your views / images on Belarus and America in the forum below (Images of Belarus and America).
Welcome to a student's guide to globalization

**What Is globalization?** Is it the integration of economic, political, and cultural systems across the globe? Or is it Americanization and United States dominance of world affairs? Is globalization a force for economic growth, prosperity, and democratic freedom? Or is it a force for environmental devastation, exploitation of the developing world, and suppression of human rights?

**Globalization101.org** is dedicated to providing students with information and interdisciplinary learning opportunities on this complex phenomenon. Our goal is to challenge you to think about many of the controversies surrounding globalization and to promote an understanding of the trade-offs and dilemmas facing policy-makers.

We invite you to start learning by clicking on the button on the left to read our definition of the term "globalization." Then explore our Issue Briefs, News Analyses, Ask the Experts interviews, Blogs, and Useful Links by clicking on the buttons at the top of this page. Educators can find resources to teach about globalization by clicking on the For Teachers button at the top of the page.

For Teachers Section :: Culture

Unit on Culture & Globalization
This unit contains numerous activities for students to explore the spread of American culture throughout the world, including a role-playing exercise on a major U.S.-Canada trade dispute.

Unit on Religion and Globalization
This unit contains readings, discussion questions, and assignments that teach students about the impact of religious belief on perspectives on globalization.

Lesson Plan on Languages in A "Globalized World"
In this lesson plan students will examine the role of languages in preserving and shaping cultures. Students will learn how government policy and migration influences culture and languages. Students will compare and contrast policies of language preservation at the state and national level in the United States. Students also will learn about language preservation policies for selected countries. This lesson plan offers variations for language teachers.

Unit Media 1.0 vs. Media 2.0
In this unit, students in cross cultural environments will gain a deeper understanding of the role of media and society and apply this knowledge to current events and how it impacts their lives. Students will watch selected video clips and read articles from the Globalization 101 website. They will analyze the cyclical affects of media and its impact on culture and government.
GLOBALIZATION101.ORG
Unit Media 1.0 vs. Media 2.0
an online international collaborative unit

Introduction
In this unit, students in cross cultural environments will gain a deeper understanding of the role of media and society and apply this knowledge to current events and how it impacts their lives. Students will watch selected video clips and read articles from the Globalization 101 website. They will analyze the cyclical affects of media and its impact on culture and government.

Instructional Goals
- Create a safe space for international collaboration
- Broaden students appreciation of cultures and politics beyond their own.
- Students articulate the difference between people driven media versus corporate or State driven.
- Improve listening, speaking, and written English language skills.
- Compare and Contrast historical perspectives involving politics, government & media.
- Foster international cooperation. Create a cross cultural media product worthy of publication.

Learning Outcomes
- Students define different types of media.
- Students gain basic understanding of how media conditions attitudes towards governments and human relations.
- Students identify the effects of how globalization relates to media.
- Students analyze how new technologies are redefining media distribution globally & locally.

Time & Set up Requirement
- 3 weeks of instruction for online asynchronous activities
- The following activities could be done either in a classroom computer lab or asynchronously.
Innovation in Media: When Global Meets Digital


The panel included Geoffrey Sands, Director of McKinsey and Company, Betsy Morgan, CEO of The Huffington Post, Tom Phillips, Director of Search and Analytics for Google and Marc Frons, Chief Technology Officer of The New York Times.

The discussion looked at whether New York would stay a center for the media industry as well as what directions the quickly changing industry might head in the near future.

Geoffrey Sands spoke about helping companies develop strategies for creating business models. He said he advises clients to develop a portfolio of initiatives, knowing that not all will succeed. Sands believes that good companies embark with a clear assessment of risk and that intelligent companies recognize when an initiative isn’t working and pull back quickly.

Betsy Morgan followed up by discussing how the Huffington Post focuses on their staff and agility. She stated that speed to the market is dependent upon good technology and editing. When asked why the Huffington Post selected New York as its headquarters Morgan said that their company deliberately decided that they wanted to be surrounded by their peers and have close relationships with their clients, and New York was the place to be. She mentioned that the Huffington Post is interested in investing in human capital, and New York, being the center of news media attracts young highly energetic journalists and technicians.

Tom Phillips discussed Google’s operations in New York and said the city attracts talented engineers from graduate programs on the east coast. He also said Google NY has more engineers working here than ad sales people. Google has capitalized on the tech talent coming from Bell Labs, Lucent Technologies and Wall Street. Phillips mentioned that Google initially chose NY as a base for Western Hemisphere direct sales. He said that New York’s thriving advertising industry has brought a broad range of top talent to the region.
BETSY MORGAN:
HUFFINGTON POST’S INNOVATIVE APPROACH TO WEB NEWS

TOM PHILLIPS:
WHY GOOGLE CHOOSE A NEW YORK OFFICE

MARC FRONS:
NEW ADVERTISING MODELS FOR THE DIGITAL ERA
Paper or plastic?

Let's talk about the news:

**Task 1**

- Identify media you have in common
- Categorize your classmates' media sources by print, broadcast, online or other

*Please go to this shared Google Document and fill out a table there. It will help you identify media you have in common and categorize your classmates' media sources by print, broadcast, online or other. Click on “edit this page” button and remember to save it when you are done.*

[http://docs.google.com/View?id=dchw4wmf_17r6fjp7cv](http://docs.google.com/View?id=dchw4wmf_17r6fjp7cv)

**Task 2**

Please express your opinion on these points:

- Analyze a range of traditional forms of media
- Scrutinize a non-traditional form of media

- What distinguishes each?
- Why does this work as a news source? Why not?
- How has each of these formats conveyed a message based on the same event?

Describe how you can deconstruct the "news" based on the same event. Define the range and function of the Web 2.0 tools your fellow students use.

**Make sure that your response is at least 200 words.**
Mass Media 1.0 vs. Mass Media 2.0

Please write the names of the mass media sources in each column:

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<th>Print</th>
<th>Broadcast</th>
<th>Online</th>
<th>Other</th>
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<td>• Nasha Niva</td>
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<td>• Vecherniy Minsk</td>
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<td>• Komsomol'skaya Pravda</td>
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Newspapers

**Govermental sector:**
- BT
- ONT
- Lad
- STV
- NTV-Belarus

**Nongovermental sektor:**
- Belsat
### Belarus

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<thead>
<tr>
<th>Category</th>
<th>Newspapers</th>
<th>Television</th>
<th>Magazines</th>
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<td><strong>Respunika</strong></td>
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### Radio

- **STV**
- **NTV-Belarus**
- **Nongovermental sektor:**
  - **Belsat**

### Governmental sector:

- **Radius FM**
- **Stalica**
- **Radio 1**
- **Belarus**
- **Pilot FM**
- **Unistar**

### International Broadcast:

- **Radio Free Europe**

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**Radio Free Europe**

- **http://n-europe.eu/**
- **http://radio-free-europe.org/**

**Television:**

- **Belsat**
- **Radio:**
  - **Radio Free Europe**
  - **Радио Рация**
  - **Radio Svaboda**

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**Friends**

- Family
- University
- Babushkas
- Neighbours

**Blogs**

- diva.by
- semeistvo.by
- yahoo.com
- facebook.com
- vkontakte.ru
- livejournal.com
- youtube.com
- mirtesen.ru
- odnoklassniki.ru
- myspace.com
- msn.com
- twitter.com
- mmm-tasty.ru
- habrahabr.ru

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**wikipedia.org**
Mass Media 1.0 vs. Mass Media

USA

Magazines
- Newsweek
- Time
- National Geographic
- The New Yorker

Newspapers
- The Sentinel
- New York Times
- Poughkeepsie Journal
- Daily Freeman
- Saugerties Post Star
- Times Herald Record

Political Comics
- Gary Trudeau's Doonesbury

Radio
- Sirius Radio Broadcasts
- WAMC (radio)
- National Public Radio

Television
- NBC
- CBS
- CNN
- FOX
- ABC
- BBC

WAMC (radio)
National Public Radio

Television
- Stumbleupon.com

Newspapers
- The Sentinel
- New York Times
- Poughkeepsie Journal
- Daily Freeman
- Saugerties Post Star
- Times Herald Record

Slate.com
Facebook.com
Myspace.com
AIM
Yahoo.com
Aol.com
Google.com
wikipedia.org
MSN.com
YouTube.com

Professors
- Friends who belong to active organizations
  - NYPIRG

Family
Friends
Speeches
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Before beginning Activity 3, please visit these resources:

- The Integration of Cultures
- Reaffirmation of Local Culture
- Globalization vs. Local Cultures
- The Influence of US Corporations on Local Mores
- The Dominance of the American Market

Activity 1 What Is Media 2.0 to You?
Activity 2 Getting to Know Your Media
Activity 3 Current Events
Activity 4 Vote for the Most Important Quality of a Successful Teamplayer
Activity 5 Comment on Your Choice
Activity 6 Picture One in Your Team
As I can see from the table of media sources we have a lot in common. Of course it’s not surprising, as we all are trying to get an objective and full influx of information. Speaking about my sources of information I’d like to note that they are pretty much the same as my Belarusian colleagues mentioned except for the wide range of TV channels given in the table. Actually I’m a bit skeptical about TV as most of the channels in our country are of a governmental sector and the information there is given under some kind of censorship. To my mind a freedom of speech is a bit tacitly curtailed here, especially when it comes to governmentally run TV-channels.

Among traditional forms of media I should name newspapers, radio and TV. Newspapers are the oldest among the three, and they used to inform people on current events for many years. The problem with newspapers, especially if we compare them with TV and radio and internet, is that there are always a bit late as it takes time to process the data, to organize it, to print and to deliver to the consumer. And when it’s finally done the situation might have changed and be no longer the same as it’s represented in a newspaper. If we want to get a review of a week’s events then newspapers are really good. TV is more ‘vivid’ and it can give visual or sound impression thus making viewers more emotionally agitated, I think. Radio is something in between, it gives information in a more brief way than TV and it’s ‘portable’, which is a great advantage. You can listen to it when you drive, for example, getting the latest news feed every hour.

Internet was an absolute break-through once it appeared and it still is: news can reach the consumers through the internet faster than through any other media. It can give hundreds of points of view on any taken event and to fill you to the top with the details and comments and videos and so on. I regularly use internet as my main source of information, it enables me to filter in one second what I’d like to read and what I wouldn’t; in cases when I’d like to read further about something I can get lots of articles. It seems to me that internet is the vastest library you can ever think of. But still there’s a risk that I miss some important things, as I shape my information influx myself. In this connection traditional media are more reliable.

Web 2.0 tools are extremely popular nowadays, especially among the youth. I believe SNS help to stay connected with your friends and to be better informed about what is going on with them. In cases when it’s inconvenient or problematic to stay in touch via phone, SNS might be the best option. But I had situations when I spoke to my former classmates, for example, who I hadn’t seen for a long-long time, and despite the fact that we live in the same city I chatted with them on FB. Later on I thought ‘if there were no FB, we’d probably meet and have fun together’. Surely, it’s not an excuse to put off the meeting, but when you’ve chatted for half an hour on FB it seems to be quite okay to put it off till ‘better time’. Speaking about services like Twitter, I think they are very useful and we have a proof of it in reading materials provided.
Week 3: Survey Says: Is the Medium the Message?

Background:

Before beginning our discussion, please send the link to our Media Survey to no more than 4 friends, relatives or colleagues.


Note that the survey is in English, so that it is accessible to everyone in the class.

Please ask your respondents to answer in English if possible. It will make compiling the results easier. If you have any questions on how to complete the survey, please let us know.

After the results have been compiled, let’s discuss them.
Discuss these questions:

1. Every author has motivation to write a book. What might Satrapi’s motivation be?
2. What sort of media do you think Satrapi had access to when she was writing the book?
3. How did she incorporate the real news into her story?
4. What do you know about the recent Iranian revolution and the revolution from 1980? How do Satrapi’s writings and art tell that story?

Make sure that your response is at least 200 words.

Respond to at least 6 others to qualify for an A.

Look at the Grading Rubric in the Introductory Module for guidance.
From my point of view Satrapi’s motivation for writing this wonderful book was first of all her life. *Persepolis* is told from the viewpoint of a young girl taking in a difficult world around her. It is the story of Satrapi’s unforgettable childhood during the Islamic Revolution.

Reading this book we can feel people’s sufferings, miseries and troubles. And all this we realize through the eyes of precocious and outspoken girl.

*Persepolis* is a graphic novel. Marjane Satrapi writes so candidly, so casually and at times hysterically that the reader can’t help but understand her and sympathize with everything she’s been through.

I was agreeably surprised when found some information, that *Persepolis* formed the basis for an animated film that was first released in 2007. It won the Jury Prize at that year’s Cannes Film Festival and was also nominated at the Oscars for Best Animated Feature.

This book provides valuable insights into a culture and a history of Iran. As for me I really have no knowledge of this period of Iran’s history and to see these events through Satrapi’s eyes (with her explaining the history) was captivating.

I consider, Satrapi’s motivation for writing *Persepolis* was to share her struggle with the world to tell all the truth about that difficult time.

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Re: Persepolis
by JaimeLee Martire - Wednesday, 18 November 2009, 12:50 AM

You can absolutely feel the character’s emotions as you read and look through the story. Its amazing that Marjane Satrapi is able to do this through animation. Do you mind if I ask you what your favorite part of the novel was?

---

Re: Persepolis
by VOLHA STANKOUSKAYA - Sunday, 22 November 2009, 03:01 PM

Hi!!!!!!!!

So, as for me, I have many favorite parts of the novel. But I try to share my opinion on ‘The Water Cell’ part. This part is really important and useful for us and Marjane’s perception. At first she believes that the king was chosen by God, because so her teacher told and it is written in her schoolbook. But it is not the truth and her parents try to convince her and explain this difficult situation. We can imagine how child’s mind is changing. It is really difficult process. The merit of her father is –he explains all the moments very carefully and accessible for his daughter’ perception. I like this part.
Hi!!!!!!

So, as for me, I have many favorite parts of the novel. But I try to share my opinion on “The Water Cell” part. This part is really important and useful for us and Mariane’s perception. At first she believes that the king was chosen by God, because so her teacher told and it is written in her schoolbook. But it is not the truth and her parents try to reconvince her and explain this difficult situation. We can imagine how child’s mind is changing. It is really difficult process. The merit of her father is—he explains all the moments very carefully and accessible for his daughter’ perception. I like this part.

I am interested also in what is your favorite part of the novel???
Creating a cross-cultural media project worthy of publication

by aaronkravig

AMERICA IS DROWNING IN SOCIAL REFORM AND PROGRESS!

CLEARLY, COMRADE OBAMA'S RECESSION AND HEALTH REFORM HAVE BEEN CREATED TO STEAL YOUR OPPORTUNITIES AND KILL YOUR GRANDMOTHERS

I LOVE THIS COUNTRY SO MUCH, I'M GOING TO MAKE A FARCE OF JOURNALISTIC INTEGRITY AND CRY ABOUT REFORM ON NATIONAL TELEVISION. BECAUSE WE HERE AT FOX NEWS FEAR CHANGE, LET'S RETRACT THE CIVIL RIGHTS ACT OF 1964! BACKWARD PROGRESS IS THE ONLY PROGRESS! I'M THE MOST AWESOME PUNDIT IN THE WORLD AND IF YOU DON'T THINK I'M RIGHT THEN READ MY BOOK ABOUT HOW YOU'RE AN IDIOT. JOURNALISM IS ABOUT OPINION, NOT FACTUAL OBJECTIVE ASSIMILATION OF INFORMATION. IF YOU LIKE OBAMAS LEGISLATURE YOUR AN EVIL SOCIALIST OR YOU HATE GOD. GOD WORRIES EVERY NIGHT ABOUT THE EVILS OF SAME SEKS MARRIAGE AND HOW HIS WARRIORS CAN SQUASH ANY HOPE OF IT. REALLY, YOU THINK GOD IS CONCERNED WITH KEEPING OUR GREAT COUNTRY FROM FALLING INTO THE SUN? IDIOT! *SOBSOBSOBSOBSOBS* I LOVE AMERICA SO MUCH, AND IF YOU DON'T FEEL THE WAY I DO THEN YOU ARE A TREASONOUS MONGREL.
Traditional Media and Traditional Grannies

A graphic novel by Natallia&Aksana

Aha... Aha...

Swine flu's captured the whole world... But not Belarus. We're very strong! We're surrounded by Swine flu! Jesus!!

We see Economic Crisis in all countries in the world. But not in Belarus. It's Belarusian miracle!

5000 2000

Damned crisis!!

Crash!!!

We've lost our money!!

I'm dismissed!

I'm bankrupt!!

All drugs are sold. Come here tomorrow or the day after tomorrow...

Flue or swine flu?

Drugstore

Flue...

Swine flu...

Hi, deary! What is happening here?

Everything is all right! Didn't you watch the news?

Has swine flu reached Belarus indeed??

Carrier of a disease! Killer!

Oink! Oink!
I must say that only our President makes the problem solvable!

Right you are!

EU leaders have chosen the first permanent President of Europe.

Ha! At last they hit upon that idea!

I've always said that President is "a must"

He's responsible for fighting symptoms of societal dysfunction

He's possessing superhuman intelligence or intellect

He'll also combat threats against humanity by villains

He'll control all Europe

He's dedicated to protecting the public

He'll attack against corrupted institutions

He has extraordinary and unprecedented power

Are you watching TV now? They're saying American airplane has just crashed over the ocean. Again!

What a man!

The End
Oh, look at that.

There is no way he knows it's me.

What's going on?

WHAT IS THIS!!!!

Looks like everything went according to plan. That'll teach them to hide stuff from us!

HOW DID THIS GET OUT?!?
Halloween

Happy Halloween

TRICK-OR-TREAT
SMELL MY FEET
FREE CANDY!!

Images © 2010 Pixton.com

Re: Orange
by Monica Glosque - Thursday, 9 December 2010, 06:43 PM

Thanksgiving

We do fun things together, like playing charades.

Although, I do love ALL of the great food!

We don't worry about presents, we just act silly and have fun with the ones we do have.

Thanksgiving is a unique holiday for my family.

It's a time of year to remember the things we are thankful for.
ok, I want to tell you about a holiday in my country Colombia, South America.

el día de los reyes! The Three Kings day!

On January 6th, is when we celebrate the three kings day.

It is a day when children receive most of their gifts from the 3 kings rather than from Santa Claus.
HOW CAN YOU PREPARE FOR THIS PARTNERSHIP?

Passion to teach and learn about the world outside the USA

- Willingness to teach online
- Develop a relationship with your instructional designer
- Familiarity with the languages involved
STRATEGIES TO FACILITATE THIS PARTNERSHIP

✔ Develop simple outcomes
✔ Make time
✔ Agree upon start and end date
✔ Agree upon content
✔ Agree upon format
✔ Agree upon Learning Management System (LMS)
WHAT IT TAKES

- Start early
- Select your students very carefully
- Use student-centered methodology
- Use many visuals (e.g. photos, pictures, videos, etc)
- Provide clear instructions for each assignment
- Provide weekly feedback
- Be ready to work hard
Persepolis. I loved the story, and I thought it was clever to use a graphic novel to surpass any language barriers between the two groups.

**WHAT STUDENTS SAY**

American students really have explicit freedom of speech!!!!!!! And due to this course we had an opportunity to appreciate it and express our ideas and then discussed them!!! Wonderful!!!!!!!

It seems that US media is a little more democratic than Belarusian. But it was interesting to know that sometimes the Americans didn't trust the news as well as Belarusian people. I think I got good information about US media in this project.
Any Questions?

Victoria Minina  minina@ehu.lt

Hope Windle   windleh@sunyulster.edu

Richard Cattabiani  cattabir@sunyulster.edu