

# HASHTAG

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**This issue features:**

- Reviews
- Research Articles
- Reflective Articles
- Poems



# Hashtag 14

## ABOUT US

**W**ith this issue, *#Hashtag* enters its first thematic issue published under the attempt and management of a group of diligent students who have endeavored for the production of this magazine from the beginning.

Having fulfilled so prominent an objective by unifying and connecting ambitious and cooperative members to organize an academic community, *#Hashtag* is now more determined than ever to keep up its work towards a greater goal and a better future. With this purpose in view, *#Hashtag* anticipates the expansion of its team to include new members who will passionately contribute to the further advancement of the magazine as well as the achievement of its primary goal, that is, to help us learn, grow, change, and share our experiences. In case you would like to join us, *#Hashtag* would be honored to use your company as an invaluable part of its family alongside your knowledge and skills congruent with its needs.

Furthermore, all your comments, recommendations, and criticisms concerning the development of this magazine are much welcomed. Should you have any questions or need any further information regarding how to join *#Hashtag* magazine, please do not hesitate to contact us.

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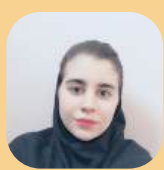


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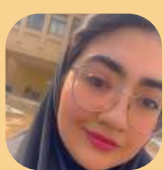
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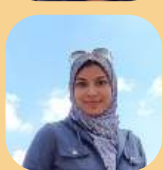
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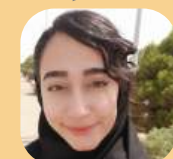
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# Reviews

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**The Catcher in the Rye:  
A Preserver of Purity**  
Maral Masti

**Shades of Identity:  
The Mother's Enigma**  
Maryam Janbozorgi





## Maral Masti

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**Book Title:** The Catcher in the Rye

**Author:** J. D. Salinger

**Genre:** coming-of-age genre and the realism genre



**Summary of The Book:** The Catcher in the Rye by J. D. Salinger is a bildungsroman that falls under the coming-of-age genre and realistic fiction. This book follows the story of Holden Caulfield, a 17-year-old boy who has been expelled from multiple schools and seeks to discover himself.

**Analysis:** The book effectively highlights the significance of grappling with the challenges of growing up, presenting this theme in a meaningful way. The author excels in portraying the inner turmoil of a traumatized 17-year-old boy, capturing the chaos and contradictions within his mind with clarity. Additionally, the relationship between Holden and his younger sister, Phoebe, stands out as a compelling emotional aspect of the narrative, with their mutual affection being vividly portrayed. However, the story's monotonous progression may come across as underwhelming to some readers.

**Character analysis:** Holden is an adolescent undergoing treatment for a mental breakdown over the loss of his younger brother, Allie. He frequently states that he is depressed, and based on the explanations given throughout the book, it makes sense; he witnessed his friend committing suicide while wearing his sweater, he does not have a healthy and communicative relationship with his family, he feels like a misfit in school and society, and some readers even interpret that he had been molested before. This can explain why he felt uncomfortable when Mr. Antolini patted him on the head and physically reacted to it. He also mentions perverts always being around him and thinks of himself as "sexually awkward". Therefore, this theory could be true. Nevertheless, all that trauma doesn't make him any less of a teenager with common characteristics known to all the readers. Holden is conflicted. He considers himself superior to his peers because he thinks of them as "phonies", whereas he can sometimes be one himself; he says he is "crazy" about girls but occasionally happens to be a misogynist; he tries to differentiate himself by acting older than his age, but immaturely asks the most personal questions from strangers and uses colloquial language.

## CENTRAL THEME

This book wisely uses symbolism, and Holden being "the catcher in the rye" is one of the most outstanding ones. Holden's description of wanting to save children from falling off a cliff represents his desire to keep their innocence intact and protect them from falling away from morality.

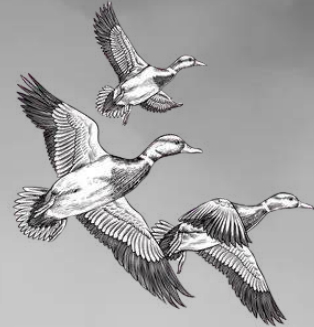
Another recognizable symbol in this story is "the red hunting hat". Holden wears this hat to indicate his uniqueness and individuality: However, at the same time, it makes him self-conscious. He calls it silly and doesn't wear it around people he knows. Thus, the presence of this hat mirrors his inner conflict between being an alienated social outcast and wanting to socialize.

Interestingly, the hat's color is red, and there is a message behind that as well. Although red is a bold color that helps Holden distinguish himself from others, it is also the color of his younger siblings' hair. Perhaps, he associates this color with the innocence and purity that these characters represent for him as children that he desperately wants to save.

The next remarkable symbol is "the ducks". Holden constantly worries about them and wonders where they go in winter when the weather is too cold and inclement. If we pay close attention, we realize that he is in fact concerned about his own situation and is asking that for himself; he is a lonely person who

struggles with changes at a very turbulent stage of life and therefore feels the need to survive his emotional "winter" all by himself, and that's why he seeks counsel from what other beings—the ducks—might do when facing alteration.

Holden indirectly mentions the symbolic meaning of "the museum of natural history". The displays in this museum appeal to him because they seem to remain the same over time. He even mentions that he feels troubled by the fact that, unlike the museum, he is different in comparison to the past. The museum represents the world he wishes to live in—a world where nothing ever changes, everything is understandable and infinite. He is obviously terrified of the unpredictable challenges of the world.





## Cover critique

The cover of this book depicts a picture of a carousel horse, and although it can be interpreted as the horse that Phoebe rode in the last chapter, which was a significant moment of happiness for Holden, a wiser explanation is that it represents the way Holden attempts to jump the fence of adulthood but is inextricably bound to the carousel horse of his childhood.



## Favorite quote

"Among other things, you'll find that you're not the first person who was ever confused and frightened and even sickened by human behavior. You're by no means alone on that score, you'll be excited and stimulated to know. Many, many men have been just as troubled, morally and spiritually, as you are right now. Happily, some of them kept records of their troubles. You'll learn from them—if you want to. Just as someday, if you have something to offer, someone will learn something from you. It's a beautiful reciprocal arrangement. And it isn't education. It's history. It's poetry."



## Final thoughts

This book discusses valuable topics and focuses on the crises that teenagers might face during their lifetime, and is, therefore, a work of merit. However, the storyline and its pace might lack the adventure and excitement one favors in stories. Even if you are not crazy about terrific stories with a bunch of phonies, it is still worth reading. Seriously, it'll kill you!



# ***MOVIE REVIEW***

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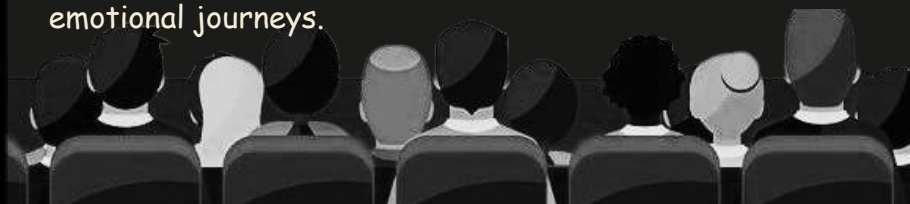


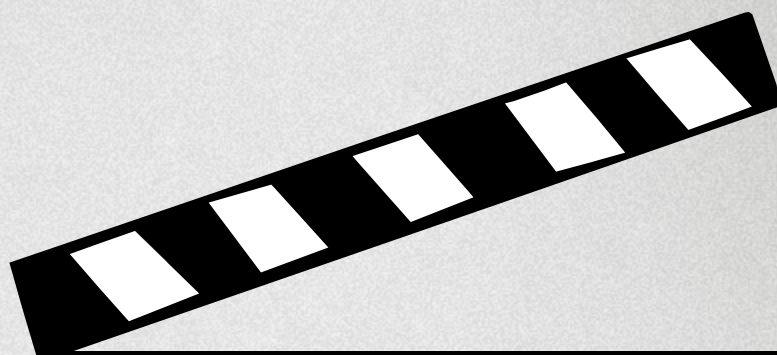


**Maryam Janbozorgi**  
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Merriam-Webster defines "identity" as the distinguishing character or personality of an individual. For every human being, the first conception of identity is shaped by the impressions left by their parents. As one matures, this image evolves; individuals may choose to cling to their preconceived identities or cast them aside. Yet, for Do-joon, this journey is abruptly halted—he never gets the opportunity to choose the identity thrust upon him. The movie, aptly titled *Mother*, revolves around the relentless quest of a mother who is unwavering in her belief in her son's innocence, determined not to abandon him, even when reason urges otherwise.


If you have watched the other works of director Bong Joon-ho, such as *Parasite* or *Memories of Murder*, you expect anything but a conventional narrative. Joon-ho masterfully intertwines various cinematic styles, crafting a multi-genre movie that evokes a long-forgotten image while resonating deeply within the viewer's psyche. As for the remarkable cinematography of the movie, Hong Kyung-pyo, not only captures the scenes but also actively engages the audience, drawing them into the characters' emotional journeys.





Kim Hye-ja plays the character of "Mother." Throughout the movie, her name remains unspoken; she is simply defined by the role that encapsulates her entire existence. From the very beginning, viewers find themselves sympathizing with her as the protagonist. As the story unfolds, her obsession becomes alarmingly clear. She chases after her teenage son with his medication, watches him in the most private moments, and even drifts to sleep, holding him close. Initially portrayed as a devoted mother, her character darkens when it's revealed that she tried to take her own life and that of her son with insecticide in the past. This revelation puts the audience in a moral quandary—should they be outraged by her actions or empathize with the humiliation she endures for her son? This tension reaches a climax when she picks up a wrench and irrevocably silences the truth forever. As she acupunctuates herself and starts dancing, the audience reflects on the lives she shattered: her son's, an elderly man's, and that of a mentally challenged Japanese boy. In that instant, Joon-ho compels you to confront the unsettling reality of how your once-heroic protagonist transfigured into a shadowy antagonist.





Another significant theme that Joon-ho explores is the complexity of human nature, which cannot simply be divided into good and evil. He introduces a spectrum of individuality, represented by the grays in between. For instance, the police officer who coerces a confession from Do-joon, also offers the mother an umbrella during a downpour. Likewise, Do-joon's best friend, while betraying him and extorting the mother, ultimately assists her in finding the killer. Joon-ho deftly blends the colors of morality, creating a nuanced tapestry of human behavior.

Moreover, Joon-ho illustrates a third type of identity: the onlookers who intrude in others' lives yet vanish in times of need, only to lash out and drop off their anger, even when matters don't involve them directly. Don't you agree that they can be considered as the antagonists, too? Bong Joon-ho refrains from delving into the motivations behind actions. He does not seek to answer why the mother commits her horrific acts or why the police officer neglects the truth, altering the lives of many. He intends to illuminate the idea that identity is never fixed but profoundly circumstantial, shaped by the complexities of life and the choices we make.

# Research

# Articles

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**Crafting Modern Identity:  
Latin American Literature  
from Prose to Poetry**

Ali Zokaei Kuhbanani

**The Struggle for Identity:  
Women's Identity in Jane Eyre and  
Rosalía de Castro's Poetry**

Ali Zokaei Kuhbanani

Reyhaneh Yaghoobi

**Ideal Teacher Identity**

Maryam Khalili

# Crafting Modern Identity: Latin American Literature from Prose to Poetry



**Ali Zokaei Kuhbanani**

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Modern Latin American literature, in both prose and poetry, deeply reflects the region's complex and dynamic identity. The history, culture, and social dynamics have shaped and transformed this literature from Latin America since the 19th century to the present. From the early influences of Romanticism and the pursuit of a distinctive literary voice to the revolutionary Boom of the 20th century, and through the many varied expressions of contemporary literature, this article explores Latin American literature in both poetry and prose as it struggles for its modern identity.

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## The Birth of Modern Narrative Voices

The search for a modern literary identity in Latin American countries began with the rise of the region's independence in the 19th century. Writers like José Joaquín Fernández de Lizardi and Andrés Bello were at the forefront of this awakening.

Fernández de Lizardi's novel *El Periquillo Sarniento* (*The Mangy Parrot*) (1816) is considered the first major Latin American novel, blending the picaresque genre with a critical view of colonial life, thus establishing a foundation for future Latin American narratives.

On the other hand, Andrés Bello's works emphasized cultural autonomy from Europe and significantly influenced the intellectual and cultural contours of modern Latin American identity. These figures exemplify the region's efforts to articulate and assert its own voice and values during a transformative era.



## Romantic Poetry and National Identity

Parallel to the development of prose, the Romantic movement in poetry emerged as a powerful expression of national identity. Poets such as José Joaquín Olmedo and José María Heredia were at the vanguard of this movement, connecting European Romantic ideals with themes of independence and nature. Olmedo's *La Victoria de Junín* celebrated the liberation struggles, while Heredia's *Niágara* captured the emotional intensity and grandeur of the American landscape, embodying the sublime and the pursuit of freedom.

What are you looking at?



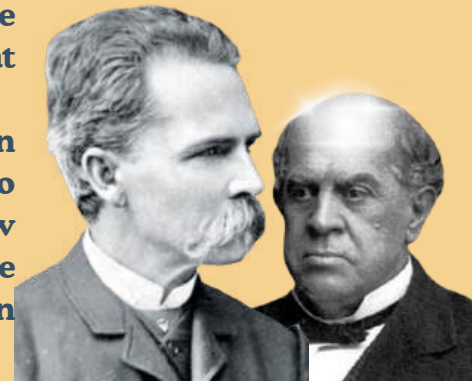
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## Regionalism and the Formation of National Literatures

As the century progressed, Latin American literature increasingly adopted regionalism, focusing on the distinct landscapes, cultures, and social conflicts within the continent. Domingo Faustino Sarmiento and Jorge Isaacs were crucial in shaping this literary movement through their exploration of regional themes. Sarmiento's *Facundo* (1845), for example, explored the dichotomy between civilization and barbarism, a theme that would have a profound impact on the region's literary identity.

In poetry, regionalism was marked by a close connection with the land and the use of local dialects, allowing poets to genuinely capture the spirit of their regions. This period also saw the rise of national literature, with writers seeking to define what it meant to be Mexican, Argentine, or Colombian, often through a lens of regional specificity.

What a shiny place!

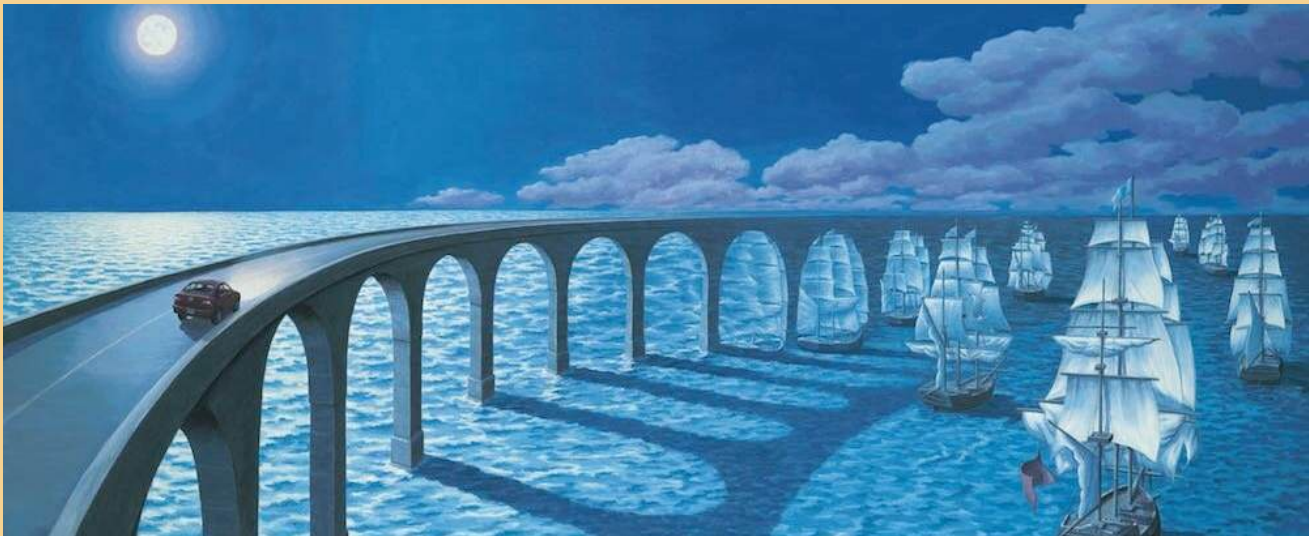


## The Boom and Magical Realism

The most transformative period in 20th-century Latin American literature was the Boom of the 1960s and 70s. This literary explosion brought Latin American writers to global prominence, with figures such as Gabriel García Márquez, Mario Vargas Llosa, Julio Cortázar, and Carlos Fuentes at the forefront. The Boom was characterized by its adoption of modernist techniques, including nonlinear narratives and the incorporation of magical realism, which became a hallmark of Latin American prose.

García Márquez's *One Hundred Years of Solitude* (1967) is arguably the most famous work of the Boom, blending the fantastical with the historical to explore complex layers of Latin American identity. The novel's use of magical realism—a narrative mode that blends the real with the magical—allowed García Márquez and other Boom writers to express the surreal aspects of Latin American reality, creating a literary style that has reached readers worldwide.

In poetry, the Boom era was marked by the global rise of poets, such as Pablo Neruda and Octavio Paz. Neruda's politically charged and emotionally impactful poetry, particularly in works like *Canto General*, demonstrates his deep engagement with social justice and the struggles of the working class. Paz, with his philosophical and existential explorations in works like *The Labyrinth of Solitude*, further solidified Latin American poetry's place on the global stage.



## The Post-Boom Era

Following the Boom, Latin American literature entered a phase of diversification, expanding to include a wider variety of themes, styles, and voices. This period became known as the Post-Boom period. During this time, writers began to shift away from the grand narratives and experimental styles of the Boom, focusing instead on more personal, fragmented, and accessible forms of storytelling. Authors like Isabel Allende and Manuel Puig became key figures in this transition, blending commercial appeal with literary innovation.

In poetry, the Post-Boom era continued the innovative spirit of the previous generation, with an increasing emphasis on diverse voices and styles. Poets began to explore new themes, including gender, identity, and environmental concerns, reflecting the changing social and political landscapes of Latin American countries.

## Contemporary Voices and the Influence of Globalization

Today, Latin American literature is defined by its plurality and global reach. Writers like Roberto Bolaño and Valeria Luiselli have gained international acclaim for their innovative approaches to narrative and their focus on contemporary issues, such as migration, memory, and transnational identity. Their works reflect the increasingly interconnected world in which Latin American writers operate, where local and global influences come together in complex and often surprising ways.

Contemporary Latin American poetry and prose continue to grow, with new generations of writers pushing the boundaries between literary form and content. While deeply rooted in its cultural heritage, this literature is also responsive to global currents, making it a dynamic and constantly changing field that continues to shape and redefine Latin America's identity.

In summary, from the early 19th century to the present, the evolution of modern Latin American literature is proof of the region's rich cultural heritage and identity. From the Romantic poets who first articulated the aspirations of newly independent nations to the Boom writers who brought Latin American narratives to global prominence, and the contemporary authors who continue to explore new frontiers, Latin American literature has played a crucial role in shaping the continent's modern identity.

This literary journey, encompassing both poetry and prose, shows a continent constantly redefining itself through stories and voices. As Latin American literature continues to evolve, it remains a powerful expression of the region's past, present, and future, reflecting the diverse and dynamic identities that constitute the Latin American experience.



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# CANTARES GALLEGOS

## The Struggle for Identity: Women's Identity in Jane Eyre and Rosalía de Castro's Poetry



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The 19th century in Europe was a time of great social change, especially in terms of women's roles and rights. As the feminist movement began to grow, literature became an important way for female writers to challenge societal expectations. Charlotte Brontë and Rosalía de Castro, although they came from different cultures and spoke different languages, both played important roles in this discussion through their writing. Brontë's novel *Jane Eyre* (1847) and Castro's poetry, particularly her collection *Cantares Gallegos* (1863), both depict women who resist the traditional roles that society expects them to follow. This article compares these two works, focusing on how each author uses their narratives to explore and express women's identities in a male-dominated world.

JANE EYRE  
CHARLOTTE BRONTË

## Understanding the Context and Critique of Women's Roles

*Jane Eyre* has been studied in many different ways, including through feminist, Marxist, and psychoanalytic perspectives. Scholars like Gilbert and Gubar (1979) see Jane as a feminist character who challenges the expectations of a woman's role in Victorian society, particularly in England. Similarly, Dogaru (2020) argues that Rosalía de Castro's work has been important in feminist literature in Spain. Castro's poems often focus on the difficult position of women in Galician society, using her writing to fight against gender and social inequalities.

Both Brontë and Castro explore the theme of women's identity by showing how women struggle against the limitations society places on them. While Brontë's work has long been discussed for its romantic and feminist themes, Castro's contributions have only recently begun to gain the recognition they deserve in the broader field of feminist literature.



Charlotte Brontë and Rosalía de Castro lived in societies where women were expected to follow strict gender roles. In Victorian England, women were mostly confined to the home, where their main roles were as wives and mothers. However, the industrial revolution began to change these roles as more women started to work outside the home. This shift helped set the stage for the feminist movements that followed.

In Spain, especially in Galicia, the cultural context was shaped by poverty and a male-dominated social structure that severely limited women's rights. Castro's work reflects this environment, as she used her poetry to criticize the social norms that kept women in low positions. Her exploration of women's identity often connects with themes of national identity and social justice, making her an early voice in feminist thought in Spain.

Charlotte Brontë and Rosalía de Castro lived in societies where women were expected to follow strict gender roles. In Victorian England, women were mostly confined to the home, where their main roles were as wives and mothers. However, the industrial revolution began to change these roles as more women started to work outside the home. This shift helped set the stage for the feminist movements that followed.

Despite the different cultural and social backgrounds of Brontë and Castro, their works share a common theme: the struggle for autonomy in a society that seeks to control and limit women's lives. Both authors use their narratives to highlight the challenges women face as they strive for independence and self-determination. Through their exploration of these struggles, Brontë and Castro provide unique insights into how women resist and navigate the societal norms of their time. This exploration begins with a closer look at how each author portrays the fight for autonomy in their respective works.





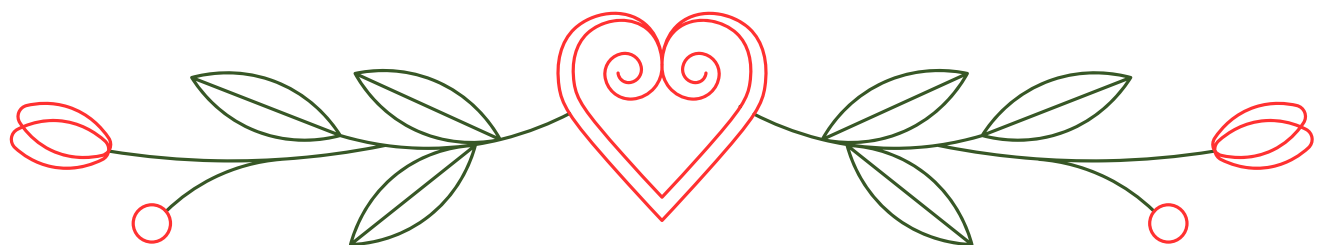
## The Role of Love and Marriage

In *Jane Eyre*, love and marriage are key themes that Brontë uses to explore women's identity. Jane's relationship with Mr. Rochester is complex, marked by a struggle for power and equality. Jane refuses to be submissive in her relationship, insisting on an equal partnership. This demand for equality in love was a bold idea in Victorian society, where women were expected to be passive and obedient in marriage.

On the other hand, Castro often portrays marriage as a source of oppression for women. Her poem *Las literatas* criticizes the social expectation that women should find their only fulfillment in marriage and motherhood. Castro's work suggests that these roles often lead to the suppression of women's true identities and creative abilities. The tragic outcomes in her stories frequently serve as a critique of the institution of marriage itself, which she views as inherently oppressive within the context of 19th-century Spain.

Further examining this, it can be seen that both Brontë and Castro use marriage not just as a story element, but as a symbol of the broader social agreement that defines gender roles. In *Jane Eyre*, the final marriage between Jane and Rochester only happens once there is a balance of power, shown by Rochester's physical disability, which puts him on a more equal level with Jane. This resolution suggests that true love can only exist within a framework of mutual respect and equality.

In contrast, Castro's portrayals of marriage often do not reach such positive resolutions. Instead, they remain tragic, as in the case of *El caballero de las botas azules*, where the female characters are manipulated and controlled, with little hope for equality or redemption. This difference between Brontë's somewhat hopeful conclusion and Castro's more pessimistic view reflects the different levels of social mobility and opportunity available to women in their societies. While Brontë could imagine a possible equality within marriage, Castro saw it as a much more difficult and challenging goal.



## Feminine Identity and Social Critique

Both Brontë and Castro use their female characters to critique the societal norms that limit women's identities. In *Jane Eyre*, Brontë challenges the social hierarchy of Victorian England by showing Jane's determination to think and feel independently of society's expectations. Jane's famous statement, "I am no bird; and no net ensnares me: I am a free human being with an independent will" (Brontë, 1847), highlights her resistance to the roles that society tries to impose on her.

Brontë's critique is complex, as it addresses not only the expectations placed on women but also the broader class system that determines one's position in society. Jane Eyre's struggle is against both the strict class structure and the gender norms of her time. This dual oppression makes her journey towards self-discovery even more powerful, as she navigates a world where both her gender and social class are major barriers to her freedom.

Similarly, Castro's work critiques the social norms of her time, although she focuses more on the shared experiences of women rather than individual struggles. Her poetry often highlights the collective suffering of women, especially those in rural Galicia, who face both gender and economic challenges. Through her portrayal of these women, Castro calls for a reevaluation of societal values and a recognition of women's contributions beyond their roles as wives and mothers.

In poems like *Lieders* and *La hija del mar*, Castro does not hesitate to show the harsh realities faced by women who try to defy societal norms. The protagonists in these works are often punished for their actions, reflecting society's resistance to change. However, through their suffering, Castro also draws attention to the injustices of the social order, encouraging her readers to question and challenge the status quo.

Moreover, while *Jane Eyre* eventually finds a path to self-realization and happiness within the limits of her society, Castro's heroines often do not. Their stories end in tragedy, symbolizing the limits and harsh consequences of defying societal norms in 19th-century Spain. This difference highlights the different cultural backgrounds of Brontë and Castro. Brontë, writing in a rapidly industrializing England with new opportunities for women, could imagine a successful challenge to societal constraints. Castro, writing in a more conservative and less economically developed Spain, depicted the much darker realities of female resistance.



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## The Role of Religion in Shaping Female Identity

Religion plays an important role in both Brontë's and Castro's works, influencing how they portray women's identities. In *Jane Eyre*, religion is like a double-edged sword. It gives Jane a moral framework that helps her assert her independence, but it also represents the oppressive societal norms she has to deal with. Characters like Mr. Brocklehurst use religion to justify their cruelty, while others like Helen Burns show a more compassionate, yet still submissive, approach to faith.



Jane's struggle with religion involves finding a balance between its oppressive aspects and its ability to provide strength and moral guidance. Her final decision to reject Rochester's proposal to live with him outside of marriage is strongly based on her religious beliefs, which shows how her faith is closely linked to her sense of self-respect and independence.

Furthermore, Castro's critique of religion includes its role in maintaining gender inequality. In her works, religious institutions are often shown as being part of the system that oppresses women, supporting the patriarchal structures that keep women in subordinate roles. This criticism is especially clear in her portrayal of marriage as a religious sacrament that binds women to a life of domestic servitude.

In contrast, Castro's relationship with religion is more complicated and often more critical. Her poetry often reflects the tension between her Catholic upbringing and her feminist ideals. Castro criticizes the way religion is used to control women, as shown in her portrayals of female characters who are oppressed by both societal norms and religious teachings. For example, in *Las literatas*, Castro points out the hypocrisy of a society that values religious devotion in women while at the same time denying them intellectual and creative freedom.



## The Influence of Socioeconomic Factors

Both Brontë and Castro wrote during times of significant socioeconomic change, which greatly influenced how they portrayed women's identities. In England, the industrial revolution was transforming society, creating new opportunities for people to move up the social ladder but also making class divisions more pronounced. For Brontë, this context allowed her to explore how gender and class intersect in *Jane Eyre*. Jane's struggle for autonomy is not just a fight against gender norms but also against the class barriers that limit her position in society.

Jane Eyre's social mobility, which she achieves through education and work as a governess, reflects the limited opportunities available to women of her class in Victorian England. However, her eventual success in finding both love and independence suggests a belief that personal virtue and perseverance can lead to transcendence, a theme that resonated with the emerging middle class during Brontë's time.

In contrast, the socioeconomic context in Galicia during Castro's lifetime was marked by deep poverty and economic stagnation. The rigid social hierarchy provided little chance for social mobility, especially for women. Castro's portrayal of women's struggles is deeply influenced by this context, where poverty and lack of opportunities add to the gender oppression they face. Her works often reflect a sense of fatalism, where women's attempts to break free from their assigned roles are thwarted by the harsh realities of their economic environment.

Castro's focus on the shared experiences of women, especially those from rural and poor backgrounds, highlights the intersection of gender and class in her critique of society. Unlike Brontë's more individual approach, Castro's work calls for broader social changes that address not only gender inequality but also the economic systems that maintain it.

In conclusion, both *Jane Eyre* and the poetry of Rosalía de Castro provide deep insights into the struggles women face in trying to establish their identities in a male-dominated world. While Brontë's work focuses on the individual journey towards autonomy and equality, Castro's poetry highlights the shared experiences of women and critiques the broader social systems that oppress them. The role of religion, love, marriage, and economic conditions in shaping women's identities is central to both authors' works, but their portrayals reflect the different cultural and social settings in which they wrote.

Brontë's hopeful portrayal of Jane's eventual victory over societal restrictions contrasts with Castro's more tragic depiction of women's struggles. This difference highlights the varying levels of social mobility and opportunities available to women in 19th-century England and Spain. Despite these differences, both authors have made important contributions to the feminist literary tradition, offering valuable views on the complex nature of female identity.

Their works remain relevant today, not only as historical texts but also as strong commentaries on the ongoing fight for gender equality. *Jane Eyre* and the poetry of Rosalía de Castro continue to inspire readers and scholars, reminding us of the lasting importance of literature in the pursuit of social justice.

By examining the intersections of gender, class, religion, and economic conditions, Brontë and Castro offer a complex view of what it means to be a woman in a restrictive society. Their stories encourage a rethinking of traditional gender roles and advocate for a society where women's voices and experiences are heard and valued. This comparison highlights the importance of understanding the historical and cultural contexts in which these works were created, as these contexts deeply shape the authors' approaches to the theme of women's identity.



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# Ideal Teacher Identity

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Teaching is a difficult profession, especially when you have to

covertly play the roles of peacekeeper, circus ringmaster, diplomat, and teacher—all before you have your first coffee break. Much like immigrants adapting to new countries, teachers find themselves constantly adapting to new cultures, conditions, and expectations within their classrooms. Moreover, many language teachers are on a quest to achieve their ideal professional identity. But what does "identity" mean in the teaching world, and how is "ideal" defined in this way? What are the different identities that a teacher, especially a language teacher, may have? As teachers manage their diverse roles and face various tensions and challenges, how do these factors shape the concept of an ideal teacher? This article explores these questions, offering insights into how language teachers struggle to define and realize their ideal selves in the ever-changing educational domain.

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## What does "identity" mean in the teaching world?

Professional identity in teaching is an ever-changing and evolving construct that reflects the diverse ways teachers perceive and shape their role in the classroom. According to Pillen et al. (2013, as cited in Mifsud & Missud, 2018), teacher identity has a dual approach: Practically, it's how teachers shape their roles and relationships in the classroom, while theoretically, it's a lens through which we analyze the way of becoming and being a teacher. This means that when teachers' aspirations and classroom realities don't quite align, it's less a tragic misalignment and more a classic case of "I thought I signed up for yoga, but I'm doing an advanced acrobatics class!"

According to Volkmann and Anderson (1998, as quoted in Mifsud & Mifsud, 2018), comparing student teachers to full-time teachers' conditions, professional identity means trying to manage both personal and professional aspects. It can be challenging to shift from student teacher to full-time teacher. This shift often seems like moving from the relative safety of training to the ever-changing and demanding environment of the classroom. Developing an awareness of professional identity is a difficult and continuous process for new teachers since they have to combine their initial anticipation with the realities of everyday teaching.

Mifsud & Mifsud (2018) defined identity as the way we perceive and project ourselves. The study found that in the daily classrooms, a teacher has different identities including actual, ideal, and ought identities. They note that being a model of practical expertise is more than just showing one's abilities or teaching others. It is mostly about maintaining a positive environment even when things don't go as planned or when you face unexpected difficulties and controlling those moments that you say by yourself "How did I get here?" with a smile.

Educators' perception of themselves is dynamic, according to Barkhuizen (2019) and Norton (2013, as cited in Golzar et al., 2022). A person's perspective on the world changes as they go through it, according to Norton (2013), drawing an analogy to a constantly changing map that accounts for past, present, and future events. Being a "good" language teacher, according to Barkhuizen (2020), requires performing a variety of roles and abilities. Just as a performer must wisely switch between several acts and characters. Essentially, teacher identity is a dynamic combination of changing responsibilities and personal characteristics that are constantly formed by different experiences and difficulties in the classroom.

In essence, understanding teacher identity is like piecing together a puzzle where the picture keeps changing. Each piece represents a different influence, including personal experiences, professional roles, and social interactions, all of which contribute to the overall image of the teacher. Just when you think you've got the whole picture, a new piece arrives that reshapes everything you thought you knew. This dynamic process highlights that being a teacher is not just about mastering content; it's about continuously adapting and redefining oneself in response to the evolving domains of education and student needs.



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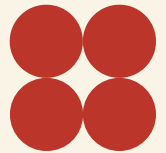


## What do we mean by "Imagined or Ideal" Identity?

A teacher's ideal or expected identity is similar to visualizing one's best self in class. When we describe someone as a "good teacher," we are referring not just to how well they can teach successfully, but also to how well they perform and how they appear to have everything under control in their profession. It's like having a perfect-picture version of oneself as a teacher, who deals with every problem with ease and makes learning appear simple (Barkhuizen & Mendieta, 2020).

Imagined identity, on the other hand, refers to the ideal version of oneself that you would like to be. According to Norton (2001, as stated in Meihami, 2023), the professional self you imagine is determined by your interactions and how you perceive yourself and others. This means that instructors may become and explore several forms of their best selves (Xu, 2012, referenced in Meihami, 2023). Pavlenko and Norton (2007, as referenced in Meihami, 2023) claimed that building this imagined identity is important because it allows teachers to plan and prepare for their future teaching practices, providing a road map for their professional development.

When we look at language teachers, we can see that they deal with different obstacles and have their own set of ideal identities. For example, they may want to be the "language magician" who transforms every lesson into an engaging experience, or the "cultural guide" who uses language to open doors to other worlds. Understanding these individual ideal identities allows us to understand the special objectives and challenges that language teachers experience.



## What are some ideal identities that a teacher, especially a language teacher may have?

### Language Teacher as a peace builder

The first identity explored in this writing is that of the language teacher as a peacebuilder. Yes, you read that right. These teachers aren't just handling grammar and vocabulary; they're also playing the role of diplomatic peacekeepers. This unique identity derives from the experiences of three Iranian English language instructors who manage to maintain harmony while teaching. These teachers regard themselves as more than just language instructors; they want to create peaceful environments in their classes. They employ techniques such as encouraging international communication, showing genuine love for their pupils (even on Saturday mornings), and controlling their own emotions (probably after several cups of coffee). This represents what they see as an "ideal identity" for language teachers: one in which they are not just educators but also bringers of hope, supporters, and promoters of peace. So, while you may assume your English teacher is only there to repair your incorrect modifiers, they are incorporating peacebuilding into their regular lessons. These teachers demonstrate that the responsibility of a language teacher can mean building an identity based on peace and empathy, even if it requires mastering the complex technique of classroom diplomacy (Allami & Rahimi, 2023). Similarly, the "practical expert" identity highlights another important component of a teacher's work.



### The Practical Expert: The 'Been There, Done That' Identity

In the field of language education, the concept of "practical expert" refers to a variety of practical experience and real-world knowledge. Teacher educators who represent this role are appreciated for their ability to see every aspect of the classroom and use experienced tactics and knowledge. This identity goes beyond knowledge of theory; it is about having tried-and-true techniques for dealing with a wide range of teaching issues effectively. This practical expertise is essential for teachers. As it provides advice based on real experience rather than theory. Essentially, the "practical expert" is a reliable source of practical answers and tried-and-true strategies, serving as a lifeline for those dealing with the day-to-day challenges of teaching. The transition from practical competence to role modeling demonstrates how teachers might further impact their students.

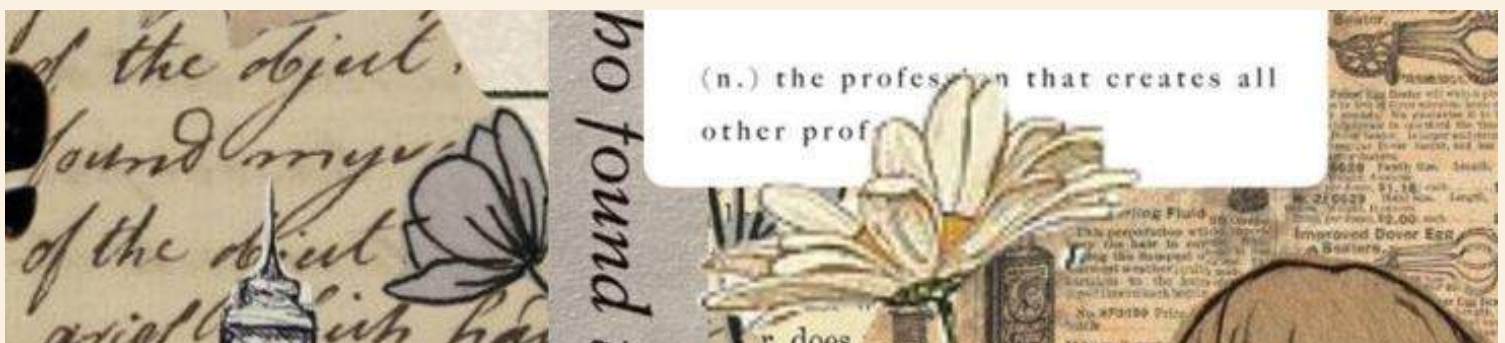
### Role Model: The 'Lead by Example' Identity

Role model identity has a great significance for language teachers. This identity means accepting the beliefs, attitudes, and professional behaviors that they hope to nurture in their students. It is not enough to demonstrate great teaching skills; one must also continually exemplify the ideals of professionalism and dedication. By demonstrating effective practices in their own work, these teachers create a model for their students and encourage others to take similar methods. Such a position requires not only skill but also a dedication to acting out the educational ideas that one teaches, influencing others through examples, rather than providing instruction. This function is fundamentally connected to a commitment to lifelong learning, which promotes continuous growth and development.

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### Lifelong Learner: The 'Continuous Growth' Identity

For language teachers, identifying as a lifelong learner is critical to being updated and productive. This position involves constantly searching for new information and abilities through workshops, research, and continued education. This identity supports the concept that professional development is an ongoing process in which there is always more to learn. By adopting this position, educators have demonstrated that learning is a continual process, emphasizing the importance of continuous personal and professional improvement. This commitment to learning is linked to the scholar and researcher identities, which further promotes the fields of study.



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## Scholar and Researcher: The 'Academic Inquiry' Identity

The scholar and researcher persona demonstrates a deep dedication to academic study and research in the subject of education. Teacher educators who take on this position help facilitate the advancement of educational theory and practice via thorough study. These educators offer a deeper understanding of good teaching techniques and strategies by combining authentic instruction with academic research. While this function often involves diving into theoretical and empirical investigations, the study carried out has practical consequences for enhancing teaching techniques. This identity is critical for promoting the field of study and guiding evidence-based approaches to education. (Yuan, 2019)

While imagining an ideal teaching persona might be encouraging, the reality of teaching usually creates its own set of challenging situations.

## Tensions and Ideal Language Teacher Identity: Paradoxical situations

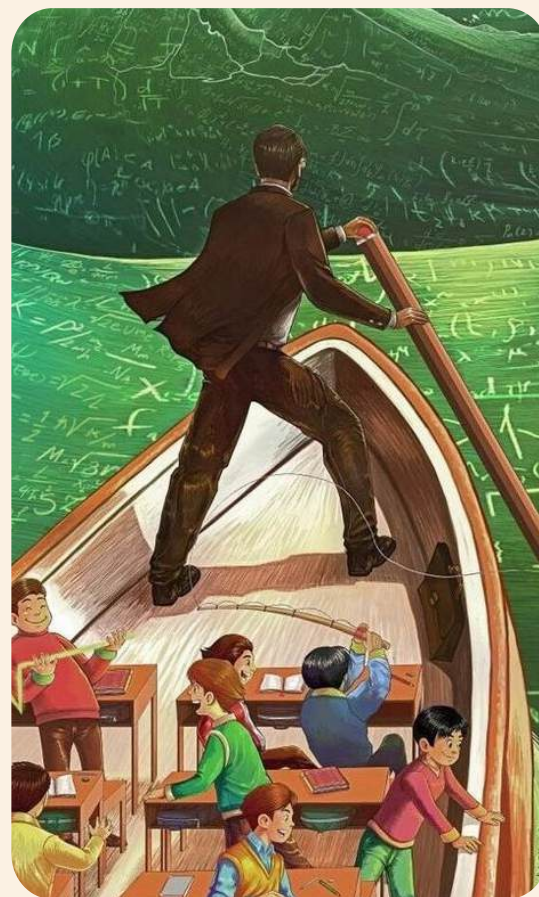
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### Mythical Ideal Teacher and Subject-Slinging Superhero

When we think of the "ideal" teacher, we see someone who can deal with challenging subject matter easily. This imagined character includes not only endless knowledge but also the ability to bring even the driest information to life. They are not just subject matter experts but also overcome student disengagement with energy and innovation. An ideal instructor embodies a combination of strong expertise and attractive performance.

### The Classroom Whisperer and Mind Readers in Disguise

Not only does a perfect teacher have exceptional intuition, but they are almost mind-readers in disguise. They tend to have an early awareness of the demands and emotions of their pupils. It takes a similar sensitivity to keep people interested. The perfect teacher pays attention to small signs, such as yawns or restless behavior, to keep students engaged and attentive, whether it is figuring out when a lesson needs to change or cope with the emotional messages of the classroom.



## The Art of Teaching and Not Losing Your Cool

Now, let's be real for a second. As an English teacher, I often found myself asking my professor, "How can you be charming while also trying to be the authority? How do you stay calm when you feel like you're going to explode inside?" And every time, my professor would smile knowingly and say, "It is the art of the teacher." And isn't that the truth?

Being an ideal teacher is like juggling flaming torches while riding a unicycle on a tightrope. You're expected to embody a paradoxical identity that's nothing short of a high-wire act. For instance, you're just starting out, feeling like a student yourself, but everyone expects you to act like you've been teaching since the Stone Age. You are supposed to care deeply about your students, but also be tough enough to handle the chaos they can create, and there is the expectation to be an expert in everything while you are still figuring out how to use the photocopier without creating a paper explosion. You have your own ideas about teaching and learning, but the world expects you to align with a never-ending list of educational theories that seems to change every time you blink. It's a bit like trying to follow a GPS that keeps recalculating just as you think you're on the right path. You want to invest time in perfecting your teaching, but then you're bombarded with an abundant number of other tasks that make you feel like you need to clone yourself just to keep up. It's like being handed a giant to-do list with "teach" at the top but buried under a mountain of paperwork, meetings, and administrative nonsense. You aim to respect students' individuality, yet somehow you are also expected to fit them all into the same educational mold. It's like trying to cater to every individual's taste at a dinner party while also making sure everyone eats the same dish; and then, of course, there's the balancing act of showing you care and being involved in students' lives, all while maintaining a polite emotional distance. It's like being a warm, caring friend who also wears a "do not disturb" sign (Mifsud & Mifsud, 2018)

The ideal teacher is the one who manages to laugh through the confusion, put up with the chaos, and still make it all look effortless. It's a delicate dance between maintaining control and letting charm and empathy do the heavy lifting, all while managing to keep your cool and occasionally hiding the fact that you're internally debating whether to scream, laugh, or both.

### When the Center Cannot Hold

Every teacher has heard of the recommendation to have a student-centered classroom, but what if the classroom itself lacks a center? The ideal teacher can handle these chaotic situations with humor and kindness. Overcoming the issue of a classroom that occasionally feels out of control requires not only discipline but also the ability to adapt and develop innovative solutions. In these moments of uncertainty, the perfect teacher shines, finds methods to refocus the classroom, and maintains a happy and productive environment.





### Pantomime Perfection

As an English teacher, I often find myself in situations in which I have to communicate complex ideas without relying on students' mother tongue. Overcoming this challenge requires creativity and sometimes a bit of theater, becoming the "interviewer for deaf people," if you will, using gestures and expressions to make the lesson clear. The ideal teacher doesn't just overcome language barriers; they turn them into opportunities for engagement and learning. It's this ability to transform challenges into creative teaching moments that truly defines them.

### Class Clown with a Degree

Humor is another weapon in the ideal teacher's kit for dealing with classroom issues. Making pupils laugh might help break the ice, defuse tension, or just make the lesson entertaining. The perfect instructor understands that humor is more than simply a means to entertain and make studying more approachable and less scary. Overcoming the challenge of a dry or difficult subject with a well-timed joke or a humorous adjacent may make a significant difference in how students interact with the information.

Teaching rarely goes as planned. An excellent teacher can handle unforeseen disruptions calmly and flexibly. To overcome the difficulty of classroom chaos, disruptions must be transformed into learning opportunities or humorous moments.

### Influencers but Cooler

The ideal teacher's influence extends far beyond the classroom. They overcome the limitations of time and resources, leaving a lasting impact on students' lives. Whether by inspiring career choices, igniting passions, or imparting life lessons, their influence is profound. It's this long-term impact that truly defines them, showing that teaching is about more than just the classroom experience.

### Self-Care

To maintain their efficacy, the ideal teacher promotes self-care. Overcoming the issues of burnout and stress demands knowing when to take a break and recharge. The ideal teacher recognizes that their well-being has a direct influence on their capacity to teach. Maintaining their personal health and happiness allows them to continue offering the greatest possible education to their kid.

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80% of what we  
95% of what we  
we teach

- William Glasser

Finally, the ideal teacher has a complex and developing identity formed by a combination of duties, desires, and problems. While the notion of the perfect educator may appear to be a balancing act between wisdom, charm, and flexibility, teachers genuinely flourish by confronting the complicated dynamics of the classroom and always working for progress. They are not just experts in their field but also compassionate guides, lifelong learners, and strong problem solvers. Finally, the essence of a good teacher is their capacity to combine enthusiasm and perseverance, thereby transforming everyday challenges into opportunities for student participation and personal development. Teachers build effective learning environments that promote growth and inspire a love for learning by acknowledging both their strengths and flaws, demonstrating that the path to the ideal teaching identity is just as significant as the destination itself.



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# Reflective Essays

#14

## **Identity in Crime and Punishment**

Parisa Eshghi

## **Gender Identity in Pride and Prejudice**

Parisa Eshghi

## **Khaju Bridge and Its Enigmatic Identity**

Maryam Khalili

## **How Does Status Anxiety Affect Identity?**

Raaz Ghorbani

## **Can One Identify Themselves Through Translation?**

Maryam Ansari

## **Psychology Of Existential Crisis And Trying To Find Our Identity**

Sarah Rostami

# Identity in Crime and Punishment



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Have you ever thought about killing someone just to help society? Are you an overthinker who thinks about every detail in your life? Rodion Raskolnikov is the protagonist of the novel *Crime and Punishment*: Raskolnikov, a former student living in poverty at St. Petersburg. Raskolnikov is a complex and conflicted character, struggling with his own moral beliefs and justifications for committing a heinous crime. He is intelligent and reflective, but is also tormented by guilt and paranoia after murdering an elderly pawnbroker.



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In this story, we see the impact of poverty on people in society and those who do their best to get money and provide their basic needs. Thus, they constantly face failure and bad luck. We shouldn't forget about the impact of will on the story. Raskolnikov decides to murder Alyona Ivanovna an old woman, a withered pawnbroker. He despises her for stealing poor people's money and bothering her sister, Lizaveta Ivanovna. He murdered Alyona Ivanovna and her sister with an axe because of his confused thoughts and being provoked by the words of people who were talking about those old women in a tavern. He then steals the old woman's purse, which contains jewels and money. He is tormented by guilt and unable to use them. Raskolnikov's identity is complex and multifaceted. He sees himself as a superior individual, above the constraints of society's laws and morals, but changes at the end of the story. His mother and sister come to see and try to help him. His mother sacrificed her entire life for her children. His sister, Dunya, attempts to marry a wealthy man to rescue her family from poverty. The wealthy man is Petrovich Luzhin. He is both narrow-minded and self-centered. His primary wish is to marry a beautiful and intelligent woman who is desperately poor, like Dunya, so that she will owe him a debt.



Another man who cares about Raskolnikov in this story is his friend, Razumikhin. He helps Raskolnikov and his family.

When Raskolnikov meets Marmeladov in a tavern, an alcoholic man who talks about his pathetic life, something changes in Raskolnikov. Especially when he meets Sonya, Marmeladov's daughter. Raskolnikov feels he should help this miserable man and Marmeladov's family. Sonya is forced to prostitute herself to support the rest of her family. She is the only person with whom Raskolnikov shares a meaningful relationship.

However, when Raskolnikov is faced with the consequences of his actions and begins to feel guilt, his sense of identity begins to shift. He becomes consumed by feelings of self-loathing and struggles to think about his beliefs and himself. He begins to identify his motives and desires. He comes to understand human nature and the importance of moral responsibility. In the end, Raskolnikov finds redemption not through denying his crime or seeking forgiveness from others but through accepting responsibility for his actions and finding a new sense of self-worth based on humility and compassion. When Sonya comes with him to Siberia and waits for him, love and patience help him greatly. . Dostoyevsky shows the power of will, patience, and love in changing the personality of his characters perfectly and ends his story beautifully.

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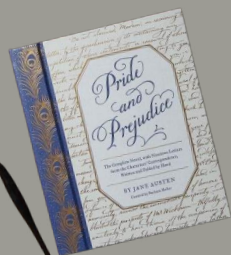
# Gender Identity in Pride and Prejudice



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Jane Austen was a woman born and raised in a masculine society in England. In her books, she always tried to show the inequality between men and women in her society. Her characters are women who try to marry wealthy men or always worry about their financial situation. Love and marriage are two important factors in her works. Although most of her female characters look for love desperately, her main character is a girl who shows herself independent of everything, especially from love, but all of a sudden a charming man arrives.



Jane Austen

In fact, in her books, she refuses to subscribe to the gender norms of society and to write sentimental fiction. *Pride and Prejudice* is set in England at some point in the very late 1700s-early 1800s. In *Pride and Prejudice*, society compels women to pursue eligible husbands and requires men to consider women's views on marriage as a means to guarantee their financial security.

We have two different sides: on the one hand, women who search for a husband most of all because of their financial status and not because of love; on the other hand, men who are wealthy and independent of love. But according to the book, "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife." Ennet's family consists of five daughters; Jane, Elizabeth, Mary, Catherine, and Lydia, and their parents Mr. and Mrs. Bennet.

Bennet's family consists of five daughters; Jane, Elizabeth, Mary, Catherine, and Lydia, and their parents Mr. and Mrs. Bennet. Meanwhile, Mrs. Bennet sees the only purpose of her life in marrying her daughters; Mr. Bennet sits in his library and reads his books in peace. Despite his deep affection for his daughters, especially Elizabeth, he frequently falls short as a parent by choosing to retreat from the constant marital issues faced by the women around him instead of providing support. This illustrates the contrasting viewpoints of their parents on life and marriage.



Elizabeth Bennet is our main female character, the second daughter of the family. Although she is not as beautiful as Jane, her older sister, she is wiser. She is well-read and quick-witted.

Fitzwilliam Darcy, the main male character, is a wealthy, handsome man and the master of Pemberley. Although he is intelligent and forthright, he too tends to judge too hastily and harshly. His high birth and wealth make him overly proud of himself. After Darcy and Elizabeth first meet at the dance hall, Darcy refuses to dance with Elizabeth. Just because he does not find Elizabeth, the protagonist, attractive enough to suit his taste. It cannot be denied that both were attracted to one another. Elizabeth, because of Darcy's immense pride, and Darcy, because of Elizabeth's intelligence and her sharp tongue. Whereas Austen considers Mr. Darcy, Elizabeth's counterpart, we have other men in the story who want to marry Elizabeth, George Wickham and Mr. Collins. When these two men are rejected by Elizabeth, even though they seem to have lost the girl of their dreams, they quickly go to another girl. An easier and stupider prey for their miserable lives, Lydia, Elizabeth's younger sister, and Charlotte, her best friend. The interesting part of the story is that both girls agree to this type of marriage, knowing that marriage is all that matters in a woman's life.

That's what society teaches them from childhood. Therefore, they settle for marrying the most ordinary and even the stupidest men in minimal facilities. However, the love between Elizabeth and Mr. Darcy is slowly developing, and Elizabeth and her sister Jane reach more happiness than the rest of their sisters. Not everyone has Elizabeth's luck. Despite all Jane Austen's characters marrying at the end and happily ever after, Austen remained single for her entire life and never married. Perhaps this was another kind of norm-breaking by her.

# Khaju Bridge and Its Enigmatic Identity

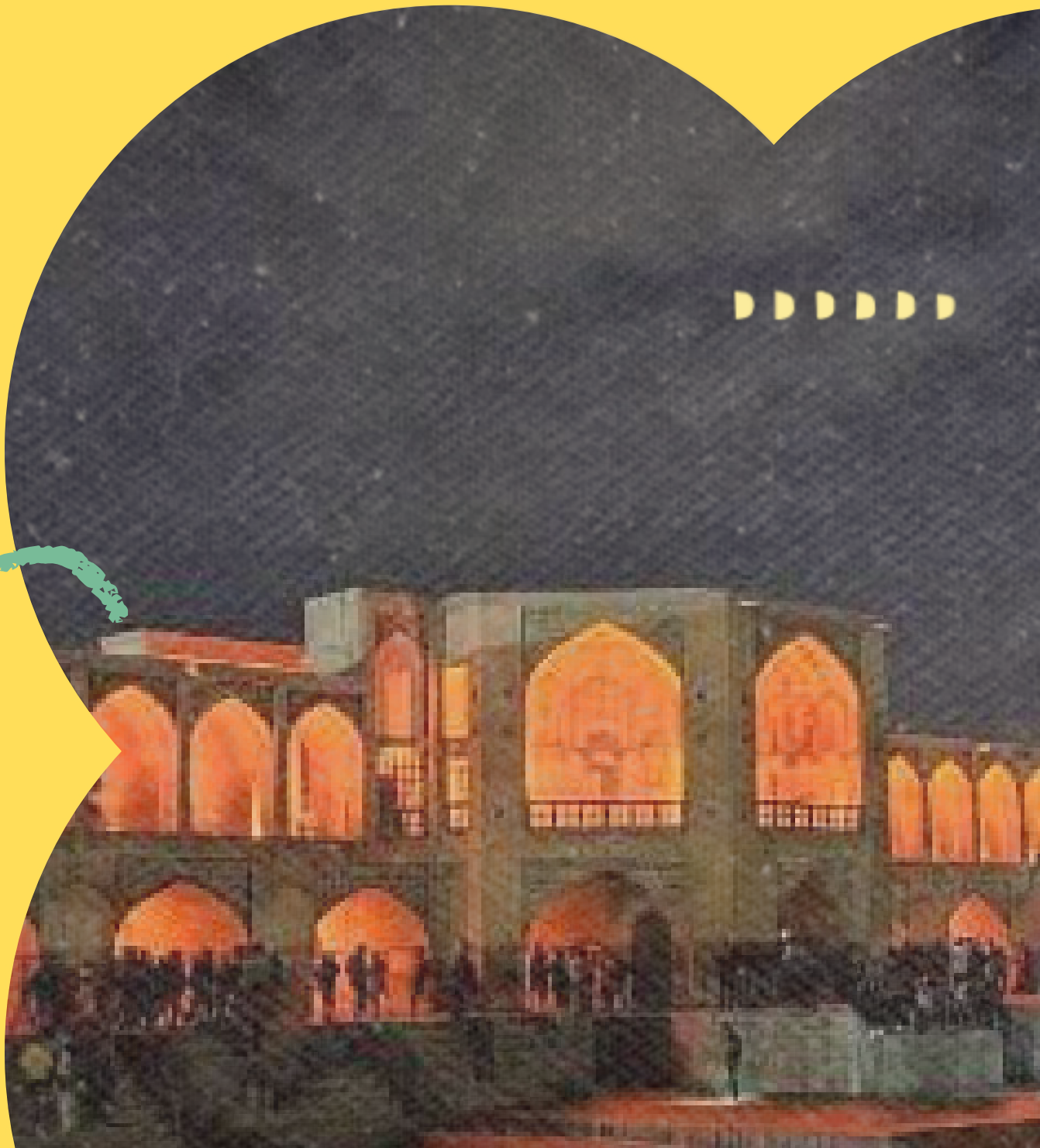
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**Photographer:**  
Elham Shahabi

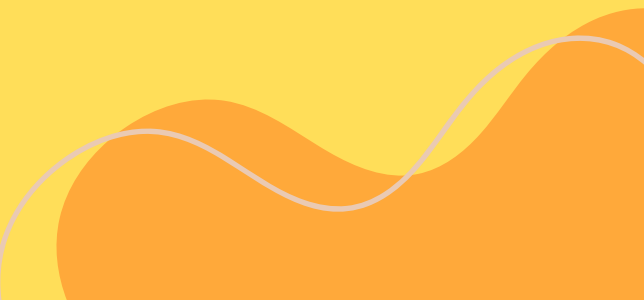
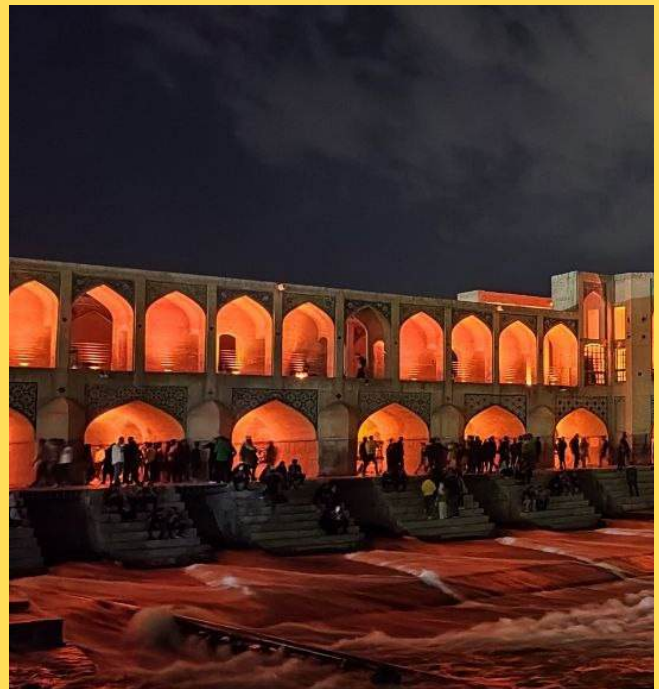


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Architecture acts as a living dialog throughout time, connecting the past, present, and future. When we look at the concept of architectural identity, we encounter eye-opening questions: What gives a place its unique vibe? Can buildings truly have an identity?

We've all had that moment of awe standing in a special place, feeling connected to it like a long-lost friend. It's not just about the pretty view; it's about the memories, emotions, and the sense that this place "gets" you. This is what the smart folks call "locative identity." It's that feeling of "I am here, and that means something—maybe even more than just getting good Instagram shots.

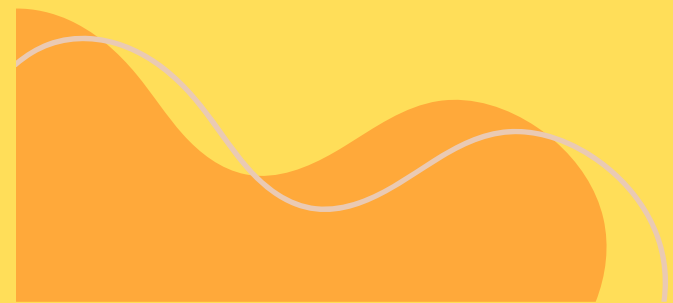


Urban theorist Kevin Lynch talked about two big jobs that identity does for us in our surroundings: First, it helps us figure out where we are and what's what. Imagine finding your way through a city where every building looks the same—it's like living in a never-ending labyrinth. Second, identity makes us feel things; it turns a collection of bricks and mortar into a place that feels like home.

So, what's the deal between identity and architecture? Can buildings with built-in personalities be designed? In this regard, there are two schools of thought. The first one says, "It's just a building—don't overthink it." The second one, more fun at parties, argues that architecture is art, and like any good art, it should tell a story and reflect its surroundings.

When we look at architectural works as cultural and environmental remains, we can see how identity is deeply embedded in the design. Architectural identity is not a static representation of history; it is influenced by a variety of factors, including cultural context, time, and technology improvements, resulting in a distinct and enduring character inside each structure.[1]

Take the Khaju Bridge in Isfahan as an example. This isn't just any bridge; it's an innovative architectural trend. One of the best American Iranologists, Arthur Pope and Jean Chardin, Khaju is "the culminating monument of Persian bridge architecture and one of the most interesting bridges extant ... where the whole has rhythm and dignity and combines in the happiest consistency, utility, beauty, and recreation." [2]



This bridge, whose special identity attracts even broader's attention, was built in the 17th century and not only serves as a useful bridge across the Zayandeh Rud River but also has a lot of appeal. It's like the king of bridges, with perfect symmetry and a sleek design that draws everyone in.

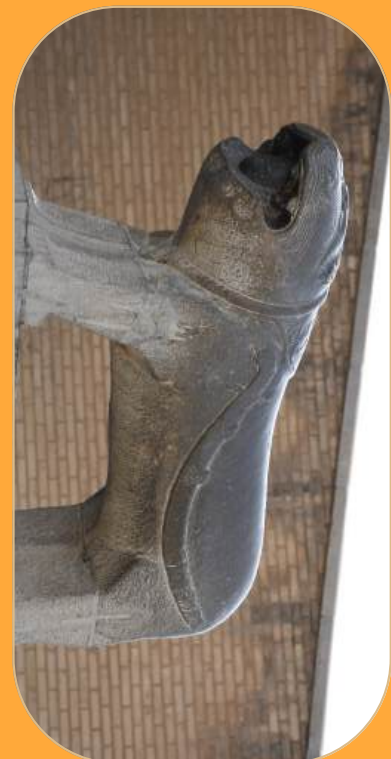
And it has secrets! From optical illusions that fool your eyes to stone lions who appear to know something you don't, Khaju Bridge is a mystery covered in an enigma. As we investigate its riddles, we discover how it relates to the larger concept of architectural identity, setting the stage for a thorough look at what makes it special.

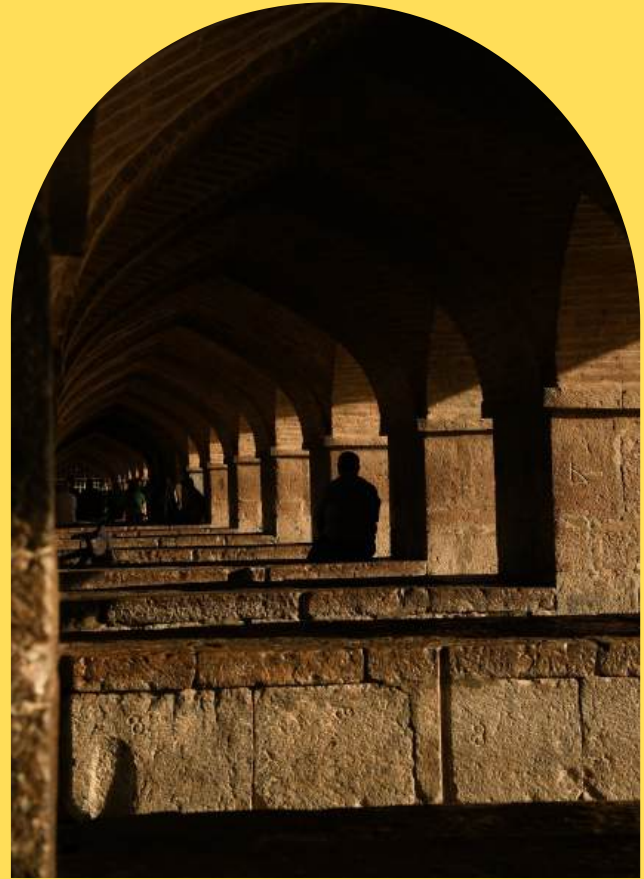


**1. Water-Friendly Design: When Water is Your Frenemy**  
One of the most remarkable characteristics of the Khaju Bridge is its relationship with the water. Unlike what one may think, the bridge's columns require water for stability. While water destroys stones over time, the flow around the bridge foundations adds to its strength. Think of it as a frenemy situation: water can be both the bridge's biggest enemy and its closest ally. This clever bit of engineering makes the bridge seem almost alive, like it's got a personal trainer, keeping it strong. This contradictory relationship between water and structure emphasizes the nature of the bridge as an adaptable living creature that interacts with its natural surroundings. The design cleverly uses the power of water to stabilize the bridge and create a harmonious balance between nature and architecture. This interaction represents adaptation and stability, which are the two key components of the bridge's personality.

**2. The Stone Lions: The Watchful Guardians with a Twinkle**  
Two stone lions stand proudly on the east side of the bridge. These aren't just lions; they're likely symbols of the Bakhtiari troops, who once guarded Isfahan. Think of them as the original bouncers, keeping an eye on who comes and goes. But here's where things get even more interesting: at night, if you stand behind or near the head of one lion, you can see the other lion's eyes glittering in the dark. In this way, stone lions represent a protective aspect of identity, guarding cultural heritage and history while remaining ever-watchful.

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3. The Khaju Candle: The Bridge's Optical Illusionist Act Next up is the Khaju Candle, which might just be the bridge's best party trick. Stand on the lower floor of the bridge, look at the arches and seating areas at a 39-degree angle, and suddenly, a candle appears, seemingly out of nowhere! It's a mind-bending optical illusion. The candles even have wax tears running down, adding a touch of drama to this unexpected sight. It's as if the bridge is not just a place where rivers cross but also a venue for a metaphysical light show. What's the deeper meaning? Who knows? But isn't that the point of a good mystery? To keep you guessing and coming back for more?

Just as the candle only appears from a specific angle, certain aspects of our identity are only visible under particular conditions, revealing the layered nature of who we are.





#### 4. The Khaju Eagle: A Bird's-Eye View with a Twist

And if you think you've seen all there is to see, think again. From above, the layout of the Khaju Bridge looks like an eagle, spreading its wings in flight. The different levels of the bridge mimic the feathers, and the Shah Neshin pavilion forms the eagle's head. It's as if the bridge is ready to take off, soaring over the river, like a guardian bird watching over Isfahan. This isn't just a clever design; it's a symbol of power, freedom, and vigilance.

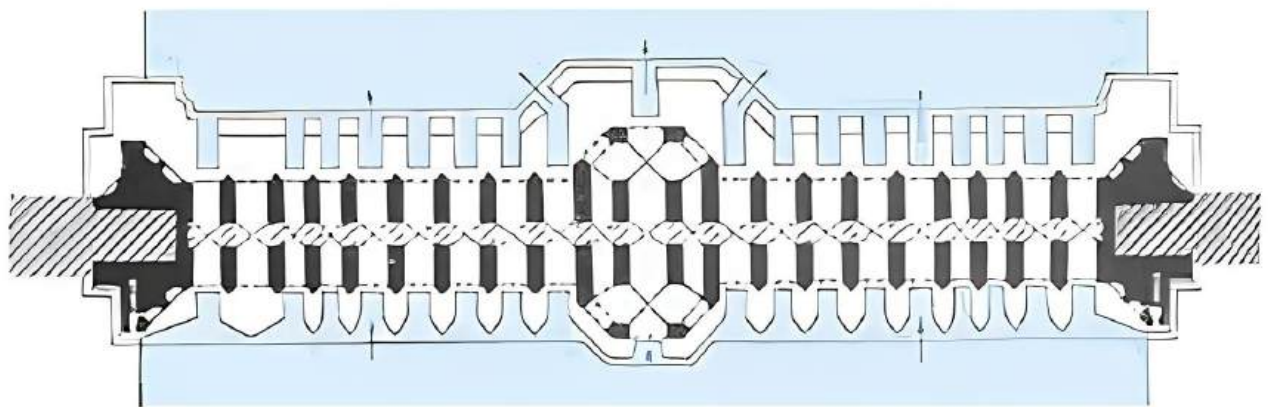
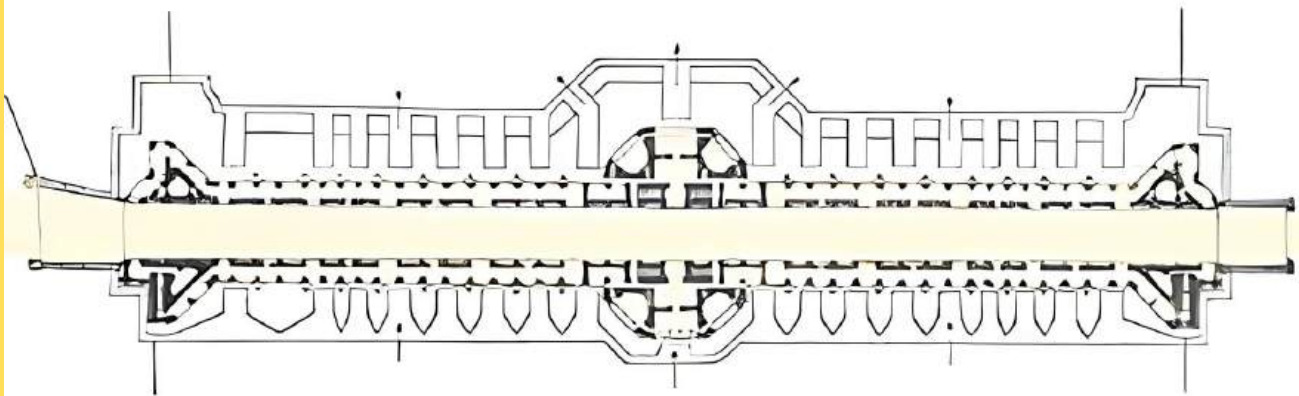
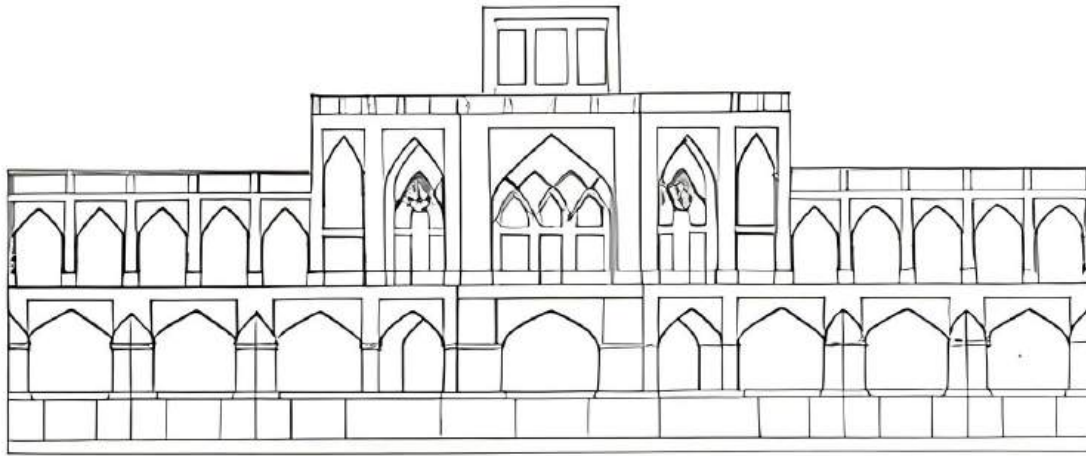
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45  
60

## 5. The Symmetry of the Khaju Bridge

The bridge's symmetrical design, with its repeating arches and equal sides that create a sense of harmony and order, is perhaps one of its most attractive characteristics. This symmetry isn't only about aesthetics; it reflects the idea of balance and proportion, which is a fundamental aspect of Iranian architecture, where every element has its counterpart.



## 6. Four Seasons in the Tile Works:

Let us not ignore the amazing ceramic decorations that adorn the middle walls of the Khaju Bridge. In hindsight, they may appear to be gorgeous decorations, but a closer look reveals a deeper story. Each panel, with its fine patterns, shows one of the four seasons, which indicates the architect's creativity.



14 A >

14 >

13 A >

13 >



FILM NEGATIVE



FILM NEGATIVE

FILM NEGATIVE

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So there you have it: The Khaju Bridge, a place where every stone has a story and every corner hides a secret. From its water-loving columns to its playful candle illusions, from its stone guardians to its eagle-eye view, this bridge is much more than a way to cross the river. It's a conversation piece, a historical enigma, and a reminder of the creativity and vision of its builders. The Bridge shows us that identity—whether in architecture or in ourselves—is about more than what meets the eye. It's about history, perception, protection, and the never-ending quest of meaning so next time you're in Isfahan, take a walk across The Khaju Bridge. Who knows what new mysteries you might uncover?

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- [2] Hidden Architecture » Khaju Bridge - Hidden Architecture <https://hiddenarchitecture.net/khaju-bridge/>

# How Does Status Anxiety Affect Identity?

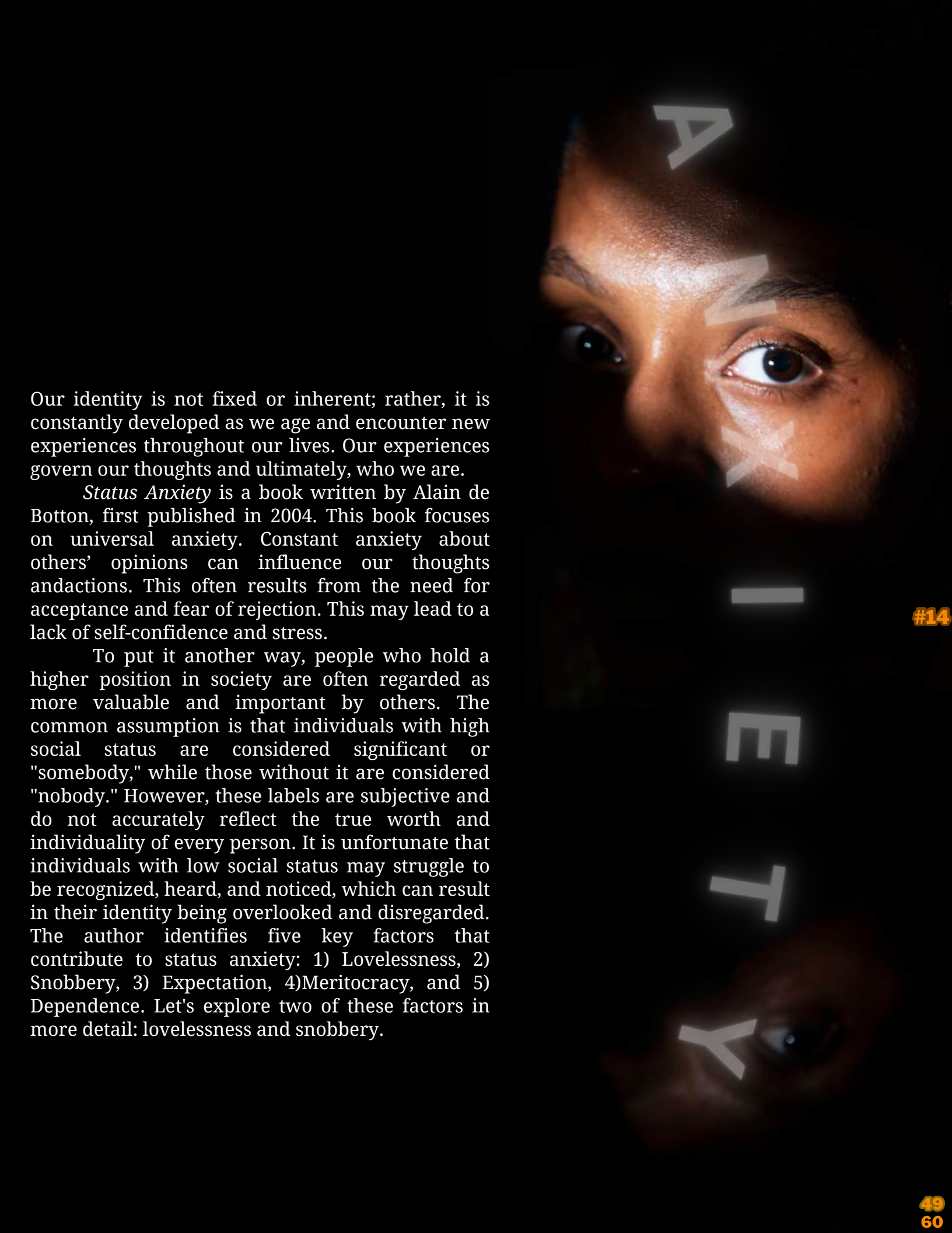


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Identity is a multifaceted concept that influences how we perceive ourselves and interact with others. In fact, it refers to a set of beliefs, values, personal experiences, and social interactions that define individuals or groups. It is the understanding of who we are, what we are, and how we fit into the world around us. It has nothing to do with ethnicity, race, or skin color; it is actually the product of social interactions and plays a significant role in shaping our identity.



Our identity is not fixed or inherent; rather, it is constantly developed as we age and encounter new experiences throughout our lives. Our experiences govern our thoughts and ultimately, who we are.

*Status Anxiety* is a book written by Alain de Botton, first published in 2004. This book focuses on universal anxiety. Constant anxiety about others' opinions can influence our thoughts and actions. This often results from the need for acceptance and fear of rejection. This may lead to a lack of self-confidence and stress.

To put it another way, people who hold a higher position in society are often regarded as more valuable and important by others. The common assumption is that individuals with high social status are considered significant or "somebody," while those without it are considered "nobody." However, these labels are subjective and do not accurately reflect the true worth and individuality of every person. It is unfortunate that individuals with low social status may struggle to be recognized, heard, and noticed, which can result in their identity being overlooked and disregarded. The author identifies five key factors that contribute to status anxiety: 1) Lovelessness, 2) Snobbery, 3) Expectation, 4) Meritocracy, and 5) Dependence. Let's explore two of these factors in more detail: lovelessness and snobbery.



### Lovelessness:

Human beings require two types of love for a fulfilling life; the first one is romantic love, which is commonly acknowledged and embraced. The second is the story of our quest for love from the world, which refers to the desire for acknowledgment and acceptance from the universe.

While money, fame, and influence are commonly seen as motivations for pursuing a high social status, the root cause is a desire for love and acceptance. These are just the tools that people utilize to obtain love. It is crucial to know that true identity and self-esteem are not defined by the expectations of others. We crave others' attention because we often doubt ourselves and have an unclear understanding of who we truly are. Consequently, it results in seeking external validation to fill that void. We follow the dreams and goals of those around us, rather than our own. We follow societal norms. This leads to loss of ourselves. It is essential to listen to our inner voice and practice self-awareness to have an authentic life.



## Snobbery:

Snobbery or an attitude of superiority over others is another factor that can influence identity. “The word snob was taken to mean someone without high status”, but it has quickly experienced a shift in meaning: someone offended by a lack of high status in others. People use this term as a tool for belittling others. They associated social status with their inherent value, and this connection remains a common belief in today’s world.

During childhood, we are loved and cherished unconditionally. At this stage, our worth is not tied to any specific achievements or changes. Infants receive care and attention due to their very existence without any reason or justification. Their real identities are recognized and valued regardless of their age, abilities, or accomplishments.

As we grow, the way we receive love often changes. Factors such as academic achievement, financial success, social status, and politeness may be associated with receiving more love. This idea implies sacrificing one’s true self to meet the expectations of others. Snobs often form friendships based on external factors because they value status and success above all else. When the status of their acquaintance changes, they suddenly and dramatically re-evaluate their relationships, which are both tragic and comical. Being disregarded can intensify the desire for acceptance and love, so people chase unappealing social ambitions for validation under the influence of the prominent snobbish group.

Consumerism stems from the idea that possessing more signifies a higher social status. Society often leads people to value external validation of their personal desires. Social status depends on economic activity and adaptability rather than true identity.

Reading the book is highly recommended to gain additional factors impacting our identity and potential solutions.

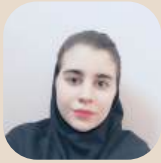
## Favorite quotes from the book

“We envy only those whom we feel ourselves to be like; we envy only members of our reference group. There are few successes more unendurable than those of our close friends.”

“Cynics are, in the end, only idealists with awkwardly high standards.”

“Belittling others is no pastime for those convinced of their own standing. There is terror behind haughtiness. It takes a punishing impression of our own inferiority to leave others feeling that they aren’t good enough for us.”

# Can One Identify Themselves Through Translation?



**Maryam Ansari**  
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At first glance, translation and identity may seem irrelevant topics. However, it is noteworthy that identity is multifaceted. To be precise, components such as language, culture, and even personal experiences can create an unparalleled piece of work. In the meantime, translators hold a brush and pick specific colors for each context to demonstrate their own traces. Thus, they always have some say as John Conington noted “A translator ought to endeavor not only to say what his author has said, but to say it as he has said it.”

At the outset, the first and foremost element that contributes to a sense of identity in the process is culture. “Translation is not a matter of words only: it is a matter of making intelligible a whole culture,” said Anthony Burgess. To put it another way, in this journey, translators may draw on their personal values and experiences to form a concrete structure relying on their cultural background. Overall, either the ideology of the text can have an impact on the translators or the translation may mesmerize readers.

Additionally, linguistic features should not be neglected, since identity comprises language, which is a powerful tool. In fact, the choice of words can hook the attention of the audience, as connotative meaning can play a pivotal role in navigating ideas. Furthermore, bilingualism and multilingualism can shape one’s identity. Bilingual translators embrace a situation in various ways and try to recognize themselves through the language used, a point that can be unveiled while perusing the output.

Furthermore, although the identity of the target is aligned with that of the source, it is not entirely the same from the writers’ and translators’ perspectives. In the past, it was supposed that the footprint of the translator should not be manifest, but in this day and age, translation is a means to lead someone to recreate rather than just discover and render.

In summary, translation is not merely composed of words; one may need to go beyond it. Mediating between language and culture is what a translator does, which can affect the appearance of identification. Not only do translators determine themselves through the act of translating, but they can also reflect on the reciters.

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# Psychology Of Existential Crisis And Trying To Find Our Identity



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An existential crisis is a phenomenon that plagues many individuals at some point in their lives. This is a period of intense self-reflection and questioning regarding the purpose and meaning of one's existence. This crisis can be triggered by various life events such as major transitions, personal losses, or feelings of stagnation and dissatisfaction.

An existential crisis is a deep-seated feeling of unease and confusion about one's place in the world and the meaning of life. It often involves questioning fundamental aspects of existence, such as identity, values, beliefs, and mortality. During an existential crisis, individuals may experience feelings of emptiness, disillusionment, anxiety, and a sense of being lost or disconnected from themselves and the world around them.

Existential crises can arise from a variety of sources, including major life transitions (such as graduating from university, starting a new job, or experiencing a breakup), personal losses (such as the death of a loved one or the end of a significant relationship), and feelings of dissatisfaction with one's current circumstances. These events

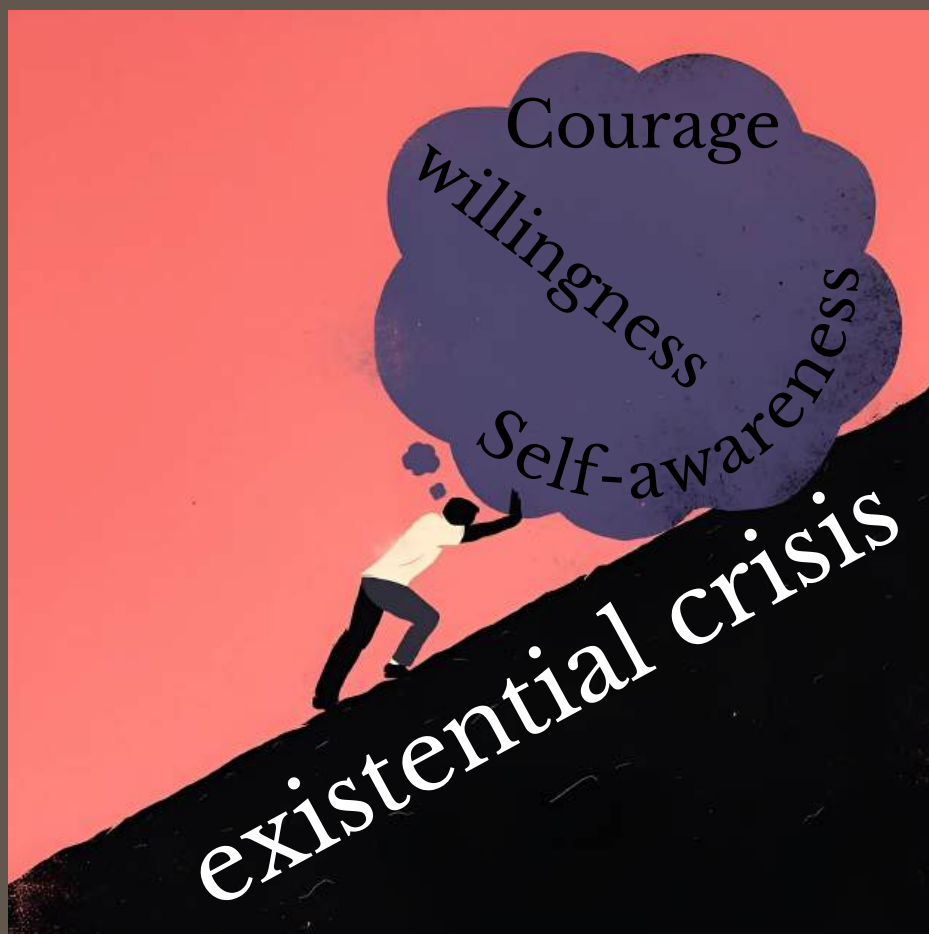
can trigger a profound sense of introspection and force individuals to confront their deepest fears, insecurities, and uncertainties regarding their future.



Dealing with an existential crisis requires courage, self-awareness, and a willingness to confront difficult truths about oneself and the world. To navigate this challenging period, individuals can engage in practices such as therapy, meditation, journaling, creative expression, or seeking support from friends and loved ones. It is essential to explore one's values, passions, and interests to rediscover a sense of purpose and direction in life. By embracing uncertainty and embracing change, individuals can emerge from an existential crisis with newfound clarity, resilience, and a deeper understanding of themselves.

Existential crises can have profound effects on the mind and the psyche. Individuals may experience symptoms of depression, anxiety, despair, or nihilism, as they grapple with existential questions about the meaning of life and their place in the universe. These psychological effects can manifest in various ways, including sleep disturbances, mood swings, loss of interest in activities, and difficulty concentrating. It is crucial for individuals experiencing an existential crisis to seek professional help if their mental health is significantly impacted.

Now, what happens if an existential crisis is left unaddressed or ignored? To answer this question; it can have detrimental effects on an individual's mental, emotional, and physical well-being. The prolonged experience of existential angst, despair, and confusion can lead to chronic stress, anxiety disorders, depression, and even existential depression, a condition characterized by a profound sense of hopelessness and meaninglessness.



Individuals who do not confront their existential crisis may resort to unhealthy coping mechanisms, such as substance abuse, avoidance behaviors, or engaging in risky behaviors, to numb their feelings of emptiness or existential dread. These maladaptive coping strategies can further exacerbate the crisis and lead to long-term consequences for one's overall health and relationships. .



Moreover, unresolved existential questions and doubts can create a persistent sense of disconnection, alienation, and dissatisfaction with life. This can impact one's ability to form meaningful relationships, pursue personal goals, and find fulfillment in everyday activities. Lack of a coherent sense of purpose or meaning can result in a pervasive feeling of emptiness and apathy that undermines one's quality of life and sense of well-being



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In extreme cases, untreated existential crises can escalate into existential despair, a state of profound psychological distress characterized by a loss of faith in oneself, others, and the world.

This can lead to feelings of isolation, despair, and suicidal ideation as individuals struggle to find a reason to continue living in the face of overwhelming existential questions and uncertainties.

It is essential for individuals experiencing an existential crisis to seek help from mental health professionals, therapists, or support groups to address their underlying fears, doubts, and insecurities. By confronting these existential challenges head-on and exploring new perspectives and possibilities, individuals can gain insight, resilience, and a renewed sense of purpose and direction in life.

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# Poems

#14

**Identity Quest**

Maryam Khalili

**Identity**

Faezeh Eshraghi

# Identity Quest

Maryam Khalili

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Am I actually me?  
Shadow born of a name and a flag?  
Construct thoughts confined in these walls?  
I shall not bow before these walls  
No wall shall bind my spirit's flight  
Who am I, this human soul?  
Born into this world, a name and a face  
But not defined by the name or place  
I am a mystery, a wonder to behold  
I am more than flesh and bone  
I am more than what was attributed to me when  
I was born I am a spirit, seeking to be known  
I am the strength that never wanes  
And the heart that feel both joy and pain  
I am the dreamer and the doer  
I am the thinker and the lover  
I am the sum of all I've been,  
And the potential of what I could be seen  
I am the seeker of truth and light  
A warrior engaged in life's good flight  
I am the author in a world smitten  
I am another story, yet to be written  
I am all this and more,  
I will not be confined by what I was given,  
Instead, I'll create the person I envision.

Through every choice and every decision, I  
am crafting my own unique revision. So, let  
the world witness the birth of me, An  
identity boundless and free.

# Identity

Faezeh Eshraghi

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A water lily,  
I feel like a water lily,  
so proud of her petals,  
her color  
I take pride in her blossoms,  
her stem fills me with pride  
though she's rooted in swamps,  
her feet anchored in mud.  
Her lily pads  
floating on water  
capturing the sunlight  
with her stem buried in mud.  
A radiant soul in murky waters.  
A metamorphosis.

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Besides, we are much obliged to the professors of the English Department for their substantial aid and guidance on the improvement of *#Hashtag*, as well as all those students who have always kept us motivated. *#Hashtag* team tries its best to make this magazine a useful source for you to gain from.

