

Human-centred Journalism

1st Year Module in Three-Year Bachelor's Degree

Course Description: This course takes a humanistic approach to train students in investigative journalism. The main objective is to help them to develop thinking and skills in mindful conceptualizing, researching and writing human-centred journalistic stories. The course will focus on the roles of humanity in the analysis and the practice of complex storytelling. Students will be familiarized with the framework of deep listening and dialogical interviewing techniques, mindful investigative research methods and humanistic interpretation of surveys, as well as different forms of narrative techniques for human-centred journalism.

Number of Hours per Week: Four hours (Two two-hour classes per week) of a combination of lectures, contemplative workshops and dialogues, seminars, extensive fieldworks, individual assignments and tutorial.

Recommended Books:

- AMIC (2000), Media & Human Rights in Asia: An AMIC Compilation, AMIC, Singapore
- Barua, Dipak. Kumar (2005), Applied Buddhism: Studies in the Gospel of the Buddha from Modern Perspective, Benares Hindu University, India
- Crowley, David and Heyer, Paul (eds) (2007), Communication in History, 5th Edition, Allyn and Bacon, Boston, USA.
- Dalai Lama (2011) Beyond Religion: Ethics of the Whole World. HMH Book, New York
- Dissanayake, Wimal ed (1988), Communication Theory: The Asian Perspective, AMIC, Singapore
- Gunaratne, Shelton, Pearson, Mark and Senarath, Sugath eds (2015), Mindful Journalism and News Ethics in the Digital Era, Routhledge, New York.
- Gyatso, Tenzin (1980), Universal Responsibility and the Good Heart, Library of Tibetan Works and Archives, India
- Hamelink, C.J. & Mehra, V (eds) (2001), Media and Human Rights in Asia, AMIC, Singapore.
- Hart, William (1988), Vipassana Meditation The Art of Living – As Taught by S.N Goenka, Vipassana Research Institute, India

- Iorio, Sharon (Ed.). (2004). Qualitative Research in Journalism: Taking it to the Streets. Mahwah: NJ: Lawrence Erlbaum.. Senghaas, Dieter (2002), The Clash Within Civilizations: Coming to terms with Cultural Conflicts, Routledge, London
- Sivaraksa, S ed (1999), Socially Engaged Buddhism for the New Millennium: essays in honour of Ven. Phra Dhammapitaka, Sathirakoses – Nagapradipa Foundation, Bangkok
- Sivaraksa, Sulak (2012), Conflict, Culture, Change: Engaged Buddhism in a Globalising World, Suksit Siam Publications, Thailand
- Thich Nhat Hanh (2013), The Art of Communicating, Rider Books, London, UK.
- Xiaoge, Xu, (2005), Demystifying Asian Values in Journalism, Marshall Cavendish, Singapore.“

Supplementary materials and useful websites:

- BBC Academy (<http://www.bbc.co.uk/academy/journalism/article/art20141021160021843>)
- Center for Investigative Reporting (<http://www.muckraker.org>)
- Huck Magazine (<http://www.huckmagazine.com/about/>)
- Human Journalism (<http://english.periodismohumano.com/>)
- Investigative Reporters and Editors (<http://www.ire.org>)
- News University (<http://www.newsu.org>)
- Nieman Program on Narrative Journalism (<http://www.nieman.harvard.edu/narrative/>)
- Positives/Negatives Comic Journalism (<http://positivenegatives.org/>)
- Poynter Institute (<http://www.poynter.org>)
- The Pulitzer Prizes (<http://www.pulitzer.org>)
- Journalism.org’s “Journalism Tools” (http://www.journalism.org/resources/j_tools) ”

Outline of Curriculum

Week 1: Introduction to the course

Meeting 1 **Dialogue:** Discussion of course outline, readings and assignments. Free-flow dialogues on expectation, preconception, hope and fear about the course/subject.

Reading for Week 5: “The Shipping News”

Meeting 2 **Contemplative Workshop:** Listening to one’s inner voice and Mind-Body Engagement. This workshop introduces student to be receptive to one’s inner voice and to the practice of mindfulness through Bo-mind activities.

Assignment: Students write a reflective essay on their experience during the workshop and their understanding of their own humanity.

Reading /References:

- Hart, William (1988), Vipassana Meditation The Art of Living – As Taught by S.N Goenka, Vipassana Research Institute, India
- Proulx, Annie 1999). The Shipping News. Scribblers Classics., New York
- Thich Nhat Hanh (2013), The Art of Communicating, Rider Books, London, UK.

Video:

- Mp 4 file - ‘Mindful Communication for Sustainable Development, Sulak Sivaraksa – edited version of keynote talk at the seminar on ‘Mindful Communication for Asian Integration’, Chulalongkorn University-UNESCO, Bangkok, December 14-15, 2015.
- You Tube – Indian Prime Minister, Narendra Modi's address at the "Samvad"- Global Hindu-Buddhist Initiative on Conflict Avoidance and Environment Consciousness, in New Delhi on September 03, 2015 <https://www.youtube.com/watch?v=O4pD4M7jm2k>

Week 2: Introduction to Human-centred Journalism

- Meeting 1 **Lecture:** Traditional Asian and Western Philosophical Approaches to Humanity. This lecture will trace the philosophical ideas about humanity and human condition from Asia to the West and beyond.
- Assignment:** Students write an essay expressing their personal views on a dilemmatic or polemical issue.
- Meeting 2 **Contemplative Workshop:** Deep Listening. Students will be introduced to the art of listening to others. They will be asked to suspend their pre-judgemental worldview and to listen to diverse or contradicting points of view with compassion.
- Assignment:** Students write a reflective essay on their experience during the workshop and their understanding of their own humanity.
- Readings for week 3:** Students read a piece of sensationalised human interest reporting, a piece of data journalism reporting, and a piece of human-centred journalism reporting. (Preferably about the same issue)

Reading /References:

- Bohm, David (2004), On Dialogue. Routledge, London & New York
- Chapman, Susan Gillis (2012), The Five Keys to Mindful Communication: Using Deep Listening and Mindful Speech to Strengthen Relationships, Heal Conflicts and Accomplish Your Goals. Shambhala Publication, London and Boston

Video:

- Mp4 file - Venerable Phuwadol Piyasilo on Mindful Reporting, human rights and democracy – A Buddhist approach – keynote talk at Chulalongkorn-UNESCO seminar, Dec 2015, Bangkok.
- Mp4 File - Discussion: Human Rights, Democracy, Good Governance and Asian Media - edited version of workshop discussion at Chulalongkorn-UNESCO seminar, Dec 2015, Bangkok

Supplementary materials and useful websites:

- Human of New York (<http://www.humansofnewyork.com/>)
- Human of Bombay (<https://www.facebook.com/humansofbombay/>)
- Positives/Negatives Comic Journalism (<http://positivenegatives.org/>)
- Humanitarian Journalism (<http://humanitarianjournalism.com/>)
- Human Journalism (<http://english.periodismohumano.com/>)

- Refugee Stories From Huck Magazine (<http://www.huckmagazine.com/topics/refugee-stories/>)

Week 3: Humanistic Journalism VS Data Journalism

- Meeting 1 **Seminar:** What Humanistic Reporting Entails (Guest speaker who primarily works on human-centred journalistic storytelling)
Assignment: Students write a critical paper of the lecture and stories the guest speaker has written. Due Week 4.
- Meeting 2 **Dialogue:** The group discuss the three pieces of reading from Week 2 in connection with the value of data and human sources, as well as different styles of writing.

Reading /References:

- Clark, Roy Peter (2014). The Pyramid of Journalism Competence: what journalists need to know. - retrieved from <http://www.poynter.org/2014/the-pyramid-of-journalism-competence-what-journalists-need-to-know/251048/>
- Dix, Benjamin (2016). Comic as Art, Education and Advocacy. Retrieved from <https://www.newsdeeply.com/refugees/op-eds/2016/03/15/comics-as-art-education-and-advocacy/>
- Reid, Alistair (2015). 'Without humanity, data alone is meaningless': Data journalism insights from the Guardian - retrieved from <https://www.journalism.co.uk/news/-without-humanity-data-alone-is-meaningless-data-journalism-insights-from-the-guardian/s2/a564652/>
- Wahl-Jorgensen, Karin (2015). Human of New York isn't Journalism, but it Helps us get beyond the headlines. - Retrieved from <http://theconversation.com/humans-of-new-york-isnt-journalism-but-it-helps-us-get-beyond-the-headlines-48403>

Video:

- Robot Journalism: The end of human reporters? - An Al-Jazeera Report retrieved from <http://www.aljazeera.com/programmes/listeningpost/2015/11/robot-journalism-human-reporters-151115095033120.html>
- Mp4 File - Discussion: Human Rights, Democracy, Good Governance and Asian Media - edited version of workshop discussion at Chulalongkorn-UNESCO seminar, Dec 2015, Bangkok

Week 4: Human Source

- Meeting 1 **Field trip:** Week 4 activities involve a series of field trip to a site of potential final assignment reporting. Students will be advised to observe the situation and human interaction on site, as well as to talk to as many people as possible.
- Meeting 2 **Dialogue:** Students discuss about their observation and conversation with the people on site, in order to share their experience and to identify potential reporting issue and its human subjects. It is important that each person must try to understand why such issues or human subjects matter to oneself as a human being.
- Assignment:** Students start background research of their human subject and will submit a two-page memo the second meeting of Week 6 explaining the focus of their story, the strategy for finding information, and the potential problems. The memo will also include at least 10 questions that must be asked of the subject.

Reading /References:

- AMIC (2000), Media & Human Rights in Asia: An AMIC Compilation – Kayoko Mizuta pp 1-4, Pradip.N Thomas pp 5-20, Rukmantoro.H Sumukti pp 56- 66, Cees. J Hemelink pp87-98.
- Barua, Dipak. Kumar (2005) – ch 9 Human Rights as assured in Asoka's edicts and Shotoku's constitution pp 119-138.
- Chan, J (1999), A Confucian Perspective on Human Rights for Contemporary China. In In: Joanne R. Bauer and Daniel A. Bell (eds.) , The East Asian Challenge for Human Rights, p. 212-237, Cambridge University Press, USA
- Ibana, Rainier (2011), Hybridity and the culture of peace in the age of globalization, Asian-Arab Philosophical Dialogue on Culture of Peace and Human Dignity, pp10-13, UNESCO, Bangkok.
- Jain, Kusum (unknown), Human Rights : The Indian Perspective, University of Rajasthan, India – retrieve from <http://veda.wikidot.com/article:human-rights-the-indian-perspective>
- Madhav, R (2008), Human dignity and human rights, Hindu perspective, paper presented at the International Conference World Council of Churches, Geneva 27-30 May, 2008.

- Mawdudi, Abul A'la (1993), Human Rights in Islam 2nd ed, The Islamic Foundation, UK
- Mawlana, Hamid (1996), The future of the State: an Islamic perspective, ch 7 Global Communication in Transition: The end of diversity?, Sage, USA
- Piyasilo, Phuwadol (2016), Mindful Reporting, human rights and democracy – A Buddhist approach, keynote talk at Chulalongkorn-UNESCO seminar, Dec 2015, Bangkok.
- Sivaraksa, Sulak (1999), Buddhism and human rights in Siam, sec 3 ch 3, Sivaraksa, S ed (1999), Socially Engaged Buddhism for the New Millennium: essays in honour of Ven. Phra Dhammapitaka, pp195-212, Sathirakoses – Nagapradipa Foundation, Bangkok
- Thunchhay, Piseth (2011), The State of Human Dignity in Cambodia, Asian-Arab Philosophical Dialogue on Culture of Peace and Human Dignity, pp 228-234, UNESCO, Bangkok.

Video:

- Mp4 file - Venerable Phuwadol Piyasilo on Mindful Reporting, human rights and democracy – A Buddhist approach – keynote talk at Chulalongkorn-UNESCO seminar, Dec 2015, Bangkok.
- Mp4 File - Discussion: Human Rights, Democracy, Good Governance and Asian Media - edited version of workshop discussion at Chulalongkorn-UNESCO seminar, Dec 2015, Bangkok
- You Tube – Hardtalk (BBC): Stephen Sackur asks Kishore Mahbubani if he thinks there is a clash between Asia and the West. <https://www.youtube.com/watch?v=hwRQjIGXlS8> (part 1) <https://www.youtube.com/watch?v=w-STFyT5ERE> (part 2) <https://www.youtube.com/watch?v=U8EN5LXgcAU> (part 3):

Week 5: Dialogue and Deep Listening

- Meeting 1 **Film Showing:** “The Shipping News”
Dialogue: Students discussion their emotions, insights and experience after seeing the movie. Then, they will be guided to discuss different ways in which human-centred storytelling can be combined with data journalism.
- Meeting 2 **Lecture:** Deep Listening and Dialogue.

Contemplative Workshop: Deep Listening to Your Human Source.

Students will be assigned to write a Deep Profile of their colleague relying on the process of Dialogue and Deep Listening. Due on Week 6.

Reading for Week 6: Students will also be assigned to read pieces of human-centred journalism in various forms and styles - from a traditional narrative to graphics journalism.

Reading /References:

- Bohm, David (2004), On Dialogue. Routledge, London & New York
- Chapman, Susan Gillis (2012), The Five Keys to Mindful Communication: Using Deep Listening and Mindful Speech to Strengthen Relationships, Heal Conflicts and Accomplish Your Goals. Shambhala Publication, London and Boston
- Seneviratne, K ed (2012), Peoples' Voices, Peoples' Empowerment: Community Radio in Asia and beyond, AMIC, Singapore

Week 6: Anatomy of Human-centred Storytelling

Meeting 1 **Dialogue:** Students are given an un-critiqued copy of a classmate's Deep Profile assignment to read and critique.

Lecture: Anatomy of Human-centred Storytelling.

Meeting 2 **Dialogue:** Students discuss the reading from Week 5 in terms of forms, styles and anatomy of Storytelling.

Lecture: Anatomy of Human-centred Storytelling (continue).

Readings for next meeting: Iorio's (2004) Chapter 6, Oral and Life Histories: Giving Voice to the Voiceless Articles that employed case studies, focus groups and oral/life histories"

Readings/References

- Arnaldo, C.A ed (2008), Community Radio in Asia: putting people in charge, Tambuli Foundation, Manila Hart, W ed (1991), Vipassana Meditation – the Art of Living as taught by S.N Goenka, Vipassana Research Institute, India
- Iorio, Sharon (Ed.). (2004). Qualitative Research in Journalism: Taking it to the Streets. Mahwah: NJ: Lawrence Erlbaum.
- Lyons, Kate (2015). Comics from the Edge: Stripe tell stories of Syrian escape to Europe. Retrieved from <http://www.theguardian.com/world/2015/nov/11/comic-strip-refugee-journeys-syria-europe>

- Sivaraksa, Sulak (2012), Conflict, Culture, Change: Engaged Buddhism in a Globalising World, Suksit Siam Publications, Thailand
- Tekwani, Shyam (ed), (2008), Media and Conflict Reporting in Asia, AMIC, Singapore.

Supplementary materials and useful websites:

- Joe Sacco on Comic Journalist (<https://www.youtube.com/watch?v=awI0b6hZLDw>)
- Articles on Storytelling, Writing and Reporting from Pointer Institute (<http://www.poynter.org/category/storytelling/X>)

Week 7: Human-centred Storytelling Assignment

- Meeting 1 **Tutorial:** Deep Profile memo assignment from Week 4 will be discussed and critiqued in details, in order to prepare students of a story pitch.
Assignment: Students prepare a one-page memo on why the story should be pursued, the main angles of the story, and the impact the report would have on the community if published. Due Week 8.
- Meeting 2 **Seminar:** Journalism and Humanity (Guest Speaker). Students will be given an opportunity to meet guest speaker whose works are intended for the betterment of the humanity or the community. It can be in the field of Crisis/Disaster reporting, Humanitarian Reporting, Peace Journalism or Development Journalism etc.

Readings/References:

- Alwis, Chandrika (2007), Reporting the Sri Lankan Crisis, Vol. 34, No. 2, p 88-95, Media Asia, AMIC, Singapore.
- Camilleri, J.A and Muzafar, C (1998), Globalisation: The perspectives and experiences of the religious traditions of Asia, International Movement for a Just World, Malaysia.
- Moorthy, R (2011), Just War Thesis: an ethical challenge, Asian-Arab Philosophical Dialogue on Culture of Peace and Human Dignity, pp37-44, UNESCO, Bangkok.
- Ninan, Sevanti (2009), The ethics of conflict coverage, Feb, InfoChange News & Features, India.
- Tekwani, Shyam (ed), (2008), Media and Conflict Reporting in Asia, AMIC, Singapore.

- Torres, Jose (2008), Reporting Mindanao: ‘A series of unfortunate events’, 1 Sept, Centre for Media Freedom and Responsibility, Philippines. Link: <http://www.cmfr-phil.org/2008/09/01/reporting-mindanao-a-series-of-unfortunate-events>
- Wangchuk, Dorjie (2016), Middle-Path Journalism: A conceptual framework to advance containment, ompassion and commitment, paper presented at the seminar on ‘Mindful Communication for Asian Integration’, Chulalongkorn University-UNESCO, Bangkok, December 14-15, 2015.
- Winoto, Soeryo (2002), Peace Journalism a model for reporting on conflicts, 12 oct, Jakarta Post, Indonesia.
- Yen, Sheng (2008), Establishing Global Ethics, Sheng Yen Education Foundation, Taiwan.

Videos:

- You Tube (Al Jazeera – Migrant Workers in Singapore) <http://www.youtube.com/watch?v=J9jdPDgo9bI>
- You Tube (HK Protests) http://www.youtube.com/watch?v=n_WffZ3VuFo

Week 8: Human-centred Storytelling Assignment (Continue)

- Meeting 1 **Dialogue:** Students discuss the investigative project they will pursue for their final project.
- Assignment:** Students whose story ideas are approved start writing a detailed reporting plan. Students whose story ideas are disapproved write a memo pitching another story.
- Meeting 2 **Dialogue:** The class evaluates new story pitches.
- Assignment:** Students whose story ideas are approved start writing a detailed reporting plan.

Readings /References:

- UNESCO Report ‘Investing in cultural diversity and intercultural dialogue’ Part 1: Cultural Diversity: What is at stake? P 9-61, UNESCO 2009.
- Gyatse, Tenzin (1991), Compassion and the individual, Wisdom Publications, USA
- Hanchanlash, Khunying.C (2015), Mindful Communication for ASEAN Integration, paper presented at the seminar on ‘Mindful Communication for Asian Integration’, Chulalongkorn University-UNESCO, Bangkok, December 14-15, 2015.

- Hall, S and Gay, P du eds (1996), Question of Cultural Identity, SAGE, UK
- Hutanuwat, P and Mnivannan, R eds (2005), The Asian Future: Dialogue for Change, Zed Books, Bangkok.
- Lim, Kooi Fong (2015), ASEAN Integration: Human Dignity and Responsibility to Humanity from a Buddhist Perspective, paper presented at the seminar on 'Mindful Communication for Asian Integration', Chulalongkorn University-UNESCO, Bangkok, December 14-15, 2015.
- Park, Kwangsoo (2015), Mindful Communication for ASEAN Integration Based on the Confucius and Tao of Asian Journalism, paper presented at the seminar on 'Mindful Communication for Asian Integration', Chulalongkorn University-UNESCO, Bangkok, December 14-15, 2015.
- Seneviratne, Kalinga (2012) Countering MTV Influence in Indonesia and Malaysia, ISEAS Publications, Singapore.
- Senghaas, Dieter (1998), The clash within civilizations: coming to terms with cultural conflicts, Routledge, New York.
- SIM (2011), Ch 2: Culture: product and guide to life in society, SSC109: Introduction to Social Sciences course text, pp 24-49, SIM/Pearson Custom Publishing, Singapore.
- Walkey, Venetia (1999), sec 5, ch 1, Sivaraksa, S ed (1999), Socially Engaged Buddhism for the New Millennium: essays in honour of Ven. Phra Dhammapitaka, pp335-384, Sathirakoses – Nagapradipa Foundation, Bangkok

Week 9: Field Work

Meeting 1 & 2 **Field Work & Consultation:** Students start researching and writing their human-centred report, relying on conversations with their Human sources and investigative data

Week10: Presentation of 1st Draft

Meeting 1 & 2 **Seminar:** Students present their work-in-progress and evaluates the quality of the draft.

Week 11: Revision & Submission of the Final Draft

Meeting 1 **Tutorial:** Individual consultation for pre-submission tutorial.
 Meeting 2 **Submission of human-centred storytelling project**

Assignment: Students prepare presentations for show-and-tell seminar

Week 12: Presentation and Seminar

Meeting 1 & 2

Seminar: Presentation of the final assignment & reflexive dialogue on past learning experience.

Assignment: Student will be assigned to write a 500 words reflexive essay on their learning experience.

Grading and Assessments:

- ***Attendance and Class Participation – 10%***

Attendance in class are not an option, but compulsory. Attendance will be taken during class and students are expected to take part in interactive discussions and class exercised to obtain high grading for this component.

- ***In-class and Take-home tasks 15%***
- ***Deep Profile Memo, Reporting Plan & Project Memo 20%***

Assignments during Week 4, Week 7 and Week 10 prepare students for their final assignment on human-centred storytelling. These assignment include background research, deep profiling of the story's human subject, story proposal reporting plan, progress report of the project.

- ***Human-centred Storytelling Assignment – 40%***

The final assignment will be done individually or in groups (depending on class number). It will involve a piece of human-centred journalistic storytelling based on field works, seminars and classroom assignments. It is necessary that the student conduct further on site observation and interviews with their human subject. By week 5, the lecturer should have provided written guidelines for this assignment that should indicate the format, methodologies to be used and the length and style of the final report to be submitted by the end of week 11. The final project could be an investigative report focusing on human voices and conditions. It may take a form of 2,000-2,500 words traditional narrative accompanied by sidebars, graphs and photographs, or any other forms such as photojournalism, comic journalism or audio-visual journalism.

In week 8 a story pitch in the form of a one-page (maximum 500 words) proposal will be submitted to the lecturer. The student will present their proposal to the class for constructive evaluation and suggestion. From Week 9 onwards students will be working on their final assignment to be submitted at the end of Week 11.

- ***Final Presentation and Reflexive Seminar – 15%***

During week 12 seminars, students will present their final assignment to the public. The grading will be based on both the presentation and reflexive essay submitted after the course wrap-up.