

Report

Purpose/Goals – Explaining the purpose of the course connection to your students. Why you are asking them to do this extra work; what they will get out of it.

Wajiha Raza Rizvi was to teach the connect course at Forman Christian College (FCC) Pakistan in FALL 2016 but she was connected to Jacob Udo Udo Jacob from American University in Nigeria (AUN) in April 2016. Jacob shared his course outline and resources with her that she first used to plan and teach MCOM 203 Media & Peace Building course in Summer 2016. This utilization of the resources was ahead of the actual Connect Course dates in FALL 2016. The Summer students benefitted from the pre-Connect connection, and they also appreciated their juniors will benefit more in FALL 2016.

In FALL 2016, Wajiha Raza Rizvi gave the following brief to the students:

Purpose/Goals – The two courses at FCC and AUN are connected to enhance the quality of education, understanding of the issues, and global cooperation among the people (academicians and students) living across the borders.

You are required to learn more about the land, people, and culture in the two countries, understand each other's dominant issues and see how you may use media to build peace in your countries and across the borders. You may produce assignments on Boko Haram, honor killing, or other religious or social issues in the two countries individually and in groups.

CMD 207 Peace Journalism class at American University in Nigeria is connected to MCOM 203 B Media & Peace Building class at Forman Christian College Pakistan. Jacob Udo Udo Jacob and Wajiha Raza Rizvi have discussed the course contents. They intend to facilitate the process of joint learning among the students who have different backgrounds and goals in life but they may still work together to understand mutual needs in an increasingly narrowing or global world. You will work on the issues in Nigeria and the Nigerian students will focus on some of the issues in Pakistan. From week to week, you will read a lot of content that students in Nigeria are also reading. You will also be required to watch films or videos prior to the class, and discuss them with the Nigerian students in 5-6 joint sessions via Webex. You may be assigned both individual and joint assignments, includes media production (news, opinion articles, audio clips, videos) and research papers. Please cooperate with your fellow students on the other side to complete the tasks on time. Find ways of sharing texts and media online. Write and jointly edit papers using google doc and shoot and share video clips for joint use or projects.

Subsequently, the students wrote joint research papers and a team of the Pakistani students also found a Nigerian student in Islamabad and shot a documentary on his issues and life in the two countries, considering he had converted to Islam and ordinary Pakistanis felt his Islam was different from the Pakistani version of Islam. Wajiha was expecting, the students will finalize their documentary for the final, but they submitted a different project for the final and also submitted the original piece on her request. They also submitted some joint written assignments.

Occasionally, the MCOM 203 A students also attended the joint sessions. It was difficult to

allow them to attend all of the joint session in view of the space issues in CLT. However, they worked on the same course outline, materials, and assignments, and sometimes found a counterpart in Nigeria.

In Pakistan, 8 students took the course in Summer while 36 students were enrolled in Section A and 31 in Section B in FALL.

Jacob Udo Udo Jacob from Nigeria played a significant role in improving the quality of the connect course in Pakistan. He first shared the course outline that help Wajiha in redesigning the course for Pakistani students. In addition, Jacob shared some readings and videos with Pakistani students. Nothing could be better, considering Wajiha was teaching the Media & Peace Building course for the first time in Pakistan. The connect expedited her planning of the course for Pakistani students. Wajiha uploaded the course materials on wordpress while Jacob enrolled her in his classroom on <http://canvas2.aun.edu.ng/> to provide her access to course materials and assignments of Nigerian students. She often checked to educate herself and students.

Jacob planned a 3 country session with Judith Matloff of Michigan University (<http://www.judithmatloff.com>). It was a mandatory session held in N-207 from 5:00pm to 7:00pm Pakistan time on Monday, October 17, 2016. 15% marks were allocated to this class and an assignment. Wajiha planned a session on Honor Killing by Bushra Khaliq who runs an NGO in Pakistan and is presently working with the subject in Sharmin Obaid Chinoy's Oscar Winning *A girl in the river*.

The teachers also had standby/substitute plans to handle the technology issues, if something went wrong.

Wajiha and Jacob discussed the course plan and types of assignments in advance. However, Jacob also gave assignments to students in joint sessions or posted them on the Facebook page. He also shared the final question paper with Wajiha.

Icebreakers – How you introduce students to one another before asking them to work together.

The students were informed about the Global Course Connection during the Orientation session in the add/drop week, and asked to record their video introductions and upload on the AUN & FCC Global Course Connection - Peace Journalism page on Facebook <https://www.facebook.com/groups/1831919737094648/> on September 23, 2016. In the following week, they met online via Webex and introduced themselves to each other, and briefly chatted like asked about each other's health, and laughed, etc. A student, Moaz Bhangu, also created a file containing pictures and brief profiles of students and uploaded it on the page.

Forming groups or pairings – How to form groups; how to introduce group members to one another; how to phrase group assignments so that everyone is clear on what they must do with their partner(s); how to monitor group work and effectiveness

Pakistani students formed their groups. Each group selected a topic from the list of the assigned topics. Wajiha emailed the information to Jacob who talked to the Nigerian students and added

members to the groups.

Communication – how you ask students to interact with one another. This includes the means (technology), the purpose (assignments), and sensibilities (overcoming possible cultural or educational differences).

The students worked on the assignments in groups via google docs. Both teachers had access to google doc assignments while the students from the two countries were producing the assignments. Students shared their videos via the Facebook page. They were also advised to use Vimeo and Youtube to exchange video clips and share videos.

Assignments – I am interested in different kinds of assignments (presentations, videos, papers/reports, blogs, etc.) and how those assignments are worded and structured.

Please see the attachments.

Policies for assigning grades – An issue here is whether students will interact with peers in the other course absent the motivation of a grade.

I graded Pakistani students and Jacob graded the Nigerian students for all the assignments. It may have been practical to grade them together on some of the assignments. However, I was teaching SIX courses (5 Mass Com courses and University 100) at FCC in FALL 2016, and it was very difficult to arrange more joint sessions for discussing grades though we were continuously communicating via email, and occasionally, we used Skype to discuss the course content.

Overseeing student interaction – Making sure paired students are meeting interaction obligations required by an assignment; smoothing out misconceptions / hurt feelings.

We advised students to work together, share information, and not leave the team or fire a member. They were advised to discuss and solve issues among themselves and, if needed, seek teacher's help.

Primers on how to use technology effectively.

Even if you test in advance, things can go wrong in the first connect session between two countries or three countries. If you downloaded a software, it may work well during the test run but not essentially during the first session the very next day. You won't have anticipated: it would go wrong the second time.

Anything else you think would be useful!

Be vigilant! We all make mistakes. Do not personalize issues, and make decisions in the interest of your institutions.

I hope it helps.

Wajiha Raza Rizvi

INFORMATION ABOUT SOME CLASS MEETINGS AND ASSIGNMENTS:

November 13, 2016

Please watch the Oscar winning documentary, A Girl in the River,

<https://www.youtube.com/watch?v=isNxuHyn4io> by Sharmeen Obaid Chinnoy today for discussion in class tomorrow. The session by Bushra Khaliq, Executive Director, Women in Struggle for Empowerment (WISE), is mandatory for all.

Bushra Khaliq has double masters in Law, and also French Language and Literature from the University of Punjab, and another in Social Enterprise Management from Lahore University of Management Sciences (LUMS).

She is currently Executive Director of Women in Struggle for Empowerment (WISE) www.wise.pk and brings rich experience in the fields of human rights and development, with focus on women, children and labor rights.

With 16 years experience as rights practitioner, she has worked with national and international organizations, includes Asian Human Rights Commission, Global Fund for Women (GFW) and World March of Women (WMW). She is strongly linked to class and social movements across Pakistan.

- Contributed in most recent publications: Women, Political Struggles and Gender Equality in South Asia <http://www.palgrave.com/la/book/9781137390561>,
<http://www.amazon.co.uk/Political-Struggles-Gender-Equality-Development/dp/1137390565>
- South Asia State of Minorities Report 2016
- “Honor”—A free social license for family to kill woman an article written By Bushra Khaliq [WISE - Women In Struggle for Empowerment](#)

November 13, 2016

ASSIGNMENT: 5 BONUS POINTS for Pakistani students

Use Maire Dugan's Nested Paradigm of Conflict Foci as a framework to write an OpEd on The Rise and Threats of Boko Haram. Draw from the Boko Haram incident in the report below:
<http://www.independent.co.uk/news/world/africa/kano-blast-suicide-bomb-leaves-many-dead-as-shia-muslim-procession-attacked-in-nigeria-a6751866.html>

Maire Dugan's Nested Paradigm of Conflict Foci is uploaded here:

https://wajiharaza.files.wordpress.com/2016/02/dugan_maire_nested-model-original.pdf

OTHER RESOURCES

<https://www.ctc.usma.edu/posts/boko-harams-international-connections>

<http://www.stabilityjournal.org/articles/10.5334/sta.cl/>

[The regionalization of Boko Haram's threat](#)

October 10, 2016 (from Jacob):
UPCOMING ASSIGNMENTS

International reportorial team topics:

1. Social Relations between Muslims & Christians;
2. LGBT issues;
3. Peace and Reconciliation in post-crises societies; and
4. Economic and political access for disenfranchised youth.

THIS WEEK

Please read the handbook of peace journalism to find out more about framing and story-telling in peace journalism. [Download from this link <http://www.peacenetwork.org.ng/resources/> OR <https://static1.squarespace.com/static/5720d8a201dbaeb824e55c72/t/572760eb2fe1315d3934b621/1462198507690/PEACE+JOURNALISM+HANDBOOK+2016.edited.pdf>].

October 14, 2016

The following students have created google documents to work in the international reportorial teams. Pakistani and Nigerian students will work together and Jacob and I may make changes to the teams. We look forward to more teams. The links are for use by the group members only.

LGBT Issues

<https://docs.google.com/document/d/1qiQBErzAj3KMdWm8Bndvt5MYhHkPO84RlmNVOpHp450/edit?ts=57fe1bb2>

1. Saira Ahmed
2. Moaz Ahmed Bhangu
3. Muhammad Nouman Ul Hussain Alvi
4. One Nigerian student was added

Social Relations between Muslims & Christians

https://docs.google.com/document/d/1UD_h6QhOweaQE12GDI26FuuOz7PmfEuu3oiu53GCxo0/edit?ts=5800fc26

1. Raahim Ismail 18-10249
2. Zohaib Zakir 18-11180
3. Pervaiz Aashiq 19-10131
4. Beenish Ali 18-10236
5. Umaima Ejaz 19-11106
6. One Nigerian student was added

October 15, 2016

Judith Matloff's techniques of interviewing victims of violence

News Recording & Writing Assignment

Deadline: Monday, October 24, 2016

Record interview of a victim (any situation: raped/mute woman raped in old people home, threat of honor killing/attacked, other local issue) in Lahore. Screen the video in class on date mentioned. Also, write a news based on the same video clip.

Story Frame: In framing the story, think very carefully about what it means to the victim or victim's family living in certain part of Lahore. Consider the implications of the release on peace and conflict transformation in Pakistan.

Remember to use the tools of storytelling.

TIPS: You will need to interview and tell the story of at least one of the child released. It may be useful to talk to a psychologist to explore the possible impact of such a long captivity on the mental wellbeing of the children. It may be useful to explore the implications of the release - why now? in exchange for what? with what implications for peace?

Remember it is a PJ story. What are the implications for peace? How about the remaining hundreds of children? Should we remain hopeful? What are the long-term solutions?

Format: This should be a multimedia story - text, pictures and short video clips (interviews for example).

NOTE: THERE ARE NO DURATION LIMITS FOR VIDEO INTERVIEWS. SO COVER THE SUBSTANCE. In interviewing the children. You will have to draw on Judith Matloff's techniques of interviewing victims of violence.

OPTIONAL WRITING ASSIGNMENT for Pakistani students

21 of the Chibok school girls abducted by Boko Haram in 2014 have recently been released. Write a story on the release and what it means to the Chibok girls on campus.

Story Frame: In framing the story, think very carefully about what it means to the Chibok girls studying at American University in Nigeria. Consider the implications of the release on peace and conflict transformation in northeast Nigeria.

Remember to use the tools of storytelling.

TIPS: You will need to interview and tell the story of at least one of the Chibok girls on campus. It may be useful to talk to a psychologist to explore the possible impact of such a long captivity on the mental wellbeing of the girls. It may be useful to explore the implications of the release - why now? in exchange for what? with what implications for peace?

Remember it is a PJ story. What are the implications for peace? How about the remaining 200+? Should we remain hopeful? What are the long-term solutions?

Format: This should be a multimedia story - text, pictures and short video clips (interviews for example).

NOTE: Please read about the case and do not hesitate to ask questions about interviewing techniques during class sessions on Monday. THERE ARE NO WORD LIMITS, SO COVER THE SUBSTANCE. In interviewing the Chibok girls, you will have to draw on Judith Matloff's techniques of interviewing victims of violence.

October 14, 2016

Jacob and I may add Nigerian students to the following teams, and future projects originated by students on either side.

Documentary-1

Religious discrimination and violence in our society

1. Ogadinma Christon-Quao
2. Saira Ahmed
3. Moaz Ahmed Bhangu
4. Muhammad Nouman Ul Hussain Alvi
5. Syeda Maham Bokhari

Documentary-2

Honor Killing (focusing on Acid Victims of the Society)

1. Maryam Saleem
2. Rimsha Nawaz
3. M. Subuktageen Qureshi
4. Anam Aamir

October 6, 2017

Dear students,

The central element with the documentary on peace journalism is that they demand of the reporter to explore all sides of the conflict, report peace initiatives, draw on personal stories to illustrate peace initiatives as well as the non-visible impacts of violence (Jacob, 2016).

Please post the checklist you developed for your PJ stories on Facebook.

For the international reportorial teams, please pick one from the following topics:

1. Social Relations between Muslims & Christians;
2. LGBT issues;
3. Peace and Reconciliation in post-crises societies; and
4. Economic and political access for disenfranchised youth.

Let me know today if you would like to group into any of the topics, or I will assign the teams.

Today, I briefed the students to create google documents on the above said topics, and provide access to the team members. The group members may edit the report together. However, each group should assign the one with excellent critical skills as first author. You should also consider each other's English language skills.

You should file stories next week - after we have worked on story-telling and framing. Jacob will share a couple of materials on these topics with the students. You may read the handbook of peace journalism to find out more about framing and story-telling in peace journalism.

Download the handbook from this link <http://www.peacenetwork.org.ng/resources/> OR

<https://static1.squarespace.com/static/5720d8a201dbaeb824e55c72/t/572760eb2fe1315d3934b621/1462198507690/PEACE+JOURNALISM+HANDBOOK+2016.edited.pdf>

October 6, 2017

Dear students

Please attach the checklist to your first peace report that is based on the video activity.

Subsequently, you would work together in international reportorial teams to write your peace stories either in your own communities or across borders - using the peace journalism check list you develop. Please wait for the update.

September 28, 2016

ASSIGNMENTS

1. Watch Lynch & McGoldrick's video on peace journalism. Write a one-page essay on what you see as the differences between peace and war journalism. Draw examples from

the video.

2. Please watch the following two news stories from the same event and prepare to discuss the difference. You can work individually or in groups to create a checklist of noticed differences.

- a. News Story 1: <https://www.youtube.com/watch?v=FRISzQx1-sk>
- b. News Story 2: <https://www.youtube.com/watch?v=LeB1MwpJkk>

Watch the two videos, identify the frames and understand the difference between conventional and peace journalism reporting. Write a peace news story.

Deadline: 12:00pm October 03, 2016

September 22, 2016

Dear all Pakistani and Nigerian students:

Please watch the following four videos (by ISPR Pakistan, BBC, GVH Live Washington) for a possible discussion in class:

1. Mujhe Dushman ke Bachon ko Parhana Hai [I have to educate the children of the enemy] | ISPR New Song | APS Peshawar.
<https://www.youtube.com/watch?v=VOR2NXMtBWU>
2. Bara dushman bana phirta hai jo bachon se larva hai [If you are looking for me you'll find me in the books you smother]
<https://www.youtube.com/watch?v=8-3nBJKlFrU> (LOCAL)
<https://www.youtube.com/watch?v=Vu1Cu52ZAuU> (INTERNATIONAL)
3. Militants from the Pakistani Taliban have attacked an army-run school in Peshawar, killing 141 people, 132 of them children, the military say. [Pakistan Taliban: Peshawar school attack leaves 141 dead - BBC News](#)
4. Bara dushman bana phirta hai jo bachon se larva hai [If you are looking for me you'll find me in the books you smother]
<https://www.youtube.com/watch?v=8-3nBJKlFrU> (LOCAL)
<https://www.youtube.com/watch?v=Vu1Cu52ZAuU> (INTERNATIONAL)

Militants from the Pakistani Taliban have attacked an army-run school in Peshawar, killing 141 people, 132 of them children, the military say. <http://www.bbc.com/news/world-asia-30491435>

Changing the narrative after Pakistan 9/11. GVH Live, Washington Weekly.

<http://www.gvhlive.com/gvh-daily/2015/1/29/changing-the-narrative-after-pakistans-911>

Jacob also shared

1. [Derek O'Dell Fox Interview Part One](#)
2. <https://www.facebook.com/groups/1831919737094648/> Katie Couric's (CBS News) interview with Virginia Tech massacre survivor Derek O'dell
3. [The Art of Trauma Reporting: Pulitzer Prize Winners Reflect](#)
4. <https://dartcenter.org/resources/art-trauma-reporting-pulitzer-prize-winners-reflect>
5. [Shocking revelations about freed Chibok girls! - Vanguard News](#)
6. **October 2, 2016:** The latest issue of The Peace Journalist Magazine <http://www.park.edu/center-for-peace-journalism/Peace%20Journalist%20Oct%202016-web.pdf>
7. [Peace Journalism](#)
8. [AUN NEWS Dr Jacob](#)

September 25, 2016

Please note important INSTRUCTIONS for the class on MONDAY SEPTEMBER 26, 2016. I am allocating 15 marks for tomorrow's class participation and discussion on the following film and activities. PREPARE ON SUNDAY to discuss in class on MONDAY 26TH.

First watch the Peace Journalism Video then do the activity mentioned below to prepare for the class.

The video is attached via Google Drive. It is quite heavy (600mb). So, it will take some time to download. You may have to answer questions relevant to the film in the quiz as well, which will be conducted later during the week.

1) WATCH THE FILM HERE

<https://drive.google.com/file/d/0Bzfp2uf56lV2bi1zSXpBTVlzN1U/view>

2) ACTIVITIES

After watching the video, please watch the following two news stories from the same event and prepare to discuss the difference in the synch session on Monday September 26. You can work individually or in groups to create a checklist of noticed differences.

News Story 1: <https://www.youtube.com/watch?v=FRISzQx1-sk>

News Story 2: [Peace Journalism News Story](#)

The students shared the following links on the Facebook

November 9 [Battling ISIS with a bulletproof BMW](#)

October 18 [We stay without food for one month, 10 days – Chibok Girls - Vanguard News](#)

[Peshawar selected for prestigious International Award](#)