

HUMAN RIGHTS EDUCATION IN JOURNALISM CURRICULUM: CONSTRUCTION OF HUMAN RIGHTS CULTURE

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Abstract

Unlike any other profession, journalism needs a certain level development of human rights in a society in order to fulfill the profession. Without freedom of expression a qualified journalism practice is not possible on the one hand, on the other hand human rights cannot be spread, develop and protect without support of the media and journalism. Because of this unique relationship and existential interdependence, qualified journalism practice gets benefits from human rights culture and peace. However, unless having human rights based approach, the media and journalism is a double-edged sword. Journalists can be a protector of human rights as well as a violator of human rights, thus placing human rights courses that aim to teach human rights in general and human rights approach to journalism in journalism curriculum is necessary. Understanding above mentioned complex and complicated interaction between human rights and journalism practice and recognizing importance of human rights based approach to the journalism gives a new perspective to the future generation of journalists that helps to construct a human rights culture in which human being can live with more dignity and equality and build a just society.

This paper takes its starting point probable contribution of rights based approach and rights based journalism in context of construction of human rights culture and later frame fundamental principles of human rights based journalism in general. Considering undergraduate and graduate level journalism education in Turkey, it poses questions including: What are the main components as focus areas of journalism education in curricular level? What is the place of human rights education and courses in journalism curriculum? Answering these

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questions paper will discuss visibility or invisibility of human rights and rights based journalism education in Turkey and also journalism educators' approach to human rights based journalism.

Keywords: Human rights, Journalism, Human rights culture, Human rights education, Human rights based approach to journalism, Journalism curriculum.

Gazetecilik Müfredatında İnsan Hakları Eğitimi: İnsan Hakları Kültürünün İnşası

Özet

Diğer mesleklerden farklı olarak gazeteciliğin layıkıyla yerine getirilebilmesi için bir toplumda insan haklarının belli düzeyde gelişme göstermesi zorunludur. İfade özgürlüğü olmaksızın nitelikli gazetecilik uygulaması mümkün olmadığı gibi medyanın desteği olmaksızın insane haklarının gelişmesi, yaygınlaşması ve korunması da mümkün değildir. Bu benzersiz karşılıklı varoluşsal bağımlılık ve etkileşim nedeniyle nitelikli gazetecilik uygulaması insan hakları kültürü ortamına ihtiyaç duyar.

Diğer yandan unutulmamalıdır ki, insan hakları yaklaşımından uzak gazetecilik uygulaması insan haklarının ihlal edildiği bir uygulamaya dönüşme potansiyelini de beraberinde taşır. Bu nedenle gazetecilik eğitiminin müfredat programlarında insan hakları eğitimi ve insan hakları temelli gazetecilik uygulamalarının yer alması bir gerekliliktir.

Bu çalışma insan hakları kültürünün inşasında insan hakları temelli gazetecilik uygulamalarının katkısını incelemekte ve Türkiye’de mevcut gazetecilik yüksek eğitiminde insan hakları ve hak temelli gazetecilik eğitiminin müfredatı içinde yeterli oranda yer alıp almadığını sorgulamaktadır.

Anahtar Kelimeler: İnsan hakları, Gazetecilik, İnsan hakları kültürü, Hak temelli gazetecilik, Gazetecilik yüksek eğitim müfredatı

Existential Interdependency of Human Rights, Journalism, and Democracy

Significantly less attention has been paid to the relationship between human rights politics and media which are two of the fundamental pillars of democracy. Human rights and free press cannot exist without each other's

presence, especially this is vital in underdeveloped or developing societies that are in a democratic transition process. As Mervin notes (1998: 17) “A full understanding of any modern, democratic political system requires some grasp of the role of the media”.

Especially the role of the media to transmit information-knowledge, to affect public opinion, to constitute new forms of social norms-rules, and to transform the society is vital to democratic change. Thus the practice of the media determines quality of democracy. In the same way in a democratic society free speech, freedom of opinion and express can be nurtured that support promotion and expand of human rights. Different theoretical perspectives of communication field agree on that the media are important vehicles should be taken into consideration for their impact on people and society. Besides, culturally people's norms may affect from what the media represent as normal and desirable so manufacturing of consent of people would be possible. (Chomsky, and Herman, 1988, 2002; Austin, 2002)

Therefore practicing human rights based journalism and harnessing the media to play its role in a constructive way the media can help to create a culture of human rights and more democratic society.

Framing the Concept of Human Rights Culture

Before starting to frame culture of human rights we should review the relationship between human rights and culture which has quite conflicted history. Remembering American Anthropological Association's rejection of applicability of human rights that was assumed not universal but relative to all cultures can give us clue how far we came.¹ Because of the 'relativist' approach and assumption of culture as a homogenous, integral, and coherent unity, some scholars, specifically in anthropology field thought that “the Western conception of human rights is not only inapplicable and of limited validity, but even meaningless” to some cultures. Insisting on applicability of human rights to all cultures then, had viewed as a new example of imperialistic attitude of Western world (in Preis, 291). By the time scholars reshaped the concept of culture and it is explored that cultural characteristics of a society is actually culturally constructed, (Barth, 120) and culture is a dynamic system of symbols

¹ Statement on Human Rights was published on *American Anthropologist* (vol. 49, no. 4, 539) in 1947 and submitted to UN against Universal Declaration of Human Rights.

and meanings that human beings create and then use to organize their lives and is open to change.” (Arat, 2006: 424)

Since culture has redefined as not static but dynamic, today there is a consensus on that human rights are applicable to all cultures and there is no contradiction between human rights and non western cultures.² Therefore human rights understanding can be a part of all cultures and we can construct global culture of human rights.

First article of UN Universal Declaration of Human Rights states “All human beings are born free and equal in dignity and rights.” This sentence introduces the very essence of human rights. The concept of human rights rises on principles of equality and dignity of human being. Nobel prize laureate novelist Orhan Pamuk explain relationship among individuals’ and peoples’ dignity, rights and democracy in context of Arab Spring with these words; “Once you understand you are important you want your dignity back, then once you want your dignity back you understand you want democracy, when you want democracy you want to express yourself.”³ So we can understand why Donnelly (1998: 20) defines human rights as “the language of the victims and dispossessed” and why we need human rights culture.

Although concept of human rights culture is used in some scholarly or official documents, there is no any given definition of it. If I may suggest my definition; culture of human rights is to internalize human rights as cultural value and to build a system which is governed with norms that are respectful to that cultural value. By making this definition I wish to emphasize two main dimension of human rights culture that are accepting and setting a high value on human rights in individual level, and forming a normative system that is governed with respect of human rights in societal-state level.

“Constructing universal human rights means constructing norms for a global culture” says Arat (2006: 424). Acceptance of universal human rights standards as guiding principals in individual and societal-state level operates as an accelerative force for transformation of a culture towards human rights

² See: Steiner and Alston (2000) *International Human Rights in Context*, 2nd. Ed. Oxford: Oxford University Pres, pp.366-402; Donnelly, (1984) *Cultural Relativism and Universal Human Rights*, *Human Rights Quarterly*, vol. 6, no. 4, 400-419

³ Interview of Charlie Rose with Orhan Pamuk, 19 May 2011 Bloomberg HT TV Channel-Turkey and also available at: www.charlierose.com/view/interview/11670 (19 May 2011)

culture. And “human rights culture attempts to influence and change the state and individual behavior in favor of recognizing and respecting human rights.” (Arat, 2006: 437) This particular interaction between culture and its agents changes dynamics of society in a positive way so individuals, society, state and culture transform.

According to Osborne (2003: 524) “rights culture is neither an expressive phenomenon of a particular cultural or ideological context nor simply a latter-day operationalization of Enlightenment rationalism or universalism but a specific rationality of innovation in itself.”

Basic components of that specific rationality of innovation which is mentioned by Osborne should include human rights education of wide range of people, negotiation to change norms and conditions of human rights with authorities and harnessing other activities aimed at constructing a culture of human rights. The media can play a remarkable role to achieve these components and to create human rights culture both in individual and societal-state level. On this grounds like many other kinds of activists, human rights activists deploy media in order to produce social change. (Cmiel, 1999: 606)

Despite of such potential of the media as it is stressed by Hamelink (2001: 3) “We are still a long way from the establishment of a global human rights culture: an environment within which the respect for human identity and diversity are self-evident matters. Essential to the effort to create such a culture are the media as they relate to the defence of human rights at various levels.” Therefore exploring role and functions of the media to construct culture of human rights is essential.

The Role and Functions of the Media to Construct Culture of Human Rights

Mihr and Schimitz, (2007: 981) say with quotation from Berger that “There is undeniable evidence that images can be powerful as “the moment of the other's suffering engulfs us.” This images that reach to the world by media inform people and record people’s suffering because of the deprivation of human rights. By doing so, the media challenge against perpetrators and give power to the human rights defenders. Due to this challenge and power “Human rights organisations have used methods of campaigning and media publicity to create, and add powerful images of human rights violations and forceful stories of injustice and inhuman behavior. (Mihr and Schimitz: 981) This ability of the

media is important for human rights education of masses that raises human rights awareness and consciousness in individual level.

Also media can help political and legal transformation in societal- state level that is required for a stable improvement in human rights conditions. The media are able to create platform for open discussions, dialog, and give opportunity to people for negotiation with governments to change norms. Risse, Ropp and Sikkink (1999) offers empirical evident about possibility of positive change of human rights norms even in countries were once the most cruel regimes such as Chile, South Africa and Philipppines. With aforementioned kind of media effort a domestic opposition can be formed against a repressive government, can be mobilized the global human rights movement, and can be attracted the attention of regional and international human rights organizations and states that claim being respectful for human rights. By doing this “an abusive state is coerced, or induced, into recognizing human rights standards, and moderating its actions”. (Risse, Sikkink 1999)

Preamble of Universal Human Rights Declaration stresses “Every individual and every organ of society...shall strive by teaching and education to promote respect for these rights and freedoms”. Some other human rights conventions also keep everyone responsible for observance, promotion, and education of human rights. In preamble of International Covenant on Social, Economic and Cultural Rights and the International Covenant on Civil and Political Rights remind us “Realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant”.

This duty that is stressed above has specific implication considering practice of journalism. Journalists are responsible for human rights education and recording violations, opening discussion current state of human rights by harnessing human rights language. So people can have chance to negotiate human rights norms finally society transforms. Thus it can be said media has vital a) informative b) constitutive c) transformative roles and functions that contribute to construct a culture of human rights. By playing its role the media can serve a human rights education tool, negotiation platform, and human rights based medium.

Informative Role of the Media: The Media as a Human Rights Education Medium

Human rights education is the first and the most important step to construct a culture of human rights. Human rights education is ultimately about building human rights culture and must be evaluated in part on its ability to contribute to this general goal. (Tibbitts, 2002: 161)

United Nations General Assembly defines human rights education as “training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes” (UNGA, 1997:5). Human rights education can have numerous goal including human rights protection, personal empowerment, nation building, democratic participation and conflict resolution says Tibbitts (2002) and Cardenas (2005: 366) adds that “Essentially human rights education seeks both to correct abuses and to prevent human rights abuses...serves to shatter the silence of victims.”

As our attention again is drawn by Cardenas (2005: 366) “Public education campaigns, including use of the popular media, can be harnessed to raise public awareness and diffuse human rights norms.” Because of modern communication technology, such as TV and internet, time and space limitations around the world are diminished regarding information flows. So information can be transmit, human rights issueds can be raised anytime anywhere and masses can be informed and educated about human rights issues. Related to this object likewise Cassara (1998) Geyer and Saphiro (1988; 387) found that human rights coverage “received a dramatic boost in media attention during Carter’s early years in office” and thus public become more sensitive on the issue. In general, it is agreed that increased coverage is, indeed, at least responsible for the increased awareness of, and support for, human rights. (Pritchard, 1991: 138; Ovsiovitch, 1993: 677; Apadoca 2007) Awareness of what is going on around their community, country or the world makes reader or audience sensitive about related issues, as it is the case above mentioned studies.

On the other hand, awareness of what are their rights makes readers or audiences conscious about related issues that is one of the fundamental functions of the media. Not knowing to be entitled and protected by fundamental rights weakens struggle against human rights violations. However, informing masses about human rights eliminates one of the great obstacles

against ignorance of masses about their human rights and raises awareness of human rights. As a consequence “Knowledge and awareness of human rights are so essential, because through the awareness that one possesses fundamental rights, the development of self-confidence is encouraged...To recognize that you have rights and that others can be held accountable for the infringement of this rights helps to establish a basic feeling of human dignity.” (Donnelly, 200: 4) Journalists and media workers can also serve as human rights story tellers. Human rights story telling is noted as an important education and healing tool. Words of Mertus (2004: 335) in this regard are following:

“Human rights story telling serves several functions. Story telling provides both a “sentimental education” that generates the kind of sympathy necessary for the acceptance of human rights norms and for the validation of the experience of abuse and thus “represents the first step toward restoration of the person and the relationship.”... Kosovar Albanians and anti-Milosevic Serbs strongly believe that if not of the human rights story telling the NATO intervention never would have occurred.”

Studies show that human rights violations cause emotional, psychological and mental problems in both societal level and individual level. (Bickford, 2000; Becker, Lira and Castillo, 1990) In societal level collective (social) memory is wounded when a society experience severe, constant human rights violations, it is not only harmful for present but also for future. In individual level, Becker, Lira and Castillo (1990) states the repression of memory concerning of human rights abuses imposes traumatic mental structures, especially on victims of the violence (in Park 2002: 250). That is agreed by a torture victim from Turkey who was tortured in 1944. Even 60 years later of that violent memory he, as an 82 years old medical doctor, says “In fact what made me the saddest is humiliation...Rather than being tortured, being humiliated that haunts person for a life long.” (Yenal and Ahiska: 193) Many social scientists believe the open discussion of events concerning high levels of political violence to be an important healing process necessary for social reconciliation (Park, 2002: 250). This is seen in hearings of truth and reconciliation process in different countries. However open discussions about human rights violations at mass level can be possible only via mass media. Contribution of mass media to heal traumatized collective and individual memory and to social reconciliation should be noted. As a result, the access of

human rights groups to the media becomes an important component of both for raising human rights education, awareness and healing wounds of past.

Essentially the media can play its informative role both for educating masses and uncovering the truth of human rights so voice of voiceless can be heard and victims can be healed. Healing process is healing of the past, present and future of a society. Also that should be noted playing its informative role the media functions as an educational tool in individual and societal level.

Constitutive Role of the Media: *The Media as a Negotiation Medium with Human Rights Language*

Constitutive role of the media is so clear that even it is approved by United Nations' tribunal verdicts.⁴ Court decision on genocidal role of the media in Rwanda declares that "mass media hate speech constitutes genocide, incitement to genocide, and crimes against humanity." (Harvard Law Review, 2003-2004: 2769) If mass media hate speech constitutes genocide then mass media are capable to constitute human rights sensitive environment if accommodates human rights language instead of hate speech. Since the media have such a constitutive power for good or bad, using this power in favor of constituting human rights culture must be a priority. In order to constitute a human rights culture the media can provide an open discussion on human rights and expand human rights language-discourse. In doing so the media constitute a human rights culture in which a vibrant civil society emerges. Providing such a culture empowers citizens to negotiate with authorities of state or government to stop violations and to warrant international human rights norms and standards. According to Arat (2006: 423) after all "International human rights instruments and the international human rights regime are products of political negotiations among states, which were lobbied by civil society groups, and that human rights are constructed amidst power struggles." When the media play its constitutive role and function in light of human rights based approach it will be able to give voice to voiceless majority who suffer deprivation of human rights then they will gain a place in power struggle to claim their rights. As a matter of fact there is evidences that show the media may have played a constitutive role from the

⁴ One of the recent case is Prosecutor v. Nahimana, Barayagwiza, and Ngeze (Media Case), Case No. ICTR-99 -52-T (Int'l Crim. Trib. for Rwanda Trial Chamber I Dec. 3, 2003)

creating a discussion and negotiation platform for human rights, expanding human rights language and discourse, to support the drafting of human rights legislation accordingly international human rights norms and standards. This is the beginning of a process in which the victims assert their rights, brings perpetrators front of the court and demand remedies, finally get their rights. (Apadoca, 2007; Alia 2004, Alia and Bull, 2005, Park, 2002)

This kind of constitutive media should be hand to hand a vibrant civil society that most of time human rights violations emerge in absence of. Information and communication are fundamental to the formal and informal networks between individuals, groups, institutions and organizations that facilitate public debate on human rights. Where people are involved and engaged in discussions of issues that affect them, societal attitudes and individual behaviour are more likely to change. Researchers have strongly suggested that created such networks and a vibrant civil society is possible by using innovative communication strategies via free independent media. (Wilson, at all. 2007; Mcloughlin and Scott, 2010)

In that point, Hackett stresses constitutive role of the media and reminds us the words of A. Mattelart “subaltern classes constitute themselves through their own media and culture.” And he gives a successful example of media’s constitutive role in class struggle of Western Europe workers' movements and social democratic parties that have been a major backbone of both a Left press, and advocacy for reformist state media policies. (Hackett, 2000: 71)

On the other hand International documents such as the Vienna Declaration, the Action Programme of the Second UN Human Rights Conference of 1993 stresses on strong connection between democracy and open discussion of human rights issues. It is obvious that open discussion of human rights issues not only by decision makers and also public is only possible with involvement of the media. Also legitimization of human rights is easier when there is an open discussion in the media on human rights. Informing public about their rights helps to empower people and to claim and to negotiate their rights with authorities. As it is stressed by Donnelly “It is important that poor people know and understand that many of their food, health, habitat and environmental problems can be translated into human rights problems.” “Adopting human rights language is an essential step in building a human rights culture”. (Mertus, 2004: 335) It is known that discourses-languages are expanded and empowered as they accommodate by media. (Van Dijk, 1988,

Fowler, Fairclough, 1995) Accordingly, “as human rights language has been adopted more widely, retrospective interest in abuses of human rights has increased. This can be positive beyond its usefulness to understand the past or to secure justice”. (ICHRP, 2002:31) This constitute human rights friendly environment to construct a human rights culture.

By playing its constitutive role the human rights discourse-language employed media functions as a negotiation platform in societal-state level.

Transformative Role of the Media: Media as Human Rights Based Journalism Medium

“The expansion, full recognition, and protection of rights would demand the transformation of not only cultural norms but also their material foundations” which are embedded in socio-economic infrastructure. Transforming infrastructure in favor of disadvantaged “mean ethical, social, and economic transformation” and, that is “what makes it attractive to the disadvantaged” (Arat, 2006: 424) Cultural, social, political, and economic transformation with their material foundation of a society depends on mentality changing that is a different setting of minds for all including journalists and media practitioners. Osborne evocatively phrases that mentality as ‘the neo-enlightenment mentality of human rights.’ (2003: 529)

As it is stated by Apadoca (2007: 147) “The Media have a duty, as a check on the power of the state, to inform to report truthfully about governmental misconduct and to expose abuses of public authority” is a common opinion of both scholars and public about the role and function of the media. Based on this function it is expected that human rights violations should be reported by the media. Many incidences of human rights violations have been brought to light and documented in recent years by the news media. In many cases, news reports have served to set in motion mechanisms or procedures for putting an end to human rights violations. At the same time, the crucial challenge remains how to provide accurate media representation and unbiased objective reporting (IHCRP, 2002: 32) which would be possible in light of human rights based approach to journalism.

In many cases like in Argentina (Park, 2002) and Ghana (NRC Report, 2004) the media are criticized not speaking out against human rights abuses of oppressive regimes. NRC Report calls journalists to reexamine their past practices in order to better understand “the role the media have wittingly or

unwittingly played in the country's noble and ignoble history.” (NRC Report, 2004: 193) Although as Cmiel (1999: 605) states, relatively little work exists that adequately addresses the media's, journalism's role in the making of contemporary human rights claims. It can be said that the media should be criticized from several angles like, economy politics, coverage, content, discourse-language for not being supportive for human rights and social transformation. Beyond criticism now it is time to explore the role of the media for social transformation toward human rights culture. Focusing on media's positive effect on sustainable peaceful environment and human rights culture can open us new horizons. As Wolfsfeld (in Howard 2003) warns us “While there is substantial academic and popular analysis of the media's role in conflict, there is surprisingly little concerning the media in peacebuilding.” Therefore it is time to focus on media's positive role on society for communication researchers. Now is the time to ask and answer the question of what can be changed in society if the media is harnessed for human rights culture and peace. As a matter of fact, despite of there is little work on that issue; studies on the role of media preventing conflict or peacebuilding uphold hopeful expectations.⁵

Forging Development Communication Theory and Human Rights Based Approach for Human Rights Culture

In previous it is said language of victims and dispossessed can be heard by using media as voice of voiceless, which is not the case in mainstream media. Despite of having some distinct successful examples, apparently, the media does not focus a great deal of attention on human rights and the attention given is biased against certain political systems. (Ovsiovitich, 1993: 678) Also

⁵ see: Lowenberg, S. and Bonde, N B. (eds.), (2007) *Media in Conflict Prevention and Peacebuilding Strategies*, Deutche Welle Media Services, 2007; Price, M. and Thompson, M (eds.) (2002) *Forging Peace: Intervention, Human Rights and the Management of Media Space*, Bloomington, Indiana University Pres; Papers presented in ‘The Role of the media in Public Scrutiny and Democratic Oversight of the Security Conference’ February 6-9, 2003, Budapest, organized by the Working Group on Civil Society of the Geneva Centre for Democratic Control of Armed Forces.

there is relatively little work on media's role in the making of human rights claims as it is stressed by Cmiel, and Wolfsfeld.

At this point, development communication theory which is specifically interested in social change and transformation and human rights issues gives us a starting point.⁶ As early as 1969 when a former UN official Jean D'arcy introduced the concept of right to communicate, human rights become an important part of the discourse in development communication theory. Participatory development communication theorist Robert A. White (2004: 7) as one of the main advocates to advance the human rights focus within the discipline, argues that the goal of development communication must be "the cultural and political acceptance of universal human rights", which is very essence of constructing human rights culture. While all this issues have being discussed in Development Communication field, introduction of human rights based approach to development by Kofi Annan, a former general secretary of United Nations, attracted more attention to the role of empowering human rights for a more balanced and fair development. Briefly, human rights based approach "aims to ensure that projects and programs are based on international human rights standards, that they empower those that are involved and have a strong focus on the most disadvantaged." (Beman and Calderbank, 2008: 24) Human rights based approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights as it is defined by United Nations. Now besides to journalism from health to fishery, from gender issues to forestry, human rights approach is applied to innumerous areas.

Tendency toward to human rights based approach also is apparent in declarations or decisions of professional journalists' organizations. Besides recognizing importance of supporting human rights, this tendency is an imperative product of being able to defend journalists' right to life and freedom of speech and press while they work under very difficult conditions. Nowadays we can detect several declarations in which working for dissemination of, support for human rights is declared by journalists. International Federation of

⁶ for a review of development communication see: Serveas, J. (2009) Media for Social Transformation: Advocacy for Peace, SIGNIS World Congress 2009- Chiang Mai available at: http://www.signisworldcongress.net/2009/IMG/pdf/SERVAES_en.pdf

Journalists has taken a step to create a peace culture and fight against racism, sexism, and intolerance with the Declaration of Prime Time for Tolerance in 4th May 1997.⁷ Although in declaration there was no term of human rights but the spirit of the declaration has embraced the notion of human rights. Today International Federation of Journalists embraces not only spirit but also the term and notion of human rights as guiding principles of ethical journalism and says ‘Ethical journalism, human rights and new vision of media needed’. Moreover International Federation of Journalists points out that “the revival of the notion of mission in journalism is an appeal to idealism and dedication to principles that nourish democracy and respect for human rights not just in media but across the whole of society.”⁸ These words of Aidan White, the General Secretary of European Federations of Journalists, that is a regional body of International Federation of Journalists echoed in European Commission as a call to create culture of human rights in 1st March 2011. On the other hand, Asia South Asia Media Solidarity Network has declared in Katmandu, 15th September 2007, its willingness “to develop joint initiatives of journalists’ organizations and other groups in civil society in support of fundamental human rights;”⁹ Furthermore, existence of efforts like Journalists for Human Rights and Journalists for Democracy and Human Rights is evidence that journalists, media practitioners are aware of their role to build a culture of human rights and determined to play their role in a constructive way. They are putting efforts to train journalist in field on human rights, human rights reporting, peace journalism, conflict prevention, peace building, that are necessary for construction of a culture of human rights. But rather than creating palliative remedies, solution should be searched in educating future journalists in curricular level on human rights based approach to journalism that structures a holistic understanding of human rights issues related to journalism.

As it is pointed out in previous parts of the paper, media and journalism researchers have a little interest for searching media’s role to construct a human rights culture, teachers of media and journalism also have a little interest to

⁷at: <http://ethicaljournalisminitiative.org/en/contents/prime-time-for-tolerance-journalism-and-the-challenge-of-racism>

⁸at: <https://wcd.coe.int/wcd/ViewDoc.jsp?id=1751753>

⁹ at:

http://www.fesnepal.org/reports/2007/seminar_reports/IFJ/SAMSN%20members%20declaration.pdf

teach and make human rights as a part of journalism, communication or media curriculum which is particularly important for journalism education.

Human Rights Based Approach to Journalism and Media in Curricular Level

Human rights based approach to journalism is a conceptual framework to deal with the journalistic issues in general, with that characteristic it is distinguished from other journalism practices that are sensitive about human rights and peace. Human rights approach to journalism can be summarized in five guiding principles that are 1) linkages of news to human rights standards, 2) participation of the most disadvantaged and marginalized in news, 3) accountability of duty bearers in news 4) non-discrimination in news and 5) Empowerment/ capacity building for human rights/rights holders. These five principles are all consistent to the informative, constitutive, transformative role and the functions of the media that are mentioned earlier pages.

Some may think that every news are not related to human rights so employing human rights based approach to journalism and media is expecting journalists to act as a human rights defenders. As a matter of fact all news has some connection with human rights. After all news about health, education, housing, culture, politics, finance, entertainment, crime is somehow related to human rights. Since news is related to human rights and human rights are related to life every journalist is responsible for representing life truthfully, responsible and ethical journalism also requires being consistent to human rights based journalism principles. Consequently the application of a rights based approach in the information society is not only about the distribution of information but also is about media's reporting in a broader sense. (Argren, 2004: 17).

On the other hand, in journalism and media curriculum level we can not find strong tendency to teach neither human rights nor human rights based approach to journalism and media. Media researchers and educators should consider improving curriculum related to human rights and human rights based approach to journalism that is an imperative for developing, transition societies and underdeveloped societies. As it is discussed in previous lines "reporting and disseminating the news is anchored in social reality and because this social reality involves constant negotiation; human feelings and thus, human rights will always be an essential component of journalism." (Ocholi and Lisosky,

2002:13) Thus ‘Media and Human Rights’ should be core course for journalism, media and communication undergraduate degree programs that educate future journalists who can harness the media to construct human rights culture.

The State of Human Rights and Human Rights Based Approach to Journalism Education in Journalism Curriculum in Turkey

Turkey as the fastest growing economy of Europe and 16th biggest economy in the world is the country of 73 million populations has different religious, language and ethnic backgrounds. Because of such social structure and three military coup d’etat against parliament human rights has been a very sensitive issue in Turkey. Due to its deeply problematic human rights record and weak human rights culture Turkey is criticized. On the other hand Turkey, economically, technologically, democratically is in a transition period and tries to improve its human rights performance legally, institutionally and culturally in governmental-state level. Turkey has a very strong and painful human rights struggle which has still continued and supported by civil society officially from 1984. Through human rights struggle, for a long time media and journalists did not pay attention to human rights violations, if did, they paid price. Even today reporting on human rights violations is very difficult and even dangerous consequently Turkey leads world in imprisoned journalists according to Organisation for Security and Cooperation Report (April 11 2011) and International Press Institutes Report (8 April 2011). The longest prison sentence a journalist has received in Turkey is 166 years; the longest sentence sought by prosecutors has been 3000 years with charge of violating anti terror law or Turkish penal code. Thus International Federation of Journalists has campaigned to set journalists free and United Nations demands freedom for jailed journalists in Turkey.

“Journalists who wrote about human rights violations were under accusation of being illegal organization members” says Celal Başlangıç who reported for years from Southeast of Turkey where the most of human rights violations were occurred.¹⁰ Başlangıç points out no one wanted to understand

¹⁰ Türkiye İnsan Hakları Vakfı, 2001 Türkiye İnsan Hakları Raporu, Türkiye İnsan Hakları Vakfı Yayınları, Ankara 2002, pp. 39-64 (Human Rights Foundation of Turkey,

what is reported is a human rights question and even some of his colloquies told him to stop reporting human rights issues and to start writing on sport.¹¹ Words of Başlangıç explain how crucial is educating journalists on human rights to start a process of writing, collecting, editing, producing and distributing media that creates societal dialogue on human rights issues.

Under such difficult conditions, importance of human rights education of journalists and journalism educators has been noticed in last decade both by journalists and journalism educators even if it is not fully recognized. So while professional organizations, non-governmental organizations with the collaboration of academics train journalists on human rights, communication faculties include human rights courses in their curriculum. First time it was discussed formally in 12th Meeting of Deans of Communication Faculties with a suggestion of Kocaeli University in 2004 but unfortunately the suggestion could not been realized for all communication faculties.¹² However some individual attempts continued.

According to Higher Education Institution of Turkey today there are 33 communication faculties in Turkey. Seven of them give place to human rights or children rights courses related to journalism or media in their curriculum. Among them Galatasaray University Communication Faculty has a genuine interest to teach human rights as three different courses in curriculum: Alternative Media and Human Rights Reporting & Human Rights & Children Rights and Media.

Istanbul University Communication Faculty has also another curriculum considered teaching human rights: Human Rights and Media & Children Rights and Journalism & Gender and Media. Istanbul Bilgi University teaches Human Rights and Media in Communication Faculty curriculum and Children Rights and Journalism in Children Studies Center curriculum. Ankara University Communication Faculty curriculum includes Children Rights and Journalism

Human Rights Report of Turkey 2001); Türkiye İnsan Hakları Vakfı, 2006 Türkiye İnsan Hakları Raporu, Türkiye İnsan Hakları Vakfı Yayınları, Ankara 2007, pp. 4-32 (Human Rights Foundation of Turkey, Human Rights Report of Turkey 2006)

¹¹ Bianet interview with C. Başlangıç is at: www.bianet.org, 13 Oct. 2010 (15 May 2011)

¹² 12. Meeting Draft Report at: http://ifop.kocaeli.edu.tr/iltdek_toplantilari/ildek_toplantı_metinleri_2_1.pdf (10 May 2011)

course and Lessons against Discrimination course. While curriculums of Ege University Communication Faculty, Inonu University, and Istanbul Commerce University Communication Faculty include Human Rights and Media course, Gazi University, Istanbul Aydın University and Anadolu University has Children Rights and Journalism course in their curriculum. As it is seen human rights education or human rights based approach to journalism and media is not one of the main concerns of communication faculties, but it is good to know that there is a growing interest on the issue.

The situation is not any better around the world but particularly in western universities, besides human rights courses in undergraduate level, we can see some opportunities to give a deeper understanding of human rights through graduate level educations of journalism. Specific centre like Law, Justice and Journalism and themes like journalism and human rights of City University London helps to equipped journalists with expertise of human rights. They are exist but very rare so it can be said that necessity of human rights education for journalists is not fully recognized by journalism, media, communication higher education institutions and educators.

Conclusion

As it is discussed through the paper constructing better society and life depends on constructing a culture of human rights and media practitioners play an important role to achieve this goal. Therefore education of future journalists on human rights and rights based approach to journalism must be considered as a core part of curriculums of Media, Communication and Journalism undergraduate level education.

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