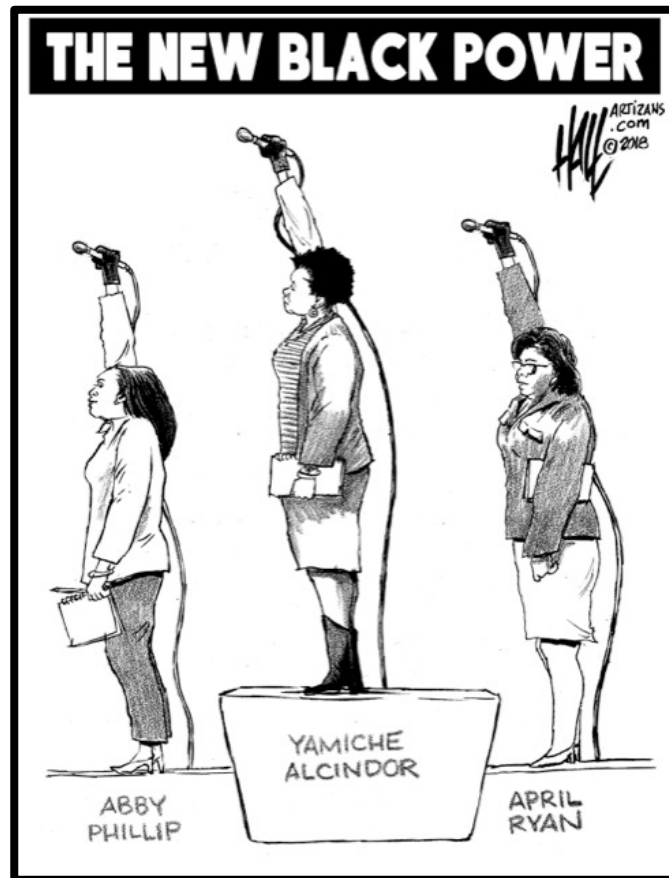


HCOL 41193
Journalism & Moral Courage
Fall 2020



Texas Christian University
John V. Roach Honors College
Class Time: Mon.-Wed.: 4pm-5:20pm
Class: Reed Hall 221

Professor: Dr. Melita M. Garza, Ph.D., MBA

Virtual Office Hours: M-F 1pm-2pm. Find the Zoom links under "Announcements" on D2L. For other times, email requests for a Zoom or telephone appointment. Please write "Meeting Request" in the subject line.

Response Time: Expect a reply to queries within 24 hours on weekdays. Weekend and holiday response times may be longer.

Course Description:

On May 29, 2020, CNN correspondent Omar Jimenez was arrested on live television by National Guardsmen as he reported on the police killing of an unarmed Black man—George Floyd. He was detained for one hour and because he was not booked, his startled family who had been watching on TV, weren't able to find him. One media critic described the significance of this event: “That morning, [Mr. Jimenez and his crew were released](#), with an apology from Minnesota's governor. But the messages had already been sent. The arrest told all media that there are people within law enforcement who now feel empowered enough to shut down coverage of unrest — unrest resulting from police violence — flat out in the open.”¹

Threats to journalists who are working to inform the public are not just a U.S. phenomenon.

After showing embattled Venezuelan president Nicolás Maduro videos of young Venezuelans eating out of a garbage truck, Univision anchor Jorge Ramos and five colleagues were detained at the presidential palace in Venezuela on February 26, 2019. Their equipment and interview tapes were confiscated. A week earlier, Egyptian officials held *New York Times* correspondent David D. Kirkpatrick without food, water or his cellphone for hours after his arrival in Cairo. Ultimately, he was denied him entry to the country. That same month, Filipina journalist Maria Ressa, executive editor of the news site, Rappler, was jailed on a cyber-libel charge for reporting about the extra-legal murders in Philippine President Rodrigo Duterte's drug war. The harassment, disparagement, and intimidation of the press take its starkest form, however, in the slaying of journalists. These include the horrific murders of *Washington Post* columnist Jamal Khashoggi; American war journalist James Foley, and the American correspondent for the *Times of London*, Marie Colvin, to name a few of the most well known and recent.

Attacks on a free and independent press are not solely a matter for international reporters, or those operating in war zones. In this course, we will also look at non-combat journalists, examining how reporters of the past and present, foreign and domestic, have grappled with the challenges of speaking truth to power—or just speaking truth. The murders of 5 journalists at the *Annapolis Capital Gazette* in 2018 are the most extreme example of that. Moreover, U.S. presidents have complained about journalists since the days of George Washington, and we will examine the heightened animus of presidential rhetoric aimed at reporters. Most recently, Donald J. Trump has repeated Stalinesque referrals to the media as “enemies of the people,” has applauded violence directed at reporters, and, in the case of CNN's Jim Acosta, stripped them of White House press credentials.

¹ James Poniewozik, “CNN Arrest is What Actual Censorship Looks Like,” *New York Times*, May 29, 2020.

Women journalists of color have been particularly singled out, most notably in a late 2018 presidential insult spree.² Trump attacked CNN's Abby Phillip for asking a question about Robert Mueller's probe, saying: "What a stupid question... you ask a lot of stupid questions." He accused PBS NewsHour White House correspondent Yamiche Alcindor of asking "a racist question." And he referred to Ryan, White House correspondent for Urban Radio Networks, as "a loser" who "doesn't know what the hell she's doing."³ Not surprisingly, April Ryan's latest book, "Under Fire," carries the subtitle: "reporting from the front lines of the Trump White House."

These incidents inspired syndicated political cartoonist [Ed Hall](#) to recall acclaimed war photographer John Domis's photo of U.S. Olympians Tommie Smith and John Carlos giving the Black Power salute while the national anthem played for the 200-meter sprint medal ceremony at the 1968 Olympics in Mexico City. That memory became the basis for Hall's cartoon "The New Black Power," printed on the front of the syllabus. In an email message, Hall explained: "I wanted to use an image that I knew would be immediately recognized, and something that spoke truth to power. So the classic photo from *Life* magazine photographer John Dominis was the first thing that popped into my head. The comparison: a sitting President, belittling and mocking three strong black women who were just trying to do their jobs, echoed across 50 years of racism and inequality. It seemed an obvious comparison."⁴

In this course, which is open to upper division Honors students across all colleges and majors, we will explore the issues and perils faced by those *Time* magazine calls the "Guardians of the Truth." According to the Committee to Protect Journalists, 248 journalists were imprisoned in 2019, with many more journalists facing other threats and intimidation. Vitriol against journalists, particularly women journalists is on the rise. Amnesty International's December 2018 [research report on Twitter abuse](#) against women journalists and politicians is exhibit "A" in this regard. Compiled with the help of crowdsourcing and artificial intelligence software, Amnesty's study showed that women journalists and politicians were abused on Twitter every 30 seconds, with women of color taking the brunt. Black, Asian, Latina, and mixed-race women were 34 percent more likely to be mentioned in abusive tweets than white women. And black women journalists and politicians were 84 percent more likely than their white counterparts to be mentioned

² April Ryan, *Under Fire: Reporting From the Front Lines of the Trump White House*, (Lanham, MD: Rowman & Littlefield, 2018).

³ Paul Farhi, "'What a Stupid Question': Trump demeans three black female reporters in three days," Washington Post, November 9, 2018. https://www.washingtonpost.com/lifestyle/style/what-a-stupid-question-trump-demeans-three-black-female-reporters-in-two-days/2018/11/09/272113d0-e441-11e8-b759-3d88a5ce9e19_story.html?utm_term=.0d3d4fce0a65

⁴ Email from Ed Hall to the author, Jan. 1, 2018.

in abusive tweets. Amnesty International defined Twitter abuse to encompass sexual and physical threats, and racial slurs.⁵

Through readings, class discussion, and a research project, we will examine the concept of journalistic “truth,” develop an understanding of the term “moral courage” in all its nuances, explore the role and function of the journalist, and investigate the work of the free press in contemporary and historical context.

Required Texts: (These books are available via the TCU Store and Via Amazon)

- Lee McIntyre, Lee. *Post-Truth*. (Cambridge: The MIT Press, 2018).
 Schudson, Michael. *Why Journalism Still Matters*. (Cambridge: Polity Press, 2018).
 Harris, Janet and Kevin Williams. *Reporting War and Conflict* (Oxford, UK and New York: Routledge, 2019).

Additional readings will be posted on TCUOnline.

Course Learning Outcomes:

1. Develop a nuanced understanding of the concepts of “truth.”
2. Assess the theoretical underpinnings of journalism and its role in democracy.
3. Conceptualize the idea of moral courage as it relates to the journalist.
4. Apply historical research methods to the study of the professional practice of accountability and social justice reporting.
5. Write an original historical research paper illuminating the role of a journalist as an exemplar of moral courage, integrating relevant theory into your analysis.

Course Delivery: In person. Course materials other than the required textbooks will be available and posted on TCU Online.

Prerequisites: There are no prerequisites for this class.

Class Format

This course will integrate discussion and your analyses into a seminar format. Guest speakers and other classroom activities will give context and added perspective to the readings, not be a substitute for them. You are asked to reflect on the readings through brief in-class writing assignments and in-class discussion. Your preparation and participation is therefore vital to the success of the course and to your final grade.

Activities

⁵ Amnesty International, “Troll Patrol Findings: Using Crowdsourcing, Data Science & Machine Learning to Measure Violence and Abuse against Women on Twitter, December 18, 2018.

Participation

Materials covered in a given class period will relate to the topics covered in the assigned readings. Read and be prepared to share your insights and reactions in class. Students should be actively involved in each class and observations should be thoughtfully grounded in the material, showing depth and perception. A rubric for the grading of participation is provided.

Class Discussion Leader Presentations

This course uses a thematic approach to various areas in contemporary and historical journalism studies. The topics listed in the week-by-week schedule will be treated in two ways: 1) Through student led discussion of material on given topics; 2) through weekly reflection papers.

The discussion leader must email the class a list of questions for discussion based on the readings by 5pm Friday the week before your present. You should plan on writing one of your 6 response papers the same day you lead the class discussion; it will help you prepare.

Weekly Reading Responses

For any 6 weeks during our semester you are responsible for writing responses to the week's reading, uploaded to D2L before you arrive to class (limit: one essay per week). Limit your essays to 300-450 words double-spaced on a Word Document with 12-point font and typical margins. You will discover quickly that a short essay requires you to stay focused and concise.

These responses should be your structured reflections on some element of the assigned reading – they are *not* summaries. You might focus on the theme of the week's reading, compare two or more readings, evaluate the methodological approach of one or more author, sources, challenge the authors' conclusions or some other topic of your choosing. Be sure to cite additional sources if you use them in your essay. Detailed instructions for this assignment are provided on a separate handout.

Final Paper

You will produce a research paper examining the work of an accountability journalist as an exemplar of moral courage from the perspective of media history. Alternatively, you may write a paper that excavates the role of moral courage in journalism drawing on relevant theory and historical examples to illuminate the social significance of this style of journalism. Each final paper must use appropriate historical methods, theory, and sources. This should be a 10-to-15 page (excluding footnotes) scholarly paper appropriate for submission to the Honors College's Research and Creative Activities Festival. A grading rubric will be provided.

More details will be provided in class, however, note that for the purposes of this project, “historical” is defined as at least 10 years old, meaning the event charted must have occurred prior to 2011. There will be no exceptions to this rule. The professor’s approval is required in advance for all projects, including their topic, method and format.

Paragraph Paper Description

A paragraph describing your paper topic and the methodology that you expect to use to conduct the research will be due in class week 5. This will be a chance for me to see what you plan to do and guide your project before the paper proposals are due. I encourage you to meet with me to discuss your topics prior to the submission to the paragraph, as well as after you receive my comments.

Detailed Paper Proposal

A more detailed proposal will be due in class week 8. This should be a 3- to 5-page proposal consisting of an introduction to the project, a statement of purpose and methodology and an annotated bibliography (see below). You are encouraged to schedule an appointment to meet with me prior to submission of the project proposal.

Annotated Bibliography

Your annotated bibliography is essential to building a strong research paper. The bibliography for this course must include a minimum of 12 sources and should be a good mix of books and journal articles, with trade journals and popular press pieces included as appropriate. Use online sources sparingly; use only if you can verify the reputation and veracity of the source. Include only those sources that you have actually read (or read most of). For each entry, make it clear how that source relates to your topic. If you have a book with chapters on multiple topics, be sure to note which chapter relates to your topic. We will discuss this assignment in class. In the meantime, Purdue Owl has useful background about how to structure your [bibliography](#).

Final Papers and Presentations are due on the class exam day. They will be evaluated by the following standards: 1) originality and importance of the topic; 2) conceptualization and literature review; 3) clarity of research purpose and focus; 4) research methods and use of original, primary sources; 5) evidence supports the paper’s stated purpose, focus and conclusions; 6) quality of writing, organization and presentation; and 7) degree to which this work contributes to the understanding of journalism history. We will apply these standards as we read through various articles during the semester, so that you will become accustomed to the conventions of historical research. Your final project grade includes your class presentation of your project. Reading your paper is not allowed.

Course Policies and Requirements:

Attendance and Participation: The university attendance policy states that regular and punctual class attendance is essential. This policy applies to this class. I take your participation in this class very seriously. This course will be conducted as a seminar, and the active participation of all class members at a high level is required. Each student will

be expected to read assigned materials, attend class meetings, and actively participate in them. However, I also understand that “life happens” so you **may miss two class sessions** without being penalized. Please save such sessions for emergencies. **Students with more than two absences will be downgraded one full-letter grade for the course.**

Being late is not fashionable; it’s inconsiderate. Excessive tardiness will not be tolerated. If you are late logging on to Zoom it is imperative that you send me an email immediately so that I know that you weren’t absent and can change the attendance sheet accordingly.

Students aren’t allowed to be anonymous in TCU classes. If you are participating via Zoom, I strongly encourage you to enable your camera and be prepared to participate as though you were physically in the classroom so that we can maintain the rapport of small discussion-based cadre. If you have any concerns about this or are experiencing technical difficulties that preclude your access to Zoom, or your use of your video camera, or access to TCU Online, notify the professor immediately. **NB:** Representing yourself as in class when you aren’t there is academic falsification and a TCU Honor Code violation.

Face Coverings and Physical Distancing

Even though our class is online, the following information is important to consider when choosing a location to connect to class Zoom sessions. Face coverings are required on campus, unless you are alone in your private office or dorm room. Students will be expected to practice physical distancing and wear protective face coverings at all times while in public spaces on the TCU campus. The following relates to in-person classroom attendance: Remember that failing to wear a mask in the classroom could result in the student being asked to leave the room and continue the class through remote access. Additionally, the instructor has the option to terminate the class period and continue it as a remote session if students do not wear required masks or practice physical distancing.

COVID-19 Attendance Requirements

If you are exhibiting new symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance. In addition, you must notify the Campus Life Office immediately at 817-257-7926. Campus Life will inform your professors that you are unable to attend class, and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms:

<https://www.cdc.gov/coronavirus>.

If you are unwell but are not exhibiting potential COVID-19-related symptoms, please notify me via email as soon as possible that you are ill and will not be attending class.

Late Work and Missed Assignments:

Journalists must meet media deadlines for bosses, readers, and clients. You must also meet deadlines. All assignments must be turned in on time. Late assignments will be graded, but will be docked a grade for each day (or part of a day) that they are late.

Personal Computer/Hand Held Device Policy:

You will be expected to maintain a professional attitude in this class. Professionalism includes courteous behavior towards your peers and professor, logging into Zoom class on time and staying through the duration of the class, participation in class discussions, and turning in your assignments when due. Cell phones should be stowed. Computers are to be used only for classroom purposes. Don't surf the web or email/Facebook/text others while in class. You must not conduct side conversations or create other disruptions. If you engage in any of the above behaviors you will be asked to exit the Zoom classroom, which will be considered an unexcused absence.

Course Materials Regulations and Zoom Etiquette**Course Material Regulations**

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), **and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Zoom Etiquette

Recording a Zoom class is prohibited. (See the policy above).

Keep your microphone muted until you "raise your hand" to speak.

Use earbuds or a headset if you are worried about privacy issues.

Identify yourself by name before speaking. While on the screen share function, the professor can only see a small group of students at one time.

Students aren't allowed to be anonymous in TCU classrooms, and that also holds true for the Zoom classroom. Remember that participation and professionalism is one component of your grade. Contact the professor if you have concerns about enabling your camera. Let the professor know immediately if you are having connectivity issues. In this case, shutting off your video may help. Please visit the TCU IT Helpdesk for immediate support: <https://it.tcu.edu/support/> or 817-257-4357 so they can investigate this issue.

Use the dial-in telephone number if all else fails. And be sure to let me know, and I'll send you the slides separately.

Writing Evaluation Criteria:

Is the writing clear and understandable?

Is the assignment logically ordered?

Is it grammatically correct?

Is it punctuated correctly?

Is the information needed present?

Is the information accurate?

***Your assignment will receive an F if you misspell the name of a person or company, get a key fact wrong or exhibit faulty math. **If your command of English grammar, syntax, and usage is weak, be sure to complete your assignments early and schedule an appointment with the TCU Center for Writing <http://www.wrt.tcu.edu/> in time for your work to be reviewed before submission. Proofread your work carefully.**

TCUOnline:

This online tool is used to supplement this course.

(a) The course syllabus, announced handouts, and assigned readings not included in your textbook can be accessed from the course homepage.

(b) Your grades can be accessed at any time; each student will have access to her/his individual grades only.

(c) Important announcements will be posted.

Academic Misconduct (See Page 27 from the TCU Student Handbook)

Any act that violates the spirit of the academic conduct policy is considered academic misconduct. Specific examples include, but are not limited to:

Cheating Includes, but not limited to:

1. Copying from another student's test paper, laboratory report, other report, or computer files and listings.
2. Using in any academic exercise or academic setting, material and/or devices not authorized by the person in charge of the test.
3. Collaborating with or seeking aid from another student during an academic exercise without permission of the person in charge of the exercise.

4. Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release.

5. Substituting for another student or permitting another student to substitute for oneself in a manner that leads to misrepresentation of either or both students' work.

Plagiarism

The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore

Collusion

The unauthorized collaboration with another in preparing work offered for credit.

Abuse of resource materials

Mutilating, destroying, concealing or stealing such materials.

Computer misuse

Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals; or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of the student.

Fabrication and falsification

Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

Multiple submission

The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

Complicity in academic misconduct

Helping another to commit an act of academic misconduct.

Bearing false witness

Knowingly and falsely accusing another student of academic misconduct.

Plagiarism Detection: At the instructors' discretion, work presented in this course is subject to verification of originality, using the following service: www.turnitin.com

In this class, academic misconduct will automatically result in a failing grade.

If there is disagreement about collusion, you may be asked to do a new assignment.

Journalism & Moral Courage Evaluation Fall 2020

Outcomes	ASSIGNMENTS	POINTS	%Grade
1,2,3,4,5	Research Paper	100	30
1,2,3,4,5	Paper Short Description	100	5
1,2,3,4	Annotated Bibliography & Detailed Paper Proposal	100	20
1,2,3,4 (varies)	Reflection Papers (6 Total)	100	30
1,2,3,4 (varies)	Discussion Leader	100	10
1,2,3,4 (varies)	Participation	100	5

TCU Final Exam Policy

According to TCU's final exam policy, there are only two instances in which students might reschedule a final exam. Seniors will be required to turn in final papers or take a final exam early. Other students who have **three or more exams** in a 24-hour period may request that one of these exams be rescheduled. If you choose to reschedule your journalism history exam, provide Dr. Garza the course number and course name of the two conflicting exams and make your request *before* the start of exam period. Note that the final evaluative exercise for this course is a final paper and presentation and not a final exam per se. **The due date and time for the final papers for this class is no later than midnight on Monday, Nov. 23.** However, final paper presentations will be conducted **during our regular exam period on Monday, Nov. 23 from 5pm to 7:30pm.**

Numerical Scale	Letter Grade	GPA Equivalent (4-pt. scale)
92.5-100	A	4.00
89.5-92.4	A-	3.67
86.5-89.4	B+	3.33
82.5-86.4	B	3.00
79.5-82.4	B-	2.67
76.5-79.4	C+	2.33
72.5-76.4	C	2.00
69.5-72.4	C-	1.67
66.5-69.4	D+	1.33
62.5-66.4	D	1.00
59.5-62.4	D-	.67
59.4 and below	F	0

*If you are taking this course for credit as a journalism major, you must make a minimum grade of "C."

Grade Disputes

The burden of proof with a grade dispute rests with the student. I have a 24/7 grading policy. This means that students must wait 24 hours after receiving a grade to contact the

professor. Your dispute must be in writing, and any disagreement about a grade must be settled with me within 1 week of your receipt of an assignment or exam, otherwise no grade adjustments will be made.

Support for TCU Students

Campus Offices

- Brown-Lupton Health Center (817-257-7863)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CDeX) (817-257-7350, Scharbauer 2003)
- Mary Couets Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- TCU Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

Anti-Discrimination and Title IX Information

Statement on TCU's Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need. [Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint: <https://titleix.tcu.edu/title-ix/>](#).

Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the [Counseling & Mental Health Center](#) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](#) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement

can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Obligations to Report Conduct Raising Title IX or VAWA Issues

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues. Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the [Policy on Prohibited Discrimination, Harassment and Related Conduct](#).

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs," or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual's participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research. Relevant reporting phone numbers are: 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the

Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through Student Access and Accommodation. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567. Accommodations are not retroactive and require advance notice to implement.

Emergency Response Information

Please review [TCU’s L.E.S.S. is More public safety video](https://publicsafety.tcu.edu/less-is-more/) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>) [TCU’s Public Safety website](https://publicsafety.tcu.edu/) provides maps that show our building’s rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>) In the event of an emergency, call the TCU Police Department at **817-257-7777**. Download the [Frogshield Campus Safety App](https://police.tcu.edu/frogshield/) on your phone. (<https://police.tcu.edu/frogshield/>)

Key Dates & Deadlines Journalism & Moral Courage Fall 2020

Varies by student	Discussion Leader	Email questions to the class and professor by 5pm Friday of the week prior to your scheduled discussion
Varies by student	Reflection Papers	*Only 1 permitted per week. Due before the readings are discussed in class.
Week 5	Short Proposal	5pm Friday, Sept. 18
Week 8	Long Proposal & Annotated Bibliography	5pm Sunday, Oct. 11
Mon. Nov. 23	Final Paper & Presentation	Exam Day 5pm
All Semester	Class Participation	Discussion & In-Class Work

COURSE CALENDAR, READINGS & ASSIGNMENTS

Note: What follows is a tentative reading and assignment schedule. The syllabus is a general plan for the course; the instructor reserves the right to make changes as needed. Reading assignments are to be completed *before* class.

WEEK 1 (Aug. 17-23) Introduction to the Course

Class Meeting: Wed., Aug. 19

Syllabus Review
Class Interviews
Pre-Assessment

WEEK 2

Cognitive

“Post-

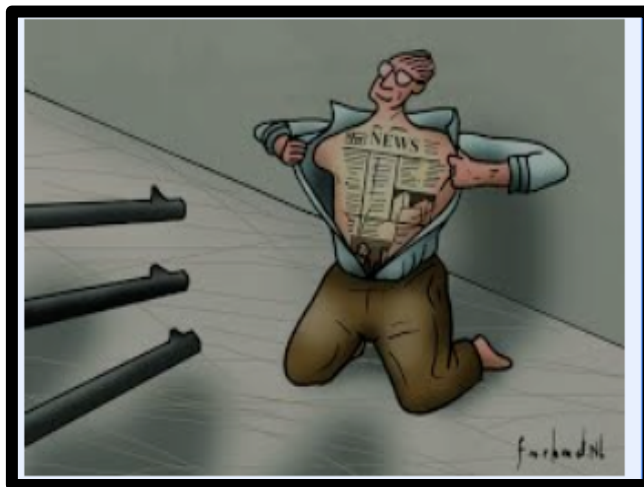
Research

Class

Aug., 26

Reading:

McIntyre,
Schudson,
Startt, James D.,
David Sloan.
Fundamentals
in *Historical
Communication*.
Vision Press, 2003, 47-74.



(Aug. 24-30)

Bias and

Truth”; Media

Methods

Meeting: Wed.

Chapters 1-3
Introduction
and William
“Chapter 3: The
of Good History,”
*Methods in Mass
Northport, AL:*

WEEK 3 (Aug. 31-Sept. 6) What is Objectivity? Understanding “Journalisms”

Class Meeting: Wed., Sept. 2

Reading:

McIntyre, Chapters 4-5

Schudson: Chapters 1-2

Guadalupe, Patricia. “Targeting Journalists.” *Palabra*, August 5, 2020.

<https://www.palabranahj.org/archive/volume-2/targetingjournalists>

Guest speaker: Patricia Guadalupe

Raised in Puerto Rico, Patricia Guadalupe is a bilingual multimedia journalist based in Washington, D.C. and has been covering the capital for both English and Spanish-language media outlets since the mid-1990s, having previously worked as a reporter in New York City. She is a graduate of Michigan State University and has a master's degree from the Graduate School of Political Management at George Washington University. She specializes in business news, politics and cultural issues, and also freelances as a translator/interpreter.

WEEK 4 (Sept. 7-Sept. 13)

Class: Wed., Sept. 9 False Equivalence; Fake News & Just the Facts

(Ma’am)

Reading:

McIntyre, Chapters 6-7

Schudson: Chapters 4

“Washington Post Executive Editor Martin Barron delivers address to Harvard University 2020 Graduates,” *Washington Post*, PR, May 28, 2020,

WEEK 5 (Sept. 14-20) News & Democracy

Class Meets: 6PM Wed., Sept. 16

Special Class Time to Attend the James W. Foley Foundation event: “Moral Courage in Challenging Times: *How have the COVID-19 pandemic, police brutality, racism and attacks against the press impacted the work of leaders, advocates, and the public?*”

Reading:

Schudson: Chapters 6, 9 & 10

WEEK 6 (Sept. 21-27) War Reporting & Moral Courage

Class Meets: Wed., Sept. 23

Readings:

Harris and Williams: Chapters 1 & 2

Sullivan, Christopher C. "John Steinbeck, War reporter: Fiction, Journalism and Types of Truth," *Journalism History* 23, no. 1 (Spring 1997). (Posted on TCUOnline)

Wang, Amy B. and Alex Horton. "Time's Person of the Year": 'Guardians' of the Truth, Including Slain Journalist Jamal Kashoggi," *Washington Post*, December 11, 2018.

Guest Speaker: Mike Boettcher

Mike Boettcher, a journalist and war correspondent, is a native of Ponca City, Oklahoma, who has been embedded numerous times in Afghanistan and Iraq. Earlier in his career, he reported from El Salvador and South Africa. Boettcher and his son Carlos are featured in the 2014 documentary, *The Hornet's Nest*, which details their reporting on a three-day U.S. military mission into one of Afghanistan's most hostile areas. The Boettcher father-and-son team won two national Emmy's for reporting associated with the documentary.

WEEK 7 (Sept. 28-Oct. 4) Guardians of the Truth & Moral Courage

Class Meets: Wed., Sept. 30

Readings:

Harris and Williams: Chapters 3 & 4

Harris, Roy J. "A Martyr for the Truth," in *Pulitzer's Gold: A Century of Public Service Journalism*. New York: Columbia University Press, 2016, 183-187.

WEEK 8 (Oct. 5- Oct. 11) Battlefield & Asymmetrical War Risk

Class Meets: Wed., Oct. 7

Guest Speaker: Hannah Allam, NPR National Security Reporter

Hannah Allam is a Washington-based national security correspondent for NPR who focuses on homegrown extremism. Allam previously reported for McClatchy, spending a decade overseas as bureau chief in Baghdad during the Iraq war and in Cairo during the Arab Spring rebellions. She was part of McClatchy teams that won an Overseas Press Club award for exposing death squads in Iraq and a Polk Award for reporting on the Syrian conflict.

Readings:

Harris and Williams: Chapters 5 & 6

Garcia-Navarro, Lulu. "It's a Boy: War Reporter's Baby Shower in Baghdad." *NPR Morning Edition*, July 6, 2010.

<https://www.npr.org/templates/story/story.php?storyId=128061606>

WEEK 9 (Oct. 12-Oct. 18) Reporting in New Forms of War

Class Meets: Wed., Oct. 14

Readings:

Harris and Williams: Chapter 7 & 8

Blume, Lesley M.M., *Fallout: The Hiroshima Cover-Up and the Reporter Who Revealed It to the World*, New York: Simon & Schuster, 2020. (Introduction and Chapter 2)

WEEK 10 (Oct. 19 – Oct. 25) Gender and War Reporting & Modern**Case Study: Marie Colvin**

Class Meets: Wed., Oct. 21

Readings:

Harris and Williams: Chapter 9

Ward, Clarissa. *On All Fronts: The Education of a Journalist*. New York: Penguin Press, 2020. Chapters 1-3, pp. 17-61.

WEEK 11 (Oct. 26-Nov. 1) Historical Case Study: Women on the Front**Lines at Home & Away**

Class Meets: Wed., Oct. 28

Readings:

Morrow, Lance. "Courage as a Story Needing to be Told." *Nieman Reports*. Summer 2006, 4-5.

Di Giovanni, Janine. "When Bearing Witness Overrides a Reporter's Fear." *Nieman Reports*. Summer 2006, 61-63.

Currie, Kathleen. "A Quiet Courage." *Nieman Reports*. Summer 2006, 33-36.

Bolan, Kim. "Death Threats are Sent to Try to Stop Reporting." *Nieman Reports*, Summer 2006, 39-41.

Cerkez-Robinson, Aida. "Courage Emerges From the Work Journalists Do." *Nieman Reports*, Summer 2006, 51-52.

Ludtke, Melissa. "Going to Tell What Others Have Forgotten." *Nieman Reports*, Summer 2006, 53-54.

Diaz Meyer, Cheryl. "War Teaches Lessons About Fear and Courage." *Nieman Reports*, Summer 2006, 56-59. (Be sure to look at the photos and note your impressions.)

Medina, Jennifer. "Overlooked No More: Jovita Idár, Who Promoted Rights of Mexican Americans and Women." *New York Times*, August 7, 2020.

Bedway, Barbara. "Profile of McClatchy's Leila Fadel: Polk Award Winner." *Editor and Publisher*, February 20, 2008.

Harris, Jay. "The Forces Threatening Journalism." *Nieman Reports*, Summer 2006, 71-72.

WEEK 12 (Nov. 2-Nov. 8) Historical Case Study: Journalists Who Spoke Truth to Power in the U.S. Civil Rights Movement

Class Meets: Wed., Nov. 4

Readings:

Civil Rights

Carter III, Hodding. "The Difficult Isolation Courage Can Bring." *Nieman Reports*. Summer 2006, 90-91.

Roberts, Gene, and Hank Klibanoff. "The Embrace of Principled Stands." *Nieman Reports*. Summer 2006, 88-89.

Rodgers, Marion Elizabeth. "H.L. Mencken: Courage in a Time of Lynching." *Nieman Reports*. Summer 2006, 74-75.

Weill, Susan. "Hazel and the 'Hacksaw': Freedom Summer Coverage by the Women of the Mississippi Press." *Journalism Studies* 2, no. 4, 2000: 545-561.

Salisbury, Harrison E. "Chapter 6, Damn the Law," in *A Time of Change: A Reporter's Tale of Our Time*. New York: Harper & Row, 1988: 42-51.

Salisbury, Harrison E. "Chapter 7, Fear and Hatred," in *A Time of Change: A Reporter's Tale of Our Time*. New York: Harper & Row, 1988: 52-63.

Roberts, Sam. "Bill Minor, Journalist Who Was Called Conscience of Mississippi, Dies at 94." *New York Times*, March 28, 2017.

WEEK 13 (Nov. 9-Nov. 15) Modern Case Study: The Jim Foley Story

Class Meets: Wed., Nov. 11

Reading: TBA

EXAM WEEK FINAL PROJECT & PRESENTATION

Final Papers & Presentations: Monday, Nov., 23, 2020 5pm-7:30pm

Thank You For a Great Semester!