

Journalism 177

War (and Other) Stories: The Media, the Military—Then and Now

Tuesdays and Thursdays 11 – 12:15 p.m.
Stauffer Flint 202

*“Our liberty depends on the freedom of the press, and that cannot be limited without being lost.”
—Founding father Thomas Jefferson*

*“Our mission is to speak the truth to power. We send home that first rough draft of history.”
—Journalist Marie Colvin*

“When I realized there was a job that existed in this world where I could be in the middle of huge world events and actually get paid for it, it was an epiphany for me.” — Journalist Bob Woodruff

“If I had my choice I would kill every reporter in the world, but I am sure we would be getting reports from Hell before breakfast.” – Gen. William Tecumseh Sherman

Welcome to Journalism 177!

This is a course about storytelling.

It’s a course about heroes and villains, power and vulnerability, chaos and order, conflict and peace.

It’s a course about two U.S. institutions that are essential for a functioning democracy: the media, which rely on First Amendment to do their jobs, and the military, which protect those First Amendment rights. And it’s a course about the tensions between these two institutions.

This semester, we’ll explore how journalists report on the military, the stories they tell, and how these stories keep us informed about our government’s policies and actions. We’ll look at military reporting from today and from long ago. We’ll discuss how these stories shape our views of the military and journalism.

Throughout the semester we’re going to be asking:

- **Who** tells the stories about the military? Who are the journalists and who are the news sources that shape our understanding of how the military works?
- **What** events do journalists report and why?
- **When** does the story start? When does it end?

- **Where** do the stories take place?
- **Why** should we care?
- **How** do journalists get their stories? And how do they present them to us?

We'll talk about these questions throughout the semester. And **talk** is the key word here. You want to be prepared to come to class ready to share your ideas, insights, and experiences.

What we'll learn

Our goals this semester are to:

- Learn about the roles the media and the military play in U.S. democracy.
- Learn how the media tell stories—through text, photos, video.
- Learn how the media and military work together—or don't—in telling stories that inform us as citizens.
- Learn how to analyze media messages about the military.
- Learn how to identify credible news sources.
- Read and learn about how technology has changed the way journalists tell stories.
- Discuss ethical storytelling.
- Think critically about how government, culture, and politics have influenced journalism—and how journalism influences politics, culture, and government.
- Read, view, analyze, and enjoy journalists' stories about the military.
- Think about how to tell your own stories.

How we'll learn

There's no textbook for this class. (You're welcome.) Instead, we'll read materials posted on the course Blackboard site.

To access the Blackboard site, log on to: <http://courseware.ku.edu>

You can log on using your KU user name and password. Look to the left, and you'll see a tab marked "Readings for J177." There's a folder for each class session. You'll want to click to open the folder, then look at the readings and videos *before* you come to class so you can participate fully in our discussions.

You'll also complete a series of assignments outside of class this semester. Here's a summary of what we'll do.

- **Critical analysis.** You'll analyze three news articles (these can include photos or videos). I'll provide a worksheet to guide you through this as the semester progresses.
- **Reflection papers.** You'll write two reaction papers. These papers will discuss a news story, advertisement, or press release, photo, or video—some type of media. Think of these as blog posts. You'll analyze the media, then write your personal thoughts. You will make logical arguments to support your views.

- You'll conduct *two interviews* and write two short news feature stories based on those interviews. One interview will be with a person serving in the military or with a veteran. The other will be with someone whose life has been affected by the military; for example, a family member, a business owner, even a journalist.

How your work will be evaluated

I'll do my best to evaluate your work fairly, to give you constructive feedback, and to give you feedback in a timely manner.

Your responsibility is to do the best work you can, to turn in assignments on deadline, and to keep an open mind to new ideas.

Here's how your work will be evaluated:

The total number of points you can earn in class is 550. Here's how you can earn them.

- **Critical analysis.** You can earn a maximum of 25 points on each paper, for a total of 75 points.
- **Reflection papers.** You'll write two papers, worth 50 points each, for a total of 100 points.
- **Interview stories.** You won't have a final exam, but you will have a two-part final assignment. Your first story will be worth 100 points, and your second will be worth 125 points, for a total of 225 points.
- **Attendance.** Think of this as a way to boost your grade, just by showing up. You'll receive four points for each class you attend, for a total of 100. You get one "free" absence, which means you can miss one class and still earn a 100 on attendance.

At the end of the semester, I'll add all your points. The total points for the class is 500. To get your grade, I'll divide the number of points you earned in class by the total number of points for the class. For example, if you earned 400 points in class, your final grade will be 80 or B- ($400 / 500 = 80$). If you earned 450 points, your grade will be 90 or A- ($450 / 500 = 90$). If your grade ends in .5 or above, it will be rounded up to the next number. If it ends in .4 or below, it won't be rounded up.

Even though you have a number total for your final grade, KU requires professors to assign a letter grade. Here's how the numbers translate into letters.

500 – 465 = A	384 – 365 = C
464 – 450 = A-	364 – 350 = C-
449 – 435 = B+	349 – 335 = D+
434 – 415 = B	334 – 315 = D
414 – 400 = B-	314 – 300 = D-
399 – 385 = C+	299 or below = F

We'll discuss each assignment in class before you're ask to complete it. I'll also provide instructions and grading rubrics (to show you, in detail, how your work will be evaluated) on our course Blackboard site. However, here are some general guidelines on how your work will be evaluated.

A = Wow! This is superior work. The ideas are clearly stated and supported. The work is well-organized, and it's easy to read and understand. The student has read and followed the assignment directions. The student's work shows, not only critical thinking and analysis, but also creativity. The student went above and beyond what was expected. There are no significant grammar, spelling, or punctuation mistakes.

B = I'm impressed! This work is very good. The majority of the ideas are clearly stated and supported. The work is organized, but additional explanation or rewriting could help improve the work. The work shows the student has thought creatively and critically about the assignment. The work is above average, but there may be some room for minor improvements in terms of making logical arguments, offering supporting evidence, or clearly stating ideas. There may be some grammar, spelling, or punctuation mistakes.

C = This is satisfactory. The student has done the minimal amount of work required for the assignment. The work may not be well-organized; ideas may not be clearly stated. The work shows minimal critical thinking. The student does not offer much support for ideas or arguments. There is not much evidence at creativity. There are many grammar, spelling, and punctuation errors. There is much room for improvement.

D = This is poor. The student has not followed assignment directions. Ideas are not clearly stated. There is little evidence to support those ideas. There are serious problems with the way the assignment is organized. Grammar, spelling, and punctuation errors make this work difficult to read or understand. The work is below average of what's expected in college.

F = This is unacceptable. The assignment shows little concern for organization or clarity. There is no evidence the student thought critically about the work. There is no evidence of creativity. The student shows little concern for grammar, spelling, and punctuation.

Again, we'll talk about grades and assignments during class. Don't hesitate to ask questions.

How to keep in touch

Because I can't see you every day, we'll use Blackboard to communicate with each other.

You can use Blackboard to see a copy of the course syllabus, readings for each week, and other announcements (look at the left side of the page). You'll also be able to see your grades (although no one else will be able to see them.) You can also use Blackboard to file your assignments (Click on the "Assignments" tab, and you can upload your work.)

When we're outside of class, we'll communicate primarily through email. If I need to contact you, I'll do so through your KU email address. If you want to contact me, start with email. If we need to talk by phone or meet in person, we can do that as well.

My email is barnettb@ku.edu

My office phone is 785-864-0604.

My office is located at 203-B Stauffer Flint Hall. My office hours are 1 – 2 p.m. Tuesdays and Thursdays, and 4 – 5 p.m. on Tuesdays and Thursdays. You can also make an appointment if those times don't work for you.

Professional behavior

My responsibilities in this class are to help you understand the topic and the assignments; to give you constructive and timely feedback; to come to class prepared; to help you learn to ask questions and evaluate the answers you get; and to make this class as interesting as possible.

But you have some responsibilities, too.

College will be your “job” for the next four years. So, you want to get in the habit of acting as a professional would in the work place. Here are some courtesies we all want to observe in class.

- Show up every day.
- Be on time.
- Come to class prepared. This means you need to read the assignments beforehand.
- Don't wander in and out of class. Take restroom, food, and water breaks before you come to class. (We'll have some built-in breaks during the class.)
- Keep your focus on your work. This means no cell phones, no computer use (even for note-taking), no surfing the web during class.
- Be respectful of each other. If someone says something you don't agree with, listen first, then share your comments, but don't demean or ridicule the other person. Make this a safe space to share ideas and concerns. You can't learn if you're worried that someone is going to attack you or your ideas.
- Observe deadlines. I won't accept any late papers.

Never ever do this. Never. Ever.

The William Allen White School of Journalism and Mass Communications doesn't tolerate plagiarism or fabrication. Neither do I. Here's some explanation.

- Plagiarism means that you take someone else's work and present it as your own. All the work you do for this class must be original. It should reflect your ideas and thoughts

(which, by the way, are as good as anyone else's). You should get in the habit of citing sources to make it clear where ideas and quotes come from.

- Fabrication means you've made it up. You exaggerated, you presented something fictional as a fact, or you invented something that isn't true.

Some things to keep in mind:

- Cutting and pasting from the Internet is not acceptable. Just because it's on the Internet doesn't mean you can use it without attribution.
- Don't recycle assignments from other classes and use them for this class. Don't recycle assignments from high school (this has happened). Again, your work in this class must be original. It should be for this class only – don't double dip and use an assignment from another class for this course or vice versa.
- If you quote someone, you must be 100 percent accurate. Don't change their quotes to make what they've said sound better or more interesting. This qualifies as fabrication.
- Details are important. Make sure you spell names of people and places correctly.

And a few more things ...

Coming to college is a big adjustment. You're living in a new place, meeting new people, getting used to a new "culture," managing your own time and schedule. You can be homesick and miss your family, friends, and hometown. There is a lot to do (both work and fun), and it can be pretty overwhelming. Remember that your professors are here to help you. Let me know if you have concerns about assignments. Also, let me know if there are problems that might interfere with learning.

Some resources you might want to know about:

KU Student Access Services. This KU department works to make accommodations for students who have a documented learning disability. The department will work with you and your instructor. You can learn more at the website: <https://access.ku.edu/> You can find the office at 22 Strong Hall. The phone is: 785-864-4064. The email is achieve@ku.edu. Talk to me if you need some additional help in class.

Watkins Health Center. KU wants to be healthy while you're here. You can visit Watkins for confidential preventive care or treatment – everything from prescription medicines, to flu shots, to broken bones. Here's the website: <http://studenthealth.ku.edu/> Here's the phone number: 785-864-9500. Here's the email: health@ku.edu

KU Counseling and Psychological Services (CAPS). CAPS provides confidential counseling services to help you stay mentally health here at school. Here's the website: <https://caps.ku.edu/> Here's the phone number: 785-864-2277.

KU Financial Aid and Scholarships. Here's the website: <http://affordability.ku.edu/> Here's the phone: 785-864-4700. Here's the email: financialaid@ku.edu

Food banks. The Campus Cupboard, operated by the Center for Community Outreach, can help if you need food. You can find the organization on Facebook. Here's the website: <http://www.cco.ku.edu/food/> Here's the email: cco@ku.edu. Here's the phone: (785) 864-4073.

Any questions about anything, please see me. I'm happy to help.

We'll work hard this semester. We'll learn a lot, but we'll also have fun.

J177 class schedule

Here's our tentative class schedule. Since news happens, we may make some changes as we go along. We're scheduled to have some guest speakers visit our class or Skype in. Because journalists have to go where the news is when it happens, some of the speaker dates may change. However, the assignment dates will not change. Any changes in readings will be announced in advance.

Date	Topic for discussion	What you'll need to read before you come to class
Aug. 21	Introduction to class. Why are you here? What will you learn? What lies ahead?	
Aug. 23	Why study the military? Why study the media? What is media literacy?	<ul style="list-style-type: none"> - Is the U.S. military big enough? - The First Amendment - What is media literacy? <p><i>You'll find these readings on the course Blackboard site.</i></p>
Aug. 28	But first a little history... What have journalists written in the past? What can we learn from these stories?	<ul style="list-style-type: none"> - Reporting the Revolutionary War. - Lincoln at Gettysburg. - Mix war, art and dancing. <p><i>See Blackboard.</i></p>
Aug. 30	More history. How have stories and storytelling changed?	<ul style="list-style-type: none"> - The Death of Capt. Waskow. - Marguerite Higgins hits Red Beach. - Morley Safer Reports from Vietnam.
Sept. 3	Labor Day	No classes at KU
Sept. 4	Critical thinking about the media and the military. How do we analyze messages and images? How do we know who is a reliable source?	<ul style="list-style-type: none"> - What is critical thinking? - Critical thinking, critical research. <p><i>We'll work on your first critical analysis in class.</i></p>
Sept. 6	Telling the military's story. How do we start? Where do we start?	<ul style="list-style-type: none"> - Ten tips for covering the government. - Stars and Stripes. - Tip Sheet: Covering the military beat. <p><i>Submit your first critical analysis worksheet by the beginning of class today.</i></p>
Sept. 11	Telling the story from the battlefield: Risky business.	<ul style="list-style-type: none"> - Battle for Raqqa. - Photos from the Conflict Zone.
Sept. 13	The "tip of the spear." Covering trauma, coping with trauma.	<ul style="list-style-type: none"> - 9 tips for covering trauma - Working in a hostile environment. - Dying to tell the story." Watch the first 3 ½ minutes of this hour-long film.

Sept. 18	Divided loyalties: Can you be a journalist and a patriot at the same time?	<ul style="list-style-type: none"> - Journalism ethics. - Pros and cons of embedded journalism. <p><i>Your second critical analysis worksheet is due at the beginning of class."</i></p>
Sept. 20	Enemy of the people or public servants? When the media and the government clash.	<ul style="list-style-type: none"> - The Runaway General. - Trump talks about denuclearization. - President Trump holds press conference.
Sept. 25	Inside job: When the military are the storytellers.	<ul style="list-style-type: none"> - An Army journalist tells his story. - An Army photographer talks about her job. - Charlie Mike on Memorial Day.
Sept. 27	More views from the inside: Military blogs	<p>Check out these websites: www.taskandpurpose.com www.blogsofwar.com</p> <p><i>Reporter John Milburn visits our class today.</i></p>
Oct. 2	Photojournalism: Telling a story with pictures.	<ul style="list-style-type: none"> - Endgame: Afghanistan. - LA Times and Iraq. - Posing questions of photographic ethics. <p><i>Your third critical analysis worksheet is due today at the beginning of class.</i></p>
Oct. 4	Picture this: Images of the military. Bring a photo to class that you think shows some aspect of military life, and we'll discuss.	<ul style="list-style-type: none"> -Matthew Brady and images. - Vietnam war protests.
Oct. 9	Family guys and girls: What's it like to have a family member in the military?	<ul style="list-style-type: none"> -The Mil Life.
Oct. 11	Waiting at home: How are families affected?	<ul style="list-style-type: none"> - 12 things you didn't know. - Coming Home video. - How a car connects ... <p><i>Your first reaction paper is due by the beginning of class today.</i></p>
Oct. 16	No class.	<i>Happy fall break!</i>
Oct. 18	Kansas at war: How the media have covered Kansas and the military.	<ul style="list-style-type: none"> - I didn't raise my boy... - Zero hour. - Sen. Bob Dole. - Fire and smoke.

Oct. 23	Posters, propaganda: Motivating the country to go to war during World War II	<ul style="list-style-type: none"> - The Office of War Information. - Why we fight. - Casablanca: Scene 1. - Casablanca: Scene 2.
Oct. 25	Hell, no. They won't go: Protests during the Vietnam War	<ul style="list-style-type: none"> - Kent State shootings. - Burning your draft card. - I feel like I'm fixin' to die rag. - Vietnam vets protest the war. <p>We will visit the Spencer library. <i>Your second reaction paper is due by the beginning of class today.</i></p>
Oct. 30	Asking questions, getting answers: How to conduct an interview.	<ul style="list-style-type: none"> - 5 tips for conducting interviews. - 12 basics of interviewing. - Sit a spell. - Ken Burns: The art of the interview.
Nov. 1	Diversity in the military: How do the media tell stories about race and gender?	<ul style="list-style-type: none"> - The Tuskegee Airmen. - President Truman desegregates the military. - A timeline of women in the military. - A report on sexual assault in the military.
Nov. 6	Telling diverse stories: How do the media tells stories about sexual identity, religion, ethnicity?	<ul style="list-style-type: none"> - The Navajo Code Talkers. - Immigrants serving in the military. - Transgender troops. - Muslims in the U.S. military.
Nov. 8	Veteran's Day: How do the media tell this story?	<ul style="list-style-type: none"> - Veterans Day history. - Photos from Veterans Day. - Veterans Day slide show. - The shameful way... <p><i>First draft of interview story with military person due at beginning of class.</i></p>
Nov. 13	Aftermath: What happens after war is over? What happens to civilians? To people in the military?	<ul style="list-style-type: none"> -A noiseless flash. -Veterans' suicides. -The Aftermath Project. -A new "leash" on life. <p><i>Final draft of interview story with military person or veteran due in class.</i></p>
Nov. 14	First-year colloquium	7 p.m., Burge Union. Details to come.

Nov. 15	Finding some peace: Stories of survival.	<ul style="list-style-type: none"> - I survived, he didn't. - Survivors' reunion. - Vietnam vets and the wall. - Steph Curry surprises vet. - Ellen: Stay positive.
Nov 20	No class.	<i>Happy early Thanksgiving.</i>
Nov. 22	No class.	<i>Happy Thanksgiving.</i>
Nov. 27	Behind the front lines: Civilians in war	<ul style="list-style-type: none"> - I am alive. - Quantrill's raid: 150 years later. - Women on the homefront in WWII. - Life interrupted: Internment camps. - Anti-war protests in the 1960s. - Civilians in Afghanistan.
Nov. 29	Fact, fiction? Telling fictional stories about factual events. We take a look at how journalists have been portrayed in the movies. What greater truths can we learn from these fictional portrayals?	<p>Take a break from readings today. We'll watch movie clips and discuss portrayals of journalists.</p> <p><i>First draft of interview with someone affected by the military. Bring this to class with you.</i></p>
Dec. 4	When the storyteller tells the story. Journalists tell their own stories. What can we learn from them? Our last day of class.	<ul style="list-style-type: none"> - Lara Logan talks ... - Breathing the fire. - Photos I don't remember taking. - It's what I do. - Committee to Protect Journalists.
Dec. 6	No class	Meet with Prof. Barnett to discuss final papers.
Dec. 11		<i>Final interview paper with someone affected by the military due by 5 p.m.</i>
Dec. 14	Last day of semester	Rejoice!