

Loyola University Chicago

Spring **2024 Syllabus** *(subject to change)*

Photojournalism, COMM 207-201(1889)

Mondays, 4:15-6:45 pm, in person

Professor: Abel Uribe

Office hours: Mondays before or after class or upon request

Abel Uribe cell: 312-802-8331 auribe2@luc.edu

Course Description: We are living in a time where everybody carries a camera in their cell phones. This course is designed to teach you how to properly use a 35mm digital camera manually. You will learn about apertures and shutter speeds, depth of field, light, and composition. In this course you will learn and practice photojournalism in its many forms. Most importantly, you will learn *the ethics* that guide us, as photojournalists.

Prerequisites: Comm 205 or students in the DMST Master's Program

Objectives: You will progress from basic daily street/landscapes to weather assignments, food, Portrait, Sports and finally a short photo essay as your final project, **(worth 30% of your grade)**. *By the end of this course you will have practice and understand the many types photos commonly use within photojournalism as its practice by US newspapers and magazines and similar publications around the world. Whether you follow a career in photojournalism or not, you will understand and appreciate the responsibility this type of **traditional/print and online** storytelling has to the public in our society.*

Required/Expectations: 35mm camera with interchangeable lenses, personal or on loan from The Owl Lab.

- Weekly attendance required
- 3-5 hours of shooting practice per week
- One weekly assignment with in-class review and critique
- Assignment submission through Sakai (PDF, slideshow)
- Class participation and group field experiences

Jan 22nd: Welcome to photojournalism, **COMM 207-201(1889)**

- Introduction to the class and each other
- Equipment and technology walk thru
- Photojournalism ethics and social media influences/pressures
- Discussion on current and future state of Journalism and Misinformation

ASSIGNMENT: "Something Familiar"

Jan 29th: Assignment due Jan 28th @11:55pm: Something Familiar

- Class discussion on camera shutter speed and aperture technical
- Outdoor (weather permitting) Camera Basics-white balance, ISO, using the camera on manual mode
- Photo and story assignment sheets- review
- Caption writing review

ASSIGNMENT: aperture and shutter speed #1 learning/experimentation with non-moving objects close range

Feb 5th: Assignment due Feb 4th, 11:55pm: apertures and shutter speed

- Class review of aperture and shutter speed, camera basics continue discussion: aperture and shutter speeds
- Manual camera demo
- Discussion, weather permitting walk thru demo on Street Photography

ASSIGNMENT: apertures and shutter speed #2 moving objects and people

Feb 12th: Assignment due on Feb 11th, 11:55pm: apertures and shutter speed #2 w/ moving objects and people

- Class slideshow critic/review of Aperture/Shutter speed Photography
- Landscape vs people photography discussion/demonstration
- Approaches on how to best photograph strangers on the street/public places
- Freedom of the Press ethics and limits

ASSIGNMENT: Street photography

Feb 19th: Assignment due Feb 18th, 11:55pm Street photography

- Class Slideshow/critic of Street Photo shoot
- Discussion: on difficulty of photographing strangers
- Ethics of setting up photos vs control situations
- Portrait Lighting demonstration

ASSIGNMENT: Portrait photography

Feb 26th: Assignment due Feb 25th, 11:55pm Portrait photography

- Class Slideshow/critic of Portrait Photo shoot
- Continue talk on lighting and best lens usage
- Discussion on environment portraits vs studio portraits
- As we prepare for break and (some) travel, discussion on travel photography as editorial content.

March 4th: **Spring Break Week** No classes

Extra credit Travel photography for those willing to take pic during spring break travel

March 11th: EC assignment due March 10th 11:55pm

- Class Review/slide show: portrait photography/travel
- Discussion/documentary vs control situations

ASSIGNMENT: Experimenting with light

March 18th: Assignment due on March 17th 11:55pm: Experimenting with light

- Slideshow experimenting with light assignment by all
- Class review/discussion on challenges and ethics of
- Food photography demonstration in preparing for assignment

ASSIGNMENT: Food photograph

March 25th: Assignment due on March 24th 11:55pm: Food photography

- Guest speaker, local professional sports photographer
- Final Project brainstorming and narrowing ideas
- Discussion on ethics and access while pursuing documentary projects

ASSIGNMENT: Sports Action

April 1st: Assignment due on March 31th, 11:55pm: Sports action

- Class Slideshow/critic of sports action images
- Discussion on difficulty of capturing fast moving action vs Still.
- Is sports photography still important to publications?
- What is an essay/photo story? Slideshow samples
- Discussion how/where to find photo story ideas
- Final project ideas brainstorm; **Final PHOTO ESSAY IS WORTH 30% OF YOUR GRADE!**

ASSIGNMENT: Favorite photojournalist essay, accompany with photog photos

April 8th: Assignment due on April 7th, 11:55pm: Favorite photojournalist essay

- Class presentations of their findings with personal testimony choices
- Continue discussion how/where to find photo story ideas
- Edit down final essay ideas
- Early editing of Final project Essay/photo story ideas

April 15th: **Hondros/Nachtwey War Documentary presentation**

- Discussion on challenges and ethics of covering war and other international events.
- Discussion on importance of local reporting; connecting it to our final essay projects.
- Catch up week for unfinished assignments;
- Looking back; assessing what we learn

- Narrow final photo story/essay to one per student, everyone should have one by now.

ASSIGNMENT: Personal Essay on War documentary analysis.

April 22th: Team editing/critique of final projects:

- Personal essay on War photography due
- Brief discussion on those personal essays before breaking into group editing of final projects
- Motivation Slideshow presentation of sample photo story/essays
- Guest Photojournalist expert on long-term projects; last week's push to finish Final Essays.

Final Exams

April 29th-May 4th: **Final Project Presentation**

- Individual Presentations of final essay projects: Everyone is required to show up for class.

Important Additional information and References

- Students must earn a minimum of a C in order to have a course count toward their major.
- Final grade will consist on 70% of weekly assignments/attendance and 30% on the final photo essay/story project.

NPPA's and AP Photojournalism Ethical Guidelines

1. Be accurate and comprehensive in the representation of subjects.
2. Resist being manipulated by staged photo opportunities.
3. Be complete and provide context when photographing or recording subjects. Avoid stereotyping individuals and groups. Recognize and work to avoid presenting one's own biases in the work.
4. Treat all subjects with respect and dignity. Give special consideration to vulnerable subjects and compassion to victims of crime or tragedy. Intrude on private moments of grief only when the public has an overriding and justifiable need to see.

5. While photographing subjects do not intentionally contribute to, alter, or seek to alter or influence events.
6. Editing should maintain the integrity of the photographic images' content and context. Do not manipulate images or add or alter sound in any way that can mislead viewers or misrepresent subjects.
7. Do not pay sources or subjects or reward them materially for information or participation.
8. Do not accept gifts, favors, or compensation from those who might seek to influence coverage.
9. Do not intentionally sabotage the efforts of other journalists.
10. Do not engage in harassing behavior of colleagues, subordinates or subjects and maintain the highest standards of behavior in all professional interactions.

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11. The content of a photograph must not be altered in PhotoShop or by any other means. No element should be digitally added to or subtracted from any photograph. The faces or identities of individuals must not be obscured by PhotoShop or any other editing tool. Only retouching or the use of the cloning tool to eliminate dust and scratches are acceptable.
12. Minor adjustments in PhotoShop are acceptable. These include cropping, dodging and burning, conversion into grayscale, and normal toning and color adjustments that should be limited to those minimally necessary for clear and accurate reproduction (analogous to the burning and dodging often used in darkroom processing of images) and that restore the authentic nature of the photograph. Changes in density, contrast, color and saturation levels that substantially alter the original scene are not acceptable. Backgrounds should not be digitally blurred or eliminated by burning down or by aggressive toning.

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or [?] Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

12. Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see

things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are

taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at

https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans. Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml .

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to

13. sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

Student Diversity, Equity and Inclusion

As Loyola's mission statement holds, "We are Chicago's Jesuit, Catholic University—a diverse community seeking God in all things." Together, as a community rich in diversity, we are called to "expand knowledge in the service of humanity through learning, justice and faith." Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

Managing Life Crises and Finding Support

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: LUC.edu/dos or LUC.edu/csaa; phone number 773-508-8840, email deanofstudents@luc.edu

Recorded activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording.

Title IX Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am considered a Responsible Campus Partner (“RCP”) under Loyola’s Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation (located at www.luc.edu/equity). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s Title IX Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect

(<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report will not generate a report to law enforcement (no student will ever be forced to file a report with the police). Furthermore, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the Office for Equity & Compliance at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call The Line at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Use of Appropriate Names and Pronouns

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be

called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

Loyola COVID-19 Policies

Loyola University Chicago's Health, Safety, and Well-Being Update website helps keep our community informed on health and safety protocols that allow us to remain on campus as we continue to navigate the challenges of COVID-19 in our community. This site contains information on required practices for anyone on our campuses as well as resources for students, faculty, and staff.

<https://www.luc.edu/healthsafetyandwellbeing/>