



JAMES W. FOLEY
LEGACY FOUNDATION

The James W. Foley Journalist Safety Guide

A Curriculum Plan For
College Journalism and
Communications Instructors

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Seminar 1: Lessons from “Jim: The James Foley Story”

Seminar One: Overview

This three- to four-hour class session will help students understand and think through the risks and dangers inherent in today’s reporting of conflicts, terrorism, and violence. James Foley’s capture and death will be examined as a case study to review factors that affect a journalist’s safety. The factors include state vs. nonstate actors, dangers inherent in a story, changing attitudes about journalists as noncombatants vs. targets of opportunity, and many other issues.

The class should begin with a viewing of the HBO documentary, “Jim: The James Foley Story,” which chronicles Foley’s life, capture, imprisonment and torture by the Islamic State and eventual murder in 2014.

Instructors are provided with background to help inform their teaching, as well as readings for students to review in advance of the session. The instructors are also given questions to provoke discussion along with the key points raised by each question.

It is unlikely instructors will be able to cover all of the proposed discussion questions.

Options include watching the documentary in one class and discussing Questions 1 through 8 in a separate class. Another alternative is for instructors to require students to watch the documentary outside of class by accessing it through HBO or Amazon; however, this is not advised because of the emotions raised by the documentary.

Instructor Advance Reading

In addition to the reading below, also study the student reading materials. Each discussion question offers background reading to help you guide the discussion. These readings also will help your understanding for Seminars 2 and 3.

- [White House: U.S. Hostage Policy](#)
- [More journalists killed in first nine months of 2018 than in all 2017](#)
- [Journalists Killed in 2016 - Reporters Without Borders](#)
- [Journalists Killed in 2015 – Reporters Without Borders](#)
- [VICE: Road to Mosul documentary](#)
- [“The Revolution is Being Televised” \(short documentary\) by Adam Pletts](#)
- [“Appeal by Austin Tice’s Parents and Reporters Without Borders to the White House”](#)

Austin Tice’s parents sat in for part of the White House hostage policy review. This release from Reporters Without Borders shows the Tices’ perspective in the talks and how the decision-making process evolved.

- [“One year after Charlie Hebdo, RSF publishes ‘Jihad Against Journalists’”](#)
Reporters Without Borders’ comprehensive look at the evolution of how armed groups like ISIL, Al-Qaeda, Al-Shabaab and Boko Haram wage war against media personnel
- [“Staying safe” from the International News Safety Institute](#)
This site provides safety information on a number of topics. You do not have to go through every subject area on the site, but browse through those that pique your interest.

Student Advance Readings and Viewing

SYRIA BACKGROUND

[Vox: Syria/Iraq Conflict Explainer Video](#)

- This video explains who the individual actors are in the Syrian conflict, how alliances have formed, and which entities support which sides.

[“Syria: The story of the conflict” - BBC](#)

- A nine-part chronology on the conflict in Syria from Arab Spring to present.

LIBYA BACKGROUND

[“Libya profile - Timeline” \(start in 2011\) - BBC](#)

- A timeline of Libya’s history from origins to present, focusing on events after the Arab Spring.

JAMES FOLEY BACKGROUND

[“Evaporated” by James Harkin](#)

- This piece from *Vanity Fair* details the capture of James Foley and some of the other journalists taken hostage in the region. It was published May 2014, a few months before James was killed.

HOSTAGE POLICY

[“Revised US hostage policy creates new dilemma for Obama – a contradiction” by Raya Jalabi](#)

- The new US hostage policy allows for families of those kidnapped to negotiate with the abductors. The government adjusted its policy to be more flexible on negotiations but still maintains the no-ransom payment policy. This piece looks at what the changes in the hostage policy means.

SAFETY

[“Safety Guide for Journalists” from Reporters Without Borders](#)

- The comprehensive handbook for journalists going to violent areas.

Instructor Notes

Beneath each question that will be posed to students, there are notes and bullet points intended to help instructors focus on the information, controversy and/or issues that students should learn and debate.

Discussion Questions

The documentary often elicits strong emotions from students – and anyone who views it. Viewers may cry or otherwise react to the incidents shown. Instructors are advised to start the discussion with several minutes of conversation about how students feel after viewing the documentary.

Questions that can stimulate discussion include:

- What feelings did this story give you?
- What parts of the documentary most affected you?
- During the hostages' imprisonment, what incidents or conversations surprised you, upset you or otherwise stuck with you?
- The Foley family was featured prominently. Were there particular family members with whom you identified? What did you feel in listening to their stories?

After giving students a chance to air their emotions, move on to the issues raised by the documentary.

1. Why does the U.S. have the hostage policy it does? Where do other countries differ? Why? What does this mean for a journalist captured in a combat zone?

This opens the conversation to reinforce what the U.S. hostage policy is and how that policy compares to those of other countries. Students should be asked to think about a hostage situation from the perspective of the government and the hostage's family. Then, talk through the challenges of freeing someone.

The U.S. government prefers to use special operations to conduct rescue missions for those taken hostage and publicly has a no-ransom policy. The U.S. will consider swapping prisoners, however. Origins of this policy date back to the 1970s and the kidnapping of American diplomats.

- [“Why the US Swaps Prisoners but Doesn't Pay Ransoms”](#) by Brian Michael Jenkins
- [“‘No One's Really in Charge’ in Hostage Negotiations”](#) by Shane Harris

The U.S. government holds a no-ransom policy because it believes paying ransom provides terrorist organizations with their main source of funding and incentivizes more kidnappings. It believes other European nations pay ransoms.

- [“Why the U.S. Does Not Pay Ransoms for Americans Kidnapped by Terrorists”](#) by David S. Cohen
- [“Reporters Without Borders launches #FreeAustinTice campaign, a first in US media history”](#) from Reporters Without Borders

2. What was your understanding of conflict reporting before watching the documentary and what is it now? How about in Syria, specifically?

Having students share what they learned will open them up to the realization that they need to do much more research to fully understand the nature of a conflict or a potentially dangerous situation about which they want to report.

There is no right or wrong answer here. The goal is to open a discussion and offer answers to questions through the reading material provided above.

3. What steps do you think should be taken to prepare before going to a combat zone, area of violent civil unrest or other dangerous situations? How, if at all, does preparation differ between freelancers and journalists working for news organizations? What are the risks and how can they be mitigated?

This question allows the instructor to introduce the safety guides and lead a discussion based on the Reporters Without Borders and ACOS materials.

Two Handouts: [RWB Inventory.pdf](#) and [ACOS Safety Checklist](#)

Most importantly, instructors should stress that adequate preparation is key and give some sense of scope of the steps and work needed for a reporter to be well-prepared.

- What could James Foley have done differently?
 - He knew the fixer, but chose an unknown driver to save money.
 - He stopped at an Internet café. Did the driver suggest it?
 - At the café, did they stay too long?

Seminar 2 will go into the issues of risk assessment and safety training in depth.

4. What are news “black holes” and what are their consequences?

This is very much a purpose-of-journalism question, and hopefully an exploration of one of the key motivations of being a conflict journalist. If, for example, Syria becomes too dangerous for journalists on the ground, the threat of a news “black hole” – or absence of first-hand, authenticated and unbiased information is a possibility. Comparing Syria to other countries where a free media doesn’t exist will help students think about the importance of newsgathering in these life-threatening environments.

Without independent journalists on the ground, reliable information to allow good decision-making and an informed citizenry is hard to get. Though the situation in Syria is different than the media censorship in North Korea, our knowledge of events and issues in those countries relies in large part on the journalism (or lack thereof) coming out of those countries.

- [“Ten Most Censored Countries”](#) by Committee to Protect Journalists
- [“Citizen Journalists Playing a Crucial Role in Syrian War”](#) by Edward Platt
- [“Whom Can You Trust on the Syrian Border”](#) by Ben Taub

5. Thinking about James Foley’s motivations in going to Libya, and then heading to Syria, how do they resonate with your motivations as aspiring journalists?

Understanding why James Foley went to Libya and then to Syria shows the different realities for conflict reporters versus other journalists. The lifestyle and risk is different. These questions put the students inside the psyche of someone going to the frontline. They also should open up the thought process so as to not think of conflict reporting as a uniform experience, but specific to each area. Instructors could incorporate other potential combat zones such as Nigeria or Colombia.

James Foley went to Libya out of a desire to give a voice to those without one. After returning from his capture in Libya he said it wasn’t worth it, putting friends and family through the stress of getting kidnapped to report in the region. But he headed back after a few months at home and eventually moved to Syria, despite protests from friends and family, saying it was something he felt he had to do.

- [“James Foley’s Choices”](#) by Mark Singer
- [“James Foley was a journalist who had to be there”](#) by Manuel Roig-Franzia
- [“Why the Best War Reporter in a Generation Had to Suddenly Stop”](#) by Mark Warren

This provides an opportunity to bring up the lure of reporting on crucial issues in dangerous situations, the adrenaline rush that journalists in the documentary describe, the feeling that providing information from war-torn areas is important and meaningful – and how those emotions must be weighed against risks and responsibilities to family.

6. What are the ethical questions in traveling with one side in a conflict?

Reporters in Syria often have had to travel with rebel forces to get access to the frontline. They make choices to get to the story, but face ethical challenges. This question deals with maintaining ethics in a chaotic environment. Ask students to think about how embedding with one side could affect access and bias.

- Traveling with rebel groups is different than being an embedded reporter with the U.S. military because they do not have the same responsibility for your safety. Nevertheless, the potential for bias arises out of extended proximity with the fighters.

7. What did the documentary say about relationships with local populations? What do you do when those connections change?

Students should understand that souring relations with local populations is a distinct possibility. Begin thinking about what that means for your reporting, both ethically and logistically, and your safety. What lessons can you draw from the documentary about this?

Local populations in Syria initially welcomed Western reporters, but when Western governments failed to improve their situations people grew colder toward reporters. The threat of the Islamic State also can cause civilians to shy away from Western journalists

- [“The Rules of Conflict Reporting Are Changing”](#) by Janine di Giovanni

There are two primary issues when depending on local citizens for help – bias in reporting and safety. How much can you trust someone you may not know well when that individual is just trying to survive?

8. What do you think the documentary left unanswered or left out concerning the realities of conflict reporting?

Here is an opportunity for students to contrast their own understanding of frontline reporting with the portrayal in the film. Consider the daily life of James Foley and his colleagues in Syria and Libya.

Reporting from a war zone, freelancers are often selling their stories to news outlets for meager amounts. Safety training and self-sufficiency are largely on you as the reporter and the other journalists you travel with. There is no backup beyond your colleagues and yourself.

- [“War Reporting in the New Media Landscape”](#) by Brent Crane

Follow-up assignment for students

Write a 500-word analysis of the five most important risk assessments to be made before reporting from a conflict or other danger area, and why; if possible, write about what you think is the most common mistake that reporters make in preparing for a dangerous foreign assignment. Include examples of real conflicts and reporters who have been endangered.

Seminar 2: How to Conduct Risk Assessments & What New Journalists Should Consider

Seminar Two: Overview

The purpose of this seminar is to show students the various risk assessment strategies, tools and applications that have been created to help while they are in the field reporting and ways to think about what conflicts, terrorism or unrest they are capable of covering, based on their experience.

Newly minted journalists may think of freelancing abroad as a way to start a career as a foreign correspondent rather than trying to find jobs at organizations that eventually would send them overseas. Today's lesson looks at some of the realities and ways to prepare for such a career and how to build a career as a foreign correspondent in a sensible and safe manner.

Instructors are provided with background readings to help inform their teaching as well as materials for students to read in advance of the session. The instructors are also given questions to provoke discussion along with key points to be made when raising each question.

Instructor Advance Reading

In addition to the reading below, please read the student reading materials. Each discussion question offers background material to help you guide the discussion.

- [ACOS Principles](#)
A Culture of Safety (ACOS) Alliance was formed in January 2015 at a freelance journalism safety conference in Washington. Its goal was to encourage the news industry to protect the journalists it hires, both staff and freelancers, and to encourage journalists to learn best practices in protecting themselves on assignment. The “Freelance Journalists Safety Principles” were launched in February 2015.
- [Reporters Instructed in Saving Colleagues \(RISC\)](#), the organization that trained James Foley
- [Rory Peck Trust Risk Assessment](#)
- [Smart Traveler Enrollment Program \(STEP\)](#)
- [The Salama Project](#) (Risk Assessment Application for Journalists & Media Organizations)
- [Ground Truth](#) – A Field Guide for Correspondents
- [Global Journalist Security](#) – safety training company
- [Centurion Risk Assessment Services](#) – safety training company
- [Hostage US](#) – a nonprofit that helps families of hostages during and after the captivity
- [IWMF Hosts SF Panel, Intros Reporta App to Help Reporters Stay Safe](#)
- [UNESCO Observatory of Killed Journalists](#) – 1300 Journalists Killed Since 1993
- [Report of the Frontline Freelance Register Survey of Members](#)

Student Advance Reading

- [“In Syria Freelancers Like James Foley Cover a Dangerous War Zone with No Front Lines”](#) by Ellen Shearer
- [“The Real Value of ISIS Antiquities Trade”](#) by Ben Taub
- [“The Journey from Syria”](#) by Ben Taub (read all six parts)
- [“U.S. Death Toll Hits 2,000 in Iraq”](#) by Richard Boudreaux, Louise Roug and Paul Richter
- [“Safety Guide for Journalists”](#) from Reporters Without Borders

Instructor Notes

Beneath each question to be posed to students, there are notes and bullet points intended to help instructors focus on the information, controversy and/or issues that students should learn and debate.

Discussion Questions

1. Following up on the last session, let’s talk more about preparation and safety in hostile environments. What steps should a journalist take – and are there differences between freelancers and staff writers in terms of risks?

Increasingly, freelance reporting is the main form of reporting in war zones. The costs, training and risks fall to the freelancer, not a news organization, so the reporter has to factor in costs, combat zone education, story subjects and their sensitivity, communications strategy, proof of life document, medical and insurance considerations, and equipment, among other things.

- [Rory Peck Trust: Risk Assessment](#)
- [International News Safety Institute Safety Code](#)
- [International Women’s Media Foundation Emergency Fund](#)

News organizations have an obligation, some say, to band together to provide guidance and support for journalist safety. ACOS was created after James Foley’s death in response to that obligation. Click for the [ACOS Safety Principles](#) endorsed by major media worldwide.

Handouts: Risk Assessment, Proof of Life, and ACOS Safety Checklist

- [Ten Questions You Should Consider in a Risk Assessment.docx](#)
- [Proof of Life Template.doc](#)
- [ACOS Safety Checklist](#)

2. What responsibilities does a journalist have toward his or her family when going into a potentially dangerous foreign assignment? To the news organization? To his or her government, which may be called upon to help in an emergency?

- [Initial Considerations](#) from Hostage US
- [Relationships with Family and Friends](#) from Hostage US

Introduction to Videos

Instructors now move the seminar toward a series of interviews with journalists who have reported from abroad – about conflicts, in conflicts, in hostile situations and more. They will offer advice based on their experiences about how to prepare for assignments in hostile or potentially hostile environments so as to mitigate risks.

Start by asking the students to think about the following as they listen to the speakers:

- What does foreign reporting mean? It's not all war. What is a hostile environment? There are many places to report that are hostile if not sensibly done, even in the United States.
- How should new journalists approach hostile reporting environments in terms of choosing how to start a career? There is a mythology about the glamorous war reporter, but that is not what a new reporter should be thinking of as a first story/assignment.

Video 1: Tom Hundley, Pulitzer Center on Crisis Reporting.

<https://vimeo.com/227886611> (Approx. 5 minutes)

Tom Hundley is senior editor at the Pulitzer Center on Crisis Reporting. Before joining the Pulitzer Center, he was a newspaper journalist for 36 years, including nearly two decades as a foreign correspondent for the *Chicago Tribune*. During that time, Hundley served as the *Tribune*'s bureau chief in Jerusalem, Warsaw, Rome and London, reporting from more than 60 countries. He has covered three wars in the Persian Gulf, the Arab-Israeli conflict, and the rise of Iran's post-revolutionary theocracy.

In the mid-1990s, Hundley spent several years in the Balkans reporting on the violent break-up of Yugoslavia. He covered Eastern Europe's transition from communism to democracy and Northern Ireland's transition from war to peace.

Hundley also has spent time at U.S. newspapers large and small, from the *Middletown (N.Y.) Times-Herald Record* and the *Bergen Record* to the *Detroit Free Press* and the *Tribune*. His work has won numerous journalism awards.

Hundley graduated from Georgetown University and holds an M.A. in International Relations from the University of Pennsylvania. He was also a National Endowment for the Humanities Journalism Fellow at the University of Michigan.

(Bio reprinted, with edits, from the Pulitzer Center with permission)

Discussion Questions for Video 1

1. What is your reaction to a veteran journalist saying he is afraid of getting hurt?
 - This is a good way to get into a discussion of the value of being fearful. Journalists, like many people, are often embarrassed to admit fear. But for journalists heading into dangerous situations, fear can be a friend – a reminder to think things through, to take precautions. It also is an emotion that can help you be brave enough to realize that your risk assessment shows you that it is, in fact, too dangerous to go on the assignment.
2. What are questions you would ask yourself in trying to determine the risks of a foreign or conflict assignment or a story you're considering?
 - Provide students with the following handout: [Ten Questions You Should Consider in a Risk Assessment.docx](#)
 - Walk through each question and ask them to relate it back to Hundley's monologue. Hundley suggested daily check-ins, knowing your vehicle ID, traveling in a group, getting insurance, and having training in advance.
3. Hundley said journalists had traditionally been treated as noncombatants, but that changed after 2003 and the invasions of Afghanistan and Iraq. What do you think caused journalists to no longer be seen as neutral? Why are they now targeted?
4. Safety training is valuable so journalists may better understand situational awareness, what to do in hostage situations, how to administer first aid to themselves and others, and much more. But do you agree with Hundley that it could give a false sense of confidence? Have you had an experience where your false sense of confidence led to trouble?
5. Hand out the [Proof of Life](#) questions and the [ACOS Checklist](#).
 - Ask students to think about this in relation to the documentary and how important it was to the hostages to be asked for Proof of Life.
 - Review the ACOS Checklist step by step.

Video 2: Louise Roug, Global News Editor of Mashable.

<https://vimeo.com/227886039> (Approx. 8 minutes)

Louise Roug is the New York-based global news editor of *Mashable*, directing the teams that cover news and politics in the U.S. and the rest of the world. She is a Pulitzer finalist with more than 15 years of experience in digital journalism, magazines and newspapers.

Before joining *Mashable* in 2014, she was the foreign editor of *Newsweek* and *The Daily Beast*, overseeing the foreign coverage of a combined digital and print 140-person global newsroom.

Prior to that, she worked for the *Los Angeles Times* for almost a decade, covering the 2008 presidential election and conflict in the Middle East, among many other things.

Roug's work has been recognized with numerous awards. She won the Overseas Press Club

Award and she was a Pulitzer finalist in 2006 in the International Reporting category for Iraq coverage as part of a group. At *Newsweek/The Daily Beast*, she won two back-to-back Webby Awards in 2012 and 2013 for Best News Site and a 2012 National Magazine Digital Ellie Award as part of a team.

(Bio reprinted, with edits, from LinkedIn page with author's permission)

Discussions Questions for Video 2

1. Roug offers some specific advice for women on what to wear and how to act, but also says being a woman can be an advantage in some Muslim countries where women aren't allowed to talk to male strangers. Explore with the students how female reporters should operate in hostile environments, unfamiliar countries.

- How would you feel as a reporter wearing an abaya? Would you have any problem with having to dress differently from male reporters?
- Are female journalists more at risk than men? Less? No difference?

2. Roug offers tips on developing situational awareness. What most struck you as helpful advice?

- She emphasized the need to always be thinking about where you are, and what and who you are around. Situational awareness is paramount.
- Learn from others who have been there and ask advice, both about logistical issues like finding fixers and drivers who are trustworthy, where to stay and officials you can trust and about the situation on the ground in terms of political situation, attitudes of citizens toward the media and potential powder kegs.
- It's smarter to hang back when the action starts rather than rushing forward, and it gives you a chance to read your surroundings.
- You don't have to be on the scene: If it's too risky, don't go. There are ways to cover the action without being there, through fleeing refugees, military reports, and other sources. Ask students to think about how they would cover an insurgent attack on a military base, for instance, or on a village being guarded at a distance by U.S. troops.

3. Roug noted that during the Arab Spring, reporters with little experience arrived in Egypt to report on the protests, change in government, etc. She was critical of their lack of preparation. Do you think that's a fair assessment, or what should they have done differently?

- What should they have done to create a plan and be better prepared? What would you do in that situation as a beginning reporter?
- What about getting a fixer, translator and driver? How would you do that, and how would you afford that?
- Do you think a reporter who is going into a hostile or violent situation as his or her first foreign reporting experience is taking too much of a risk? If so, what would your approach be to get to the point where you could cover such events? If not, why not?

4. Roug acknowledged that covering conflicts for extended periods had caused her to have post-traumatic stress disorder (PTSD).

- What was your reaction to that information? Were you surprised because she is experienced? Or because she was very matter-of-fact, not overly emotional?

- Do you think there is still a stigma to admitting that you have PTSD, a concern that it will hurt your career?
- [The Dart Center for Journalism & Trauma offers resources on PTSD](#) – review them with the students.

Video 3: Instructor introduces Ben Taub.

<https://vimeo.com/175015397> (Approx. 11 minutes)

Ben Taub, 25, is a journalist and former contestant on *The Voice*, appearing in the series' third season. He graduated from Princeton University in 2014 and from the Columbia University Graduate School of Journalism in 2015. He also received a one-month fellowship to work at the Reuters bureau in Jerusalem after receiving his master's degree. He is a member of the Frontline Freelance Register and a regular contributor to the *New Yorker*.

Discussion Questions for Video 3

1. Taub advocated not rushing into a dangerous situation if you haven't had experience in conflict coverage in the past. He suggests learning slowly from experience – both your own in less dangerous situations and others' who have operated in dangerous areas. He suggests reporting from afar at first. In some places, like Syria, even veteran journalists may find that reporting from afar is the right course after going through a risk assessment of the situation.
 - What is your reaction to staying in Turkey to report on Syria, or going to refugee camps rather than going to the conflict area? Do you agree that the reporting can be as effective? Why or why not?
 - His tips: getting documents from the area, seeking information from the government, using rebels to provide a detailed look, which is sometimes more thorough than on-the-ground reporting. You can create a historical record of events through documents.
2. He talked about the obligation you have to your helpers – fixers, translators, drivers. You may be willing to take a risk, but you can leave the country; they cannot.
 - Devil's advocate – they know the risks when they take the job. Do you have an obligation to reinforce the risks, to find ways to mitigate risks to them? Or do they know what they are getting into and therefore are taking the job with full awareness?
3. He notes that terrorists are now targeting journalists – for the attention such kidnappings bring and for the ransom money. U.S. hostage policy prevents paying ransom.
 - [Fact Sheet: US Government Hostage Policy](#)

Review criticism of U.S. hostage policy:

- [“Changing the US Hostage Policy”](#) by Joel Simon

Follow-up assignment for students

Students choose one of the following countries and prepare a 600-word risk assessment – Iraq, Columbia, Mexico, Ukraine, Ethiopia, India, Chad. Use handouts as guides.

Seminar 3: Case Studies from Journalists

Seminar Three: Overview

This seminar is intended to put into practice what the students have learned in the previous two seminars. You are given two scenarios to share with them in small chunks. Each chunk gives the students additional information. The purpose is for them to learn how to think through risk assessments in a real-life situation. These scenarios come from veteran journalists Amanda Mustard and David Rohde. They are based on reporting experiences each journalist had.

In your version, you will be given questions to discuss at each break in the scenario.

Instructor Advance Reading

In addition to the reading below, please read the student reading materials. Each discussion question offers background reading to help you guide the discussion.

- [“The Rules of Conflict Reporting are Changing”](#) by Janine di Giovanni
The Syrian conflict is making new norms in the world of conflict reporting. Struggles finding access and trading safety for story leads are just two of the ways that this form of reporting is evolving.
- [“Freelancer” Business Tips](#) – Ann Curry interview with David Rohde

Bio of Amanda Mustard

<http://www.amandamustard.com/blog>

Amanda Mustard is an independent photojournalist based in Bangkok, Thailand. Raised on a Christmas tree farm in Pennsylvania, she left a promising future as a marimbist to move to the Middle East to become a visual journalist. Mustard is a member of the Makeshift Magazine editorial board, an independent quarterly magazine about grassroots creativity and invention around the world. She is a founding member of the Koan Collective and a Frontline Freelance Register board member. She has received combat medical training through [RISC \(Reporters Instructed in Saving Colleagues\)](#). Mustard is an advocate for the protection and sustainability of the freelance community and gender equality in the media industry. Mustard has contributed work to clients and publications such as Associated Press, *New York Times*, *Monocle*, *TIME*, *National Geographic*, Al Jazeera, Airbnb, BuzzFeed, Mashable, Chrysler, *Telegraph*, *VICE*, Mondelēz International, and the *Christian Science Monitor*, among others. She is a contributor for Redux Pictures and can be found on the Wonderful Machine roster.

From: <http://www.amandamustard.com/>

Published Photos: <http://www.amandamustard.com/commissions>

Bio of David Rohde

David Rohde is the online news editor at *The New Yorker*; previously he was national security investigations editor at Reuters. He started his career as a production assistant at ABC World News Tonight in 1990 and moved to the *Philadelphia Inquirer* in 1993. He moved to the *Christian Science Monitor*, where he won the Pulitzer Prize in 1996 for reporting on the Srebrenica massacre. From 2002 until 2005, he was based in India for *The New York Times*. In 2009 he shared a Pulitzer for the Times' coverage of Pakistan and Afghanistan. His most recent book is *Beyond War: Reimagining America's Role and Ambitions in a New Middle East*. In 2012, Rohde was named one of the International Press Institute's World Press Freedom Heroes. He also was awarded a 2016 James W. Foley Freedom Award.

Student Advance Reading

- [“Why the Best War Reporter in a Generation Had to Suddenly Stop”](#) by Mark Warren
- [“In harm's way: Why war correspondents take risks and how they cope”](#) by Anthony Feinstein
- [“Five Hostages”](#) by Lawrence Wright
- [“How to Cover a Protest”](#) by Amanda Mustard
- [“Held by the Taliban: A Times' Reporter's Account”](#) by David Rohde
- [“In My Bag, Egypt Edition”](#) by Amanda Mustard
- [“Young Photojournalist Amanda Mustard on Life in Cairo”](#) by Elyssa Goodman

Instructor Notes

Beneath each question to be posed to students, there are notes and bullet points intended to help instructors focus on the information, controversy and/or issues that students should learn and debate.

Scenario One: Amanda Mustard

Instructor should give the background of the reporter who wrote this scenario and explain that both scenarios are real experiences that the reporters providing them went through. Distribute Handout 1 and give the students time to read it. Tell them for this scenario, they are playing a Western female freelance photographer.

[Handout 1: Egyptian Presidential Election](#)

It is 2012. A large gathering for the announcement of Egypt's first presidential election is expected in Tahrir Square. The announcement is planned to be around 10 a.m. during daylight hours, and tens of thousands are expected to gather in anticipation of the historic announcement, which is sure to be chaotic and emotional. You will be covering this “on spec” as a freelancer, i.e. not on assignment.

The nature of large crowds and protests in Egypt carries a very high risk for theft of equipment and physical harm for both genders. Unlike traditional conflict situations where there are “sides,” one of which you may be able to trust in terms of your safety, this is not that type of situation. In Egypt, crowds can be mixed with people of many different motives, and there is no

reliable group or side that you can trust with your physical wellbeing or equipment. Constant vigilance and awareness of your surroundings is critical while covering protests or clashes in Cairo, especially for women.

Nearly every woman has experienced sexual harassment or assault, mostly in everyday environments. In public gatherings, organized sexual assault and “mob rapes” have been used by anonymous groups of men as a direct tool to deter women, regardless of ethnicity or role, from being present in large political gatherings. Organized mob rapes primarily happen after dusk in Tahrir Square and the surrounding alleys, although harassment and assault are a possibility at all hours. It is not probable that witnesses will help in the case of a serious incident nor will the Egyptian authorities or legal system. In many cases, male onlookers join in.

Although covering such protests as a woman can be exhausting and distracting from the actual reporting work at hand, there are behavioral patterns and physical preparations that make the sexual violence less likely. As a male, there are also collegial measures that can be taken to ensure the safety of female colleagues.

Discussion Questions for Handout 1

1. What would be your preparations for this assignment, knowing the background of similar gatherings at Tahrir Square? What would you wear?

For women:

- Baggy gender-less T shirt (not button down)
- Men’s jeans (although some women preferred tighter jeans that are harder to grip and pull rather than ones that hide your form)
- Belt with the buckle flipped inside out, which is harder to remove
- Beanie to cover head and hair
- Smaller-sized sports bra to flatten chest
- Some women wear a one-piece swimsuit under clothes because it is hard to remove.

For men and women:

- In more dense, high-risk situations (including this scenario) I instead wore a plate-less level IIA armored vest under my shirt. A stab vest could serve the same purpose and be less sweaty
- Camera-bag was a waist pack worn sling-style across my chest/back for easy access but hard to steal from
- Sturdy shoes or boots, easy to run in

For women, the less feminine you look and the more you can blend into a crowd of men, the better. Although it’s acceptable to not wear a head cover as a woman in Egypt, not wearing something to cover your hair in a crowd can cause you to stick out and become easier to notice and/or track.

2. Would you take a defensive weapon?

Mustard's response: Many people might suggest a defensive weapon of some sort, pepper spray or a stun gun. I had pepper spray in my bag (although not easily accessible and probably not much use) as well as a small stun gun that looked like a cell phone. But I chose to not carry the stun gun around as it requires close contact with someone to use, and in that situation it could be taken and used against you. The loud sound was probably the most useful thing about it, but I chose not to use it.

[Handout 2: Egyptian Presidential Election, cont.](#)

Although the announcement was meant to be around 10 a.m., the pre-announcement speaking lasted for hours, while tens of thousands of people sat, stood and milled around Tahrir Square. You are working your way around the gathering, shooting photos. The delay in the announcement meant there was a lot more time for people to notice you or watch you. You are with a group of four other photographers – one female and three male. You all agree to check in, have a “base” and keep an eye on each other. You won’t shoot side by side but will try to keep each other within relatively close proximity, at least within sight.

During this time, someone throws a cup of boiling water at you. You don’t know who did it or why, but you keep moving swiftly and don’t return to that area. Later, a man pretends to trip and falls into you, his hands directly grabbing at your chest. His hands hit the thick, flat flak jacket and he is confused; he becomes embarrassed and goes back into the crowd. Otherwise the crowd seems mostly cordial and excited. You smile and act friendly so you don’t appear to be a threat.

When the announcement is finally made, celebratory chaos erupts. You dodge elbows while taking photos, but you get groped. You try to see who it was among the dancing and screaming crowd. You try to shuffle your way to the edge of the crowd. Throughout the effort, you continue to be groped, indiscriminate hands grabbing at your body. Finally, you make your way to a raised platform where you meet up with your colleagues. The female colleague also is being assaulted and a male colleague is trying to guard her.

Discussion Questions for Handout 2

1. What were some of the tactics used to help remain unnoticed in the crowd? Did the reporter react appropriately to the groping? Should she have fought back?

Mustard's response: It is extremely important to always keep moving and always have one eye on an exit plan. I cannot emphasize enough how vigilant and aware you must be of your surroundings, every pocket of space in the crowd, every hand around you, every person that might be following you. It is distracting from your work, but one moment of not paying attention can have a very high consequence. When your eyes are looking through your camera, you are missing what is happening around you outside of that frame. It’s a vulnerable moment for a predator to act. Most of the time I would have a trusted activist friend who would be at the protests anyway come as my ‘bodyguard’ to guard the immediate vicinity around my body so I

could focus more on shooting. This was essential to minimizing the risk of physical assault.

Mustard's response, follow-up: I assume that because of the delay of the announcement and the extra hours I spent being made more familiar to the crowd, it gave predators the time to position themselves and plan to assault me and other women at the inevitable moment of celebratory disorder. I don't think I could have done much differently to avoid what happened, other than take into account the added risk that the delay caused.

[Handout 3: Egyptian Presidential Election, conclusion](#)

The group of three journalists acknowledges the need to get out immediately and push quickly to an opening in the crowd until they can get to an exit street. They quickly disperse and you rush home, deciding the risk is not worth the likelihood of physical harm. To ensure a safe trip home, you move quickly as if in a maze – not a direct route – to get to your home a few blocks away. The winding loops through the streets ensure that you aren't being followed before you enter your front door.

Discussion Questions for Handout 3

1. Was the “buddy” system set up with colleagues enough of a plan? And how important was it that there be male reporters in the group? Could the female journalists have grouped together effectively?

Mustard's response: Having support from male colleagues is critical. I never covered a protest or clash by myself; it was simply a known precaution that journalists took in Cairo to always work in pairs and have a plan to touch base with a small group. Male colleagues should always keep an eye on their female colleagues if this arrangement is agreed upon. While this is obviously not mandatory, it is the moral and ethical responsibility we should share in keeping our colleagues and ourselves safe working in Egypt. Lastly, if the risk is too high or something doesn't feel right, then don't cover the event. Despite professional and sometimes collegial pressure to take risks to get the story, you have nothing to prove to anyone (especially if a publication is not willing to put in place measures to properly protect you). No photo is worth being raped or dying for. Best to be honest about the risks to yourself, editors and colleagues. Do your research, and trust your instincts. Err on the side of caution.

Mustard's response, follow-up: If you are on assignment, encourage your publication to have a risk assessment, check-in plan and full protocol in place in case something happens. Being freelance can make these things difficult to secure, but with industry tools and movements such as the ACOS Alliance, there are easy ways to show editors what the best practices are to keep journalists safe.

Scenario Two: David Rohde

Instructor should give the background of the reporter who wrote this scenario. Distribute Handout 1 and give the students time to read it. Tell them for this scenario they are playing a Western male reporter for a large news organization.

[Handout 1: Afghanistan](#)

It is 2001. Three months after the 9/11 attacks, you have been sent by your news organization to Afghanistan to cover the American effort to topple the Taliban. After flying to Russia and then Tajikistan by commercial jet, you board a Northern Alliance helicopter for the final leg, arriving in an area just north of Kabul controlled by anti-Taliban forces known as the Northern Alliance. After several weeks of waiting, a commander of the anti-Taliban forces tells you that his troops will finally launch an offensive the following morning to break through Taliban lines.

In an effort to reassure you, the commander offers to allow you, a photographer and your Afghan translator to ride inside an armored personnel carrier with his Northern Alliance troops. The armored vehicle appears to be about 30 years old. Other groups of soldiers are moving forward on foot. The area is littered with mines.

Competition for the story is intense. Fifty journalists from the United States and around the world are in the same area also covering the attempt to drive the Taliban from Kabul. Other journalists are positioned with other Northern Alliance troops nearby. The commander says you must decide if you and your colleagues will stay behind, get in the armored personnel carrier or advance with his soldiers on foot.

Discussion Questions for Handout 1

- 1. How important is it for reporters to be inside the attack itself? Isn't it simpler to stay behind and see the outcome of the fighting? What factors would you take into account in making the decision?**
- 2. Six weeks after the 2001 attacks, Americans are eager for news about whether the Taliban can be defeated. Your editor says to be safe but you also know competition for the story is great. How should editors convey and actually act on their responsibility for your safety to ensure you believe that that is the first consideration?**

[Handout 2: Afghanistan, cont.](#)

You, the photographer and translator get into the armored personnel carrier. The vehicle lurches forward. After 60 seconds, the vehicle suddenly stops, opens its rear doors and all of the Northern Alliance soldiers jump out. You decide that you, the photographer and the Afghan

translator should get out as well. Standing behind the vehicle, you hear bullets zipping through the air and see the anti-Taliban fighters begin to run forward. Your photographer dashes ahead with the fighters. You and your translator join them but after advancing 50 feet your translator shouts for you to stop. The translator says that rushing forward any farther is too dangerous. Your photographer rushes ahead with the Afghan soldiers. You must decide whether to stay with the translator or rush forward with your photographer.

Discussion Questions for Handout 2

1. From all of your readings on safety tips and risk assessments, what are the factors to consider in making this decision?

Rohde's response: I stayed with the translator while the photographer went forward. I felt that I had more of an obligation to stay with the local journalist than to stay with the photographer, who I hoped would be protected by the Northern Alliance soldiers. It was the right decision to make ethically, but I missed a major story as a result. Photographer Tyler Hicks rushed forward; because he was so close to the Afghan fighters, Hicks was able to take a series of award-winning photographs that showed the Northern Alliance soldiers capture a Taliban fighter and execute him.

Here is a link to the photographs from [Pictures of the Year International](#).

Here is the text story that accompanied the photographs: ["A Nation Challenged: The Front Lines; Executions and Looting as Alliance Nears Kabul"](#) by David Rohde

2. Is there a different calculation for a photographer or videographer compared with a reporter?

Rohde's response: Yes, photographers often have to be closer to the action than the reporters. I often feel that photographers are pressured too much and take too many risks.

3. But does that mean the photographer made the right decision? Did the reporter have any responsibility to try to dissuade the photographer? Would your answer change if he had been injured or killed?

Rohde's response: At the time, the photographs seemed like an amazing story. Looking back many years later, I don't think the photographs changed the nature of the war. If Tyler had been wounded or killed, it would have not been worth the risk. I believe we took too large a risk.

[Handout 3: Afghanistan, cont.](#)

You, your photographer and translator have entered Kabul with victorious anti-Taliban forces. Crowds of young Afghan men and boys enthusiastically welcome the anti-Taliban fighters and the dozens of foreign journalists mixed in with them. Your translator tells you that you can visit a local park where the bodies of dead Taliban fighters have been found, a house where Arab militants lived, or an abandoned office of the Taliban Ministry for the Promotion of Virtue and

Prevention of Vice – religious police who arrested women who did not wear veils in public. Your translator asks you where you want to go.

Discussion Questions for Handout 3

1. Pick a student to support each of the four choices – why would that be the best location to get a good story? And how would you assess the risks in each location? What would you do in each location to try to ensure your safety?

- Use the [ACOS Safety Checklist](#) to prompt students.

[Handout 4: Afghanistan, conclusion](#)

You go to an abandoned house where Afghans say Arabs lived. When you enter the house itself, hundreds of pieces of paper are scattered across the floor. Your translator looks through the papers and tells you that some of them appear to be lists of recruits. Others appear to be grocery lists. On an upper floor, you find a manual to a Microsoft Flight Simulator program and what appear to be instructions on how to build bombs. Hundreds of pages litter the house. You must decide whether to collect the papers and bring them to your hotel or leave them.

Discussion Questions for Handout 4

1. What are the reasons you should not collect the papers? What are the reasons you should collect the papers?

Discuss the legal and ethical implications of removing objects from private homes, then broaden that discussion to how or if those implications change in the home of what appears to be an enemy combatant. Does it matter that the house appeared to have been abandoned?

Rohde’s response: At that point, looting was occurring in part of the city and no new government was in place. Fearing that the documents would be stolen and no one would know what they said, I collected the papers and temporarily brought them to my hotel room for translation and examination. That night, I wrote the following story: [“A Nation Challenged: Kabul; In Two Abandoned Kabul Houses, Some Hints of Al-Qaeda Presence”](#).

Over the next several days, I collected several thousands more pages of documents from several other abandoned houses where foreign militants once lived. When U.S. officials arrived in Kabul, they complained that the documents contained valuable information that might prevent another terrorist attack on the United States. They asked that the documents be handed over to the U.S. embassy.

2. What are the reasons you should hand the papers over to the U.S. government? What are the reasons you should not give them to the U.S. government officials?

Rohde’s response: I did not want it to appear that I was collecting information on behalf of the U.S. government and found a middle-ground solution. I photocopied the several thousand pages of documents, returned them to the houses where they were found, told officials the documents were back in the houses and brought the copies of the documents back to the United States. Combining the papers from Kabul with papers found by a colleague in abandoned Taliban houses in northern Afghanistan, we wrote this story: [“A Nation Challenged: Qaeda’s Grocery Lists and Manuals of Killing”](#) by David Rohde and C.J. Chivers.

Instructor Notes

Read this final comment from Rohde, which should prompt a discussion on weighing risks and when a potentially dangerous assignment is worth doing – and when it is not.

I was detained twice in my career while reporting overseas. In 1995, I was jailed by Bosnian Serb police for 10 days after I was arrested at the site of a mass grave where Bosnian Serb forces executed Bosnian Muslim prisoners.

In 2008, a Taliban commander kidnapped me and two Afghan colleagues after inviting us to an interview outside Kabul for a book I was writing about the post-2001 effort in Afghanistan. The commander, who had been interviewed twice previously by European journalists but had not abducted them, took us to the tribal areas of Pakistan and held us captive there for seven months.

The Taliban kidnapping ended my career as a foreign correspondent. On a personal level, I decided I had put my wife, family and editors through enough. I now work as an investigative editor and reporter in New York for Reuters.

I urge young journalists to weight two things before taking a risk in the field: the importance of the story you can potentially get versus the danger you will face. Honestly ask yourself what is the best possible story that you might get. And then honestly ask yourself whether the risk is so high that you are being reckless.

In hindsight, taking a risk to help expose the mass execution of 8,000 men and boys around the town of Srebrenica in Bosnia in 1995 was worth it. Going to an interview with a Taliban commander in 2008 was a mistake that put my family, friends and editors through hell. I will always regret it.

Bonus Viewing

If there is time, the embedded link provides a one-hour speech by Kathy Gannon of the Associated Press, who was seriously injured while covering Afghanistan, [accepting the James W. Foley Medill Medal for Courage in Journalism](#). You also could show just a few parts of the speech.

Seminar 4: Risks to Consider in Covering Domestic Civil Unrest

Seminar Four: Overview

This seminar will address dangers that can happen at home or abroad in covering situations of civil unrest from protests to mob scenes. The 2016 U.S. political conventions had journalists on edge in advance, thinking the anger and fights that had been part of the campaigns, especially that of Donald Trump, might erupt into more intense and widespread violence. Although that did not occur, the advance preparations by many news organizations and freelancers were the right approach to preparing for coverage of civil disobedience-type events that have the potential for violence.

Instructor Advance Reading

In addition to the readings below, also read the student assigned materials. Also, each discussion question offers background reading to help you guide the discussion for that particular question.

- [“Photojournalists Bringing Gas Masks and Kevlar to Republican Convention.”](#) A report by Petapixel on the preparations by photojournalists for the Republican National Convention. Due to the security risks, some journalists wore helmets and Kevlar jackets as a basic layer of protection for the coverage until it was clear the violence risk was low.
- [“Photographers Are Gearing Up for the Republican Convention Like It’s War.”](#) A similar report by Nick Stockton for Wired.com on how photojournalists took precautionary measures for the Republican National Convention (RNC).

Bio of Cengiz Yar

Cengiz Yar is a documentary photographer based in northern Iraq. His work is focused on mass displacement, religious and ethnic minorities, and the fight against the Islamic State.

His work has appeared in *The Guardian*, *The Telegraph*, *Maclean's Magazine*, *Foreign Policy*, *Huck Magazine*, *The American Scholar*, *Vice*, *Makeshift Magazine*, and *Mashable*. His humanitarian clients include UNHCR, UNICEF, UNDP, and Mercy Corps.

He has been featured for his work in a variety of places, including BBC World News, *Juxtapoz Magazine* and *Roads & Kingdoms*. He was awarded the Online News Association's inaugural 2015 James W. Foley Award for Conflict Freelancers.

Bio of Aaron Mak

Aaron Mak was an intern reporter at the *Milwaukee Journal Sentinel* at the time of the incident covered in this seminar. He was given the assignment to cover the protest by his editor. He is a student at Yale University and has also interned at *Politico*.

Bio of Shane Bell

Shane Bell is the managing director of Global Journalists Security (GJS), which provides hostile environment training, first aid training and other safety training for journalists, NGOs and aid

workers. Before joining GJS, Bell worked for many years with journalists as a security adviser, escorting them on reporting trips in the U.S. and in combat zones overseas.

Bio of Ayesha Mir

Ayesha Mir is a photojournalist with more than five years of reporting experience in Pakistan. She has worked for *The Express Tribune*, based in Karachi, Pakistan, and freelanced for other publications. She graduated from Emily Carr University in Vancouver, Canada, before taking on her current position at *The Express Tribune*. She also teaches photojournalism at a high school in Karachi.

Student Advance Reading

- [“You’re Asian right? Why are you even here?”](#) Aaron Mak, an intern with the *Milwaukee Journal Sentinel*, was attacked during a protest. He describes the experience in this *Politico* story.
- [“Female news reporter 'attacked' live on air as woman 'grabs her head and punches her in face'.”](#) *The Daily Mirror* published footage as the reporter was punched in the face during a live TV session.
- [“Index on Censorship: journalists now under 'unprecedented' attack.”](#) Jane Martinson reports on a study by the *Guardian* that finds growing hostility toward media around the world has led to a rise in assaults on individuals and on press freedom.
- [“In My Bag: RNC Edition.”](#) New York-based photojournalist C.S. Muncy writes about his preparation for the RNC.
- [“Tennis balls, coolers, lasers: What's been banned at the RNC.”](#) In *USA Today*, Eliza Collins lists the objects banned from the RNC and its surrounding premises. Guess what? Guns weren’t on the list.

Instructor Notes

Beneath each question that is to be posed to students, there are notes and bullet points intended to help instructors focus on the information, controversy and/or issues that students should learn and debate.

These are some of the ideas we hope you and your students will consider:

Journalists often find themselves covering civil unrest, whether protests, picketing or mob violence. What may seem to be an ordinary protest can quickly turn into a violent situation.

As in reporting situations discussed in the previous lessons, it is important to have thought through how to manage the risks and what to do if things turn violent. A journalist’s safety as well as the safety of colleagues is the top priority.

Dual goals then arise: Reporting accurately and completely as a situation turns chaotic and dangerous and minimizing risk to avoid injury or worse.

The best way to mitigate risks is preparation. Assume that controversial issues such as abortion, police shootings of African Americans, or divisive political campaigns or rallies against a corrupt official have the potential to become violent. Really think about the rhetoric being used and the types of groups involved. Do not assume that because similar events have not been dangerous, your assignment will be safe to cover.

The riots in Ferguson, Missouri, and Baltimore are good examples. Dangerous assignments are not always those involving conflict areas or foreign postings.

Much depends on a journalist's ability to think and react quickly in situations that can take a nasty turn in the blink of an eye. Again, advance preparation – even practicing some responses to danger – can help reporters react correctly without thinking.

You and your students will review two reporters' experiences and discuss thoughts on how you might have reacted.

Before the start of each scenario exercise, you should give the background of the reporter who wrote this scenario and explain that the scenarios are real experiences that those reporters experienced.

After reviewing the scenarios, you will listen to a video interview with Shane Bell and provide a written document with advice from Mir.

Scenario One: Cengiz Yar

Instructor should give the background of the reporter who wrote this scenario and explain that the scenarios are real experiences that the reporters providing them went through. Distribute Scenario 3 and give the students time to read it. Tell them for this scenario, they are playing a U.S. freelance reporter, and gender is irrelevant to the scenario.

[Handout 1: Republican National Convention in Cleveland](#)

It is the summer of 2016. You are a freelance photographer and have been assigned to cover the Republican National Convention in Cleveland. Tens of thousands of protesters are predicted to fill the streets, along with thousands of police officers. The anticipation of violence is high with many news outlets reporting on it in the weeks leading up to the July convention. The weather during the convention is supposed to be in the 90s.

The city of Cleveland has a restricted zone in downtown that limits the items allowed near the convention hall. Included in that list are gas masks and tennis balls - not included are guns because Cleveland has a law allowing registered gun owners to carry concealed weapons.

Pro-gun activists from around the country likely will be traveling to Cleveland to exercise their right to carry weapons. Black Lives Matter protesters are heading to the city as well, as are branches of the Black Panthers. Members of Bikers for Trump are riding in from South Dakota and anarchists like Black Bloc are said to be traveling from the East Coast. There is also the

possibility of Trump not receiving the Republican nomination, which could lead to violence on the streets from his supporters.

Your editor assigns you to cover the protesters and environment outside the convention hall as well as some Cleveland voices from around the city only. You will not have to go into the convention hall to cover the speeches and nominating procedures. You will be outside and mobile on the streets. There will be thousands of other reporters and photographers covering this event so the competition for compelling stories and imagery will be high.

Discussion Points for Handout 1

1. What are the possible threats to your safety?

Your biggest concern at this point is the use of weapons from either side. Things are likely to get heated due to the presence of opposing groups. Anarchists are certain to take advantage of the situation.

In such scenarios, you need to be cautious not just of the threat from the protesters, but also from law enforcement personnel, lest they mistake you for one of the anarchists. Another cause for concern is the use of nonlethal force by the law enforcers. Always be on the lookout for police activity. If they are putting on gas masks and riot gear, it's best to start making your way to the periphery.

You will probably be carrying expensive equipment with you, making you a target for opportunists within the crowd.

Some of the protesters may be averse to the media and may target you simply for being there. Be on the lookout for any signs of aggravation.

You want to get the best images and footage but keep in mind that getting too caught up in the motion of the crowd may drag you into the center and when something suddenly kicks off, you may not be in the best position to safely evacuate the premises. Always stay on the periphery and know your exit plan.

2. What will you be wearing?

- You will be running around with protesters in an urban environment in the middle of summer. Primary concerns should be staying mobile and cool. Wear lightweight clothing, good solid shoes and jeans.
- The shoes should have hard toes so that you won't be injured if people step on your feet if there are running or fast-moving crowds.
- Wear jeans or sturdy pants when covering protests because they are difficult to rip and add some layer of protection. Shorts also lead to exposed skin in the event of chemical agents. For this reason, also pack a long-sleeved shirt in your day pack.
- Bring a T-shirt to change into and some deodorant. Being able to freshen up quickly makes a world of difference and will make you more comfortable and better able to work and face future challenges.

3. Due to the security restrictions downtown where most of the protesting likely will take place, what might you bring to protect yourself that is different from other protests?

- In a normal protest situation that might result in tear gas, you should bring a gas mask. You aren't allowed to wear a gas mask in Cleveland but may still need to protect your eyes and lungs from chemical agents. Yar picked up a pair of swimming goggles and a chemical painting mask and kept them with him for the week.
- A bike helmet or skateboard helmet is also a lightweight piece of protection to strap to your bag just in case rocks start flying. You also can buy a helmet that looks like a baseball cap but is hard enough to protect your head; make sure it has straps under your chin so it doesn't fall off.

4. Should you bring body armor?

- While some journalists wore body armor and others brought it, wearing body armor makes you stand out as a target. You will stand out to both the police and to the protesters and, as a photographer, it is better to blend in. Body armor also adds to the expectations of danger.
- Wear body armor when you're covering a war, but not in a situation where it will make people more fearful or as a way to showboat. Body armor isn't a joke and should be worn seriously and in serious situations.

5. What should you discuss with your editor?

- Be sure to get an assignment letter stating that you are working for the news organization so that you can get credentials. Credentials come from the House Press Gallery.
- Make sure you have a list of lawyers in case you are arrested. The Reporters Committee for Freedom of the Press has lists.
- As with any possibly hostile situation and assignment, you should have a detailed check-in plan with your editor and possibly a risk assessment. I typically use a family member as a check in and do that nightly while on assignment. Here is a sample checklist you can use:
 - [ACOS Safety Checklist](#)
 - [“What to Expect When You're Protesting: An Activist Guide To The RNC & DNC”](#) by Nathan Tempey

6. What other preparations could you make?

- Pack water, a press pass, candy bar, protein bar
- Have plenty of whatever medicine you normally take
- Cash: Always carry around hard money
- Medical kit
- Travel as lightly as possible so you'll be able to move around more easily and last longer in the field

- Create meeting places with other journalists and buddy-up. If you feel like situations are getting out of hand, pair up with someone and watch each other's back.

[Handout 2: Republican National Convention, cont.](#)

It is the second day of the Republican National Convention in downtown Cleveland. The events so far have not been violent, crowds are small, there are masses of journalists and thousands of police. It's the middle of the day, and you're extremely hot. A mass of police and journalists surround a group of men arguing. A scuffle breaks out and you are stuck between the police and protesters, including the men who are arguing. There is shoving.

Some small objects, most likely plastic bottles, are thrown through the air. The confrontation appears to be between masked anarchistic protestors and the conservative gun rights group InfoWars.

You've seen people with handguns on their hips in the crowd and others earlier in the day walking around with rifles. The police, of course, are armed, and there are police snipers in nearby buildings. The situation appears to be escalating quickly.

Discussion Points for Handout 2

1. What do you do in terms of location – stay in the crowd, move? What gets you the best photos?

Yar backed up and allowed the other journalists to surround the scene. He determined that he did not need close-up action shots for his story and being able to observe the melee from a short distance worked as long as he could maintain a view of the action. He stayed close enough that he could get back into the scrum if he felt it was warranted.

2. How did you prepare for the day's work? Did you have a safety as well as a photography/storytelling plan?

Preparation is key. No matter the assignment, what makes the job easier and more efficient is essential groundwork. Having a pre-ordained plan not only allows you to focus better, it helps alleviate many of the risks carried by certain assignments. The Rory Peck Trust offers a template on drafting an assignment outline even before you assess the risks.

1. Create an outline

To be able to identify risks, you need to properly outline what your project is. Try to identify and list the key building blocks of the project: all the sequences, interviews, travel plans and actions that are vital to your plans.

2. Locations and brief schedule

Where are you going, when and for how long?

3. Assignment details

Give specific details of what you intend to cover to complete your assignment. What will you film, photograph, record, report, write? Include relevant meetings, sequences, interviews and locations. This will act as the basic foundation of your risk assessment. It will give you a clear idea of what you want to achieve and how you want to achieve it.

4. Project-specific risks

Is this a sensitive topic? Are you reporting in a high-risk location or at a high-risk event? Are the people you are meeting under surveillance? Might they be put at risk if they talk to you? What could you do to mitigate risks? For instance, could you leave sensitive interviews to the end of your visit so they are less likely to affect your plans?

[Salama](https://salama.io/#/) is free risk-assessment application designed by Knight Fellow Jorge Luis Sierra to help journalists mitigate digital and physical security threats. Visit the following link, fill out the form and the application will guide you on the best way to mitigate risks and scale the level of risk on your assignment. <https://salama.io/#/>

Scenario Two: Aaron Mak

Tell students they are an Asian-American intern reporter at a mid-size daily newspaper in the Midwest, the *Milwaukee Journal Sentinel*, and are about to return to college after a summer of reporting.

[Handout 1: Milwaukee Sherman Park Riots](#)

It is Aug. 13, the last day of your summer internship. But your editor has an assignment. He sends you to the city's predominantly black and socioeconomically underprivileged Sherman Park neighborhood. There had been reports of a fatal shooting in the area. Because you have reported at crime scenes in the past without incident, it seemed like a routine assignment. But when you arrive you learn that the shooter is a policeman and the victim is a well-liked member of the community. An outraged crowd is forming around the cul-de-sac where the homicide occurred. This did not concern you because you had spent much of the summer covering police brutality protests, all of which had been peaceful.

You begin to suspect that the protest could turn violent when some in the crowd start shoving forward and throwing rocks at the police officers who are guarding the crime scene. In demonstrations that you've covered in the past, making any sort of physical contact with law enforcement is usually an unspoken line that protestors won't cross.

The police conducted their on-scene investigation throughout the afternoon, during which time the crowd grew progressively larger and more unruly.

Discussion Points for Handout 1

Should you have shadowed an activist?

- Activists typically command respect within the communities they represent, so the rioters would not likely have attacked if we had an activist vouching for us. I was fortunate enough over the course of my earlier reporting to have developed a relationship with the community leaders at the protest, who escorted me out of the area after the attack; they had enough clout to make sure no one else assaulted me as we left. In the future, I'm going to make sure to remain within earshot of a prominent activist in potentially volatile situations.
- You should have called your editor to develop an emergency plan. Mak said he was too concerned with reporting. But he – and you – also incorrectly assumed that even if a riot did erupt, you would be safe because you are a reporter and Asian-American.

[Handout 2: Milwaukee Sherman Park Riots, cont.](#)

At sunset, the officers place the body into an ambulance, pile into their squad cars, and begin to leave. Just as the last car in the procession is about to pull out of the cul-de-sac, someone runs up and smashes its back window. This emboldens others in the crowd to follow suit, and soon the rioters are smashing and setting fire to parked vehicles and small businesses that line the streets of the neighborhood. You run after the mob to capture video of the turmoil on your cell phone.

You also call your editor and inform him that a riot has broken out. He sends another reporter and a photographer, both white men, to help with the coverage. You meet them at a nearby intersection. Moments later, a phalanx of armored police comes marching down the street behind you. One of the rioters fires seven gunshots from the other side of the intersection. The police disperse, and your colleagues and you dive behind a Chevy Suburban. Once it seemed like the gunfire had ceased, the photographer walks off to take more pictures, while the other reporter and you remain behind the car. Minutes later, a man shouts, "Get your white ass out of here! You better not let me fucking catch you!" You see a group of around 20 people chase the photographer down the street. You don't have a plan to diffuse the situation, but feel you can't leave your colleague to fend for himself. You decide to run after him and make sure that he isn't assaulted. It may not have been the right call, but you're not sure what else you can do.

The photographer drops the bulky cameras around his neck so that he can run faster. Worried that you'll lose all of his work, you run over to retrieve the gear. He stops and looks back, at which point you yell at him to keep running. You're realizing that picking up the cameras and shouting at him were ill-considered moves that likely endangered both of you. The mob realizes that you are associated with him, and so they begin chasing you.

Discussion Points for Handout 2

- You should have contacted your editor and all the other reporters at the scene to devise an escape plan once you sensed that the protest would spin out of control (i.e. when protestors began making physical contact with police). After you had fled the area, you still didn't know where your colleagues were.
- You should have identified a rendezvous spot in the event that the reporters were separated, requested that someone sit in a car nearby who could transport you away from

the scene, and created a group chat so that you could communicate with each other at the same time.

- Your colleagues and you should have stayed together once people started destroying property. Splitting up made it difficult for you to look out for each other, and for your editors to ensure your safety.

[Handout 3: Milwaukee Sherman Park Riots, conclusion](#)

Because the photographer was a much faster runner, the mob caught up with you first, threw you to the ground and pummeled you.

A few onlookers saw what was happening and ran up, yelling, “Stop, he’s not white! He’s Asian!” The attackers, after taking a step back to examine you, run off into the night. An activist who has been a source in earlier reporting on police violence comes over to help you get up from the ground and escorts you to a nearby park. Other people you have interviewed in past protests hear about what happened, and they too come over to make sure you are not attacked again. You call an editor and ask her to pick you up. Your two colleagues had also managed to run to safety, unharmed, and you meet back at the newsroom.

Discussion Points for Handout 3

1. Do you need to think about how a crowd might react to you based on your gender, race or ethnicity? Is that something to consider in assessing risk?

- As a reporter, you may think of yourself as an impartial observer, but that isn’t necessarily how other people see you. You and the other reporter and photographer should have considered how your races were going to affect the way the crowd viewed you and would react to you.

[Tips from the Pros](#)

Paul Burton, training director for hostile environments and emergency first-aid for Global Journalist Security, has trained hundreds of journalists, aid workers and others on safety measures in the field. Here is a brief outline of his tips on reconnaissance prior to a protest or rally and recommendations for operating during the event.

[Handout 1: Tips from Paul Burton](#)

Global Journalists Security Risk Assessment Strategy for Protests & Civil Unrest

- Visit the venue a day before. Relate the map to the ground. When you see a map, it shows various side streets and lanes that may turn out to be your exit route if needed. But some of these side streets may be blocked by law enforcement. Explore the area and map out your best exit plan.

- Take a physical copy of the map with you. Often, cellular connectivity is limited in areas where many people have gathered.
- Speak to law enforcers posted at the venue a day earlier. What sort of risks are they anticipating? What sort of precautions are they taking?
- Take account of your means of communication. The government has the authority to turn off cellular transmitters and you don't want to be caught in that situation.
- If you believe there is a chance of violence, take a helmet with you. Also, carry a basic first aid kit. Make sure to bring plenty of water with you to stay hydrated.
- In some cases, body armor can be a useful tool. Other times, it could make you stand out. You may want to decide whether to wear the body armor based on the situation on the ground.
- Download and familiarize yourself with tracker apps to follow the movements of your colleagues in the field. There are several apps available for both Apple and Android users.
- Travel in pairs when possible.
- Always remain cognizant of your surroundings. When taking pictures or using your cell phone, make sure your peripheral vision is clear. Try to stand with your back against a wall when using your cell phone. This way, no one can sneak up behind you.
- Be on the lookout for signs of escalation. You want to be able to take pictures or footage of violent incidents and then quickly move away from danger.
- Get on the ground as quickly as possible if you hear gunshots.
- At protests that have a tendency to grow violent, always track the crowd dressed in black. They are likely to be the ones that will cause trouble. Make sure you identify yourself as a journalist. Know the difference between anarchists and violent anarchists. The latter may hurt you and try to steal your equipment.
- Don't try to go between two sides of a crowd. Stay on the sidelines or in front of the crowd. Remember: you are not invincible.
- If you do come face to face with a hostile actor:
 1. Avoid
 2. Escape
 3. De-escalate.

Show video of **Shane Bell of Global Journalists Security** talking about some of the tricks of the trade; how to keep yourself and others safe when the mob suddenly turns on you. Situational awareness is key, he says. (NOTE: Instructor can pair up students to practice some of the moves Shane talks about.)

Video featuring Shane Bell (Approx. 6 mins)

<https://vimeo.com/207861637>

[Handout 2: Covering Protests in Pakistan: Photojournalist Ayesha Mir](#)

In Karachi, there are several types of protests. One happens outside the Karachi press club: A few people, usually peaceful, protest for a short time, then disperse. Second is a political protest

that is in the protesters area so it has a good chance of being safe to cover. Third is a protest that is a collision between two parties and nearly always gets violent. The fourth type, which is now rare and is expressly to show violence, is “Ishq e Rasool Day.” The Pakistani government ordered citizens to observe the day in condemnation of an anti-Islam film. AFP reported that violent protests erupted in several cities, resulting in 20 dead, 200 wounded and major property damage.

When I am assigned to a protest, the first thing I do is discuss with my editor what kind of photos the media outlet is looking for – close-ups, intimate shots of people, wide shots of the crowd or the people who plan to give speeches. Each scenario requires me to plan differently.

If I am going from home to the protest, I wear clothes suited to the event: socks and sneakers, jeans (must have pockets), a scarf and a longer shirt (more like a Kurta) that will be worn for a very particular reason. Pakistan is a male-dominated country; few women are photojournalists and even fewer work for newspapers and are out in the field during such events. If this was my ideal world, I would have been wearing a button-down shirt that would be easy to maneuver in. However, men are not used to seeing women run around with a camera in such situations so it makes sense to dress in a way that avoids inappropriate stares.

I carry a backpack at all times. It holds my camera, extra lenses, extra memory card, extra battery, a notebook, pens, a medicine kit and my press card.

I make sure my phone is charged, but I have my power bank in case it dies. I also have an extra phone on me with another number.

If the protest is by a political party, then knowing which party is in charge is essential. If it is a majority party, then it's easy to cover because the organizers make sure people, especially journalists, can go anywhere.

I always make sure my car and driver are close by but not in harm's way if the protest gets violent, and that I can reach them by phone.

It's also important to have a “friend” – maybe a reporter from my organization or another, especially if they have a bike. I tend to have my eye out for these friends, make conversation with them before and during the protests, and sometimes we bounce ideas off each other for good subjects to photograph.

As soon as I get in my car to go to the venue, I make sure everything is in place, like my backpack, phones, concepts discussed with the editor. When I reach the venue, which is usually early, I tend to locate a person or a friend. Then I look around to find the best places from which to photograph. I also take a few test shots just to see if my settings on the camera are fine. Once the protest starts, I start to take photos of the people, some close-ups and look for “color” images. As the crowd tends to increase so does the competition, and I have to make sure I stand my ground and not let people in front of me. This usually ends up with me getting elbowed in the ribs and people standing in front of me because I am a woman. I also get groped sometimes by the public with the worst part being you don't know who did it.

If the protest is peaceful, which you can usually tell in the first hour, then it's easy and fast to photograph. But if there is even the slightest bit of tension, you have to watch for the worst. If a fight breaks out, I look for a little high ground, usually a TV satellite car to stand on and photograph from. If not that, then I take a few steps back and keep my camera higher and start to click the center where people are fighting. If there is tear gas, then I stand close to the police because it gives me a shot of the tear gas being fired and the people being fired at.

I was told by a fellow photographer that your life is more important than your photograph. So keeping that in mind, I make an exit with the friend if I can locate him or her and make my way to a safer place.

Discussion Points for Handout 2

1. Have you thought about the need to assess risks when covering protests? Have you experienced a protest that became violent?

- The idea of assessing what type of protest you are covering to determine the likelihood of violence is important. How would you go about planning based on what you've just learned?
- Get in the habit of creating a checklist of risk assessments before heading out to an assignment. As an exercise, don't look at the handouts and write what you think are the five most important preparations.

Seminar 5: Digital Security

Seminar Five: Overview

This seminar illuminates the serious need for journalists to ensure the security of personal and work-related data stored on electronic devices and to keep themselves from being tracked through traces left on the internet.

Through lectures, exercises, and discussions, students will gain a heightened awareness of how to protect their data, navigate the growing number of data security tools, and determine the level of security needed in different situations.

Instructors are provided with background to help inform their teaching as well as readings for students to review in advance of the session. The instructors are also given bullet points to explain technology issues and promote discussion. A PowerPoint presentation and role-playing scenarios also will help the instructors guide the class.

Keep in mind that *nothing digital is ever completely safe*. The safest way to get information is to meet face-to-face. All the encryption tools only lower the risks and mitigate danger, they do not prevent them.

Instructor Advance Reading

This [digital safety overview for journalism students by the Electronic Frontier Foundation](#) presents basic aspects journalists should consider when it comes to digital safety and offers manuals for using certain tools.

[Tactical Tech's Security in a Box project](#) offers a more rigorous rundown on what tools are available and how to use them. It complements EFF's guide on the hands-on aspect.

[Freedom of the Press Foundation's](#) blog provides practical details on safety, e.g. how to set a safe passphrase.

A [searchable archive of listserv posts by "Internet Freedom"](#) technologists where journalists find the latest thoughts about any particular tool or concern.

[OpenNews](#), a project funded by non-profit Community Partners, has assembled a GitHub repository of useful information when it comes to organizing a training session about digital safety, such as expectation management and facilitating class discussions on the topic. The instructor can apply ideas the material offers in class as needed.

Instructor Advance Work

Install WhatsApp and play with it. Set up PGP using one of the ways introduced here <https://ssd.eff.org/en/module/how-use-pgp-mac-os-x> or use Mailvelope <https://www.mailvelope.com/en/help>

To try out WhatsApp and PGP, the instructor needs to communicate with another person who also use WhatsApp and PGP.

Install Tor <https://www.torproject.org/projects/torbrowser.html.en>

Add all the students' WhatsApp numbers into one broadcasting list.

Student Advance Reading, Viewing, and Homework

Here's a short video on how the internet works; assign students to think about how communications can be intercepted: "[How the Internet Works in 5 Minutes.](#)"

How to create a strong password: "[Surveillance Self-Defense: Creating Strong Passwords.](#)"

Threat modeling assignment:

Read this introduction to threat modeling: "[Surveillance Self-Defense: Assessing Your Risks.](#)"

Then, watch the following four video lectures about threat modeling:

- [Threat Modeling, Part One](#)
- [Threat Modeling, Part Two](#)
- [Threat Modeling, Part Three](#)
- [Threat Modeling, Part Four](#)

Video Lecturer Bio: Jason Reich is the Director of Global Security at BuzzFeed. Before joining BuzzFeed, Reich led a team of crisis response experts working in the Middle East and North Africa. Reich is consulted regularly as an expert on issues of information security, online harassment and other media safety issues.

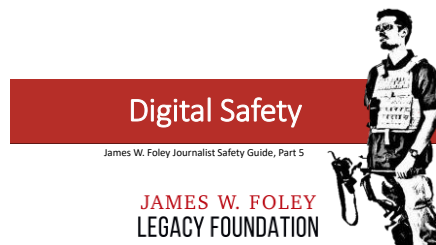
Write the [answers for the five risk model questions listed on the Electronic Frontier Foundation page](#) for one country where you hope to report. Submit your responses to your instructor the day before class.

Install [WhatsApp](#)

Save instructor's WhatsApp number.

Optional: install [Signal](#) and [Tor Browser](#), open a [Gmail](#) or [Protonmail](#) account.

Seminar 5: Power Point Presentation



Click [HERE](#) for Powerpoint

PowerPoint, Slide 1: Intro

The instructor starts the seminar by telling students they are going to hear from an expert to introduce the course. Then, the instructor reads Paul Rosenzweig's bio:

Paul Rosenzweig is the founder of Red Branch Consulting PLLC, a homeland security consulting company, and a Senior Advisor to The Chertoff Group. Rosenzweig formerly served as Deputy Assistant Secretary for Policy in the Department of Homeland Security in the George W. Bush administration. He is a Distinguished Visiting Fellow at the Homeland Security Studies and Analysis Institute. He also serves as a Professorial Lecturer in Law at George Washington University, an Adjunct Professor at the Near East South Asia Center for Strategic Studies at the National Defense University, a Senior Editor of the Journal of National Security Law & Policy, and as a Visiting Fellow at The Heritage Foundation. In 2011 he was a Carnegie Fellow in National Security Journalism at the Medill School of Journalism, Northwestern University, where he is an adjunct Professor.

Play the video of Paul Rosenzweig: [Importance of Digital Safety](#). Rosenzweig uses the case of James Rosen and Jin-Woo Kim. Password for all videos: **foley17**

PowerPoint, Slide 2: Why Digital Safety?

The instructor then discusses how the internet works and how communication can be compromised based on the Instructor Advance Readings, followed by a role-playing exercise.

IN-CLASS EXERCISE

Each student plays the role of a server connected to the internet, and each server may be controlling computers at various entities such as universities, corporations and government agencies.

Student A plays a computer sending information – give the student a small picture and instruct Student A to put the picture into an envelope, write Student B on the outside of the envelope to indicate the intended recipient. Student A leaves the envelope unsealed, then passes the envelope to Student C, who passes it to Student D, who passes on to Student E. In advance, tell student C,

D, and E that they can choose to look or not look inside the envelope. The instructor explains that this is what happens if information is sent without being encrypted.

Replay the scenario, but first have A seal the envelope (which would symbolize encrypted information). C, D, and E cannot see what's inside the envelope. The instructor notes that the students weren't able to look inside the envelope, keeping that information safe, but they know that A has sent the envelope to B at this point in time. AND they know that the envelope is sealed, that the traffic is encrypted. This could be a red flag in nations like Ethiopia, Pakistan, Vietnam or China, as entities monitoring Internet traffic including government authorities might believe any encrypted information means it's information the government would want to know.

Do a traceroute demonstration

If using an Apple computer, the instructor should click cmd+space to get the Spotlight search, type "terminal" into the search box, hit enter, and a black box with white letters on it will pop up. Type "traceroute www.jamesfoleyfoundation.org" in the black box and hit enter. The instructor will see lines of numbers and names start popping up one line after another. The lines represent the servers that are relaying this computer's request, which is to visit the website "https://www.jamesfoleyfoundation.org/". The servers are all the Cs, Ds and Es that the information is going through. This process happens when one visits a website, and also when one sends an email. Information is relayed through different servers, often located in different places. If the email was not encrypted, each of these nodes is an opportunity for someone to intercept and see the email's content.

```
jingnan_huo — traceroute www.jamesfoleyfoundation.org — 80x24
[Jingnans-MacBook-Air:~ jingnan_huo$ traceroute https://www.jamesfoleyfoundation.org/"]
traceroute: unknown host https://www.jamesfoleyfoundation.org/"
[Jingnans-MacBook-Air:~ jingnan_huo$ traceroute www.jamesfoleyfoundation.org ]
traceroute to foleyfund.wpengine.com (104.196.178.61), 64 hops max, 52 byte packets
 1  10.0.0.1 (10.0.0.1)  5.074 ms  7.965 ms  2.517 ms
 2  96.120.11.145 (96.120.11.145)  13.097 ms  13.025 ms  19.170 ms
 3  162.151.75.177 (162.151.75.177)  17.162 ms  21.286 ms  13.527 ms
 4  ae-53-ar01.capitolhghts.md.bad.comcast.net (68.86.204.217)  21.462 ms  24.923 ms  29.788 ms
 5  be-33657-cr02.ashburn.va.ibone.comcast.net (68.86.90.57)  14.800 ms  26.504 ms  19.357 ms
 6  be-10142-pe01.ashburn.va.ibone.comcast.net (68.86.86.34)  19.741 ms  17.481 ms  21.163 ms
 7  96-87-8-186-static.hfc.comcastbusiness.net (96.87.8.186)  19.211 ms  18.865 ms  16.174 ms
 8  64.233.174.210 (64.233.174.210)  19.602 ms  20.678 ms  18.611 ms
 9  108.170.240.112 (108.170.240.112)  38.757 ms
    108.170.246.2 (108.170.246.2)  44.525 ms
    108.170.246.67 (108.170.246.67)  27.366 ms
10  216.239.49.185 (216.239.49.185)  40.236 ms  38.500 ms
    216.239.49.197 (216.239.49.197)  15.788 ms
11  216.239.40.20 (216.239.40.20)  29.925 ms
```

If using a PC, type “cmd” in the search box of the start menu, and a black box would pop up. The instructor would type “tracert jamesfoleyfoundation.org”, and hit enter. The same lines will pop up.

```

Administrator: C:\Windows\system32\cmd.exe
Microsoft Windows [Version 6.1.7601]
Copyright (c) 2009 Microsoft Corporation. All rights reserved.

C:\Users\JN-Huo>tracert jamesfoleyfoundation.org

Tracing route to jamesfoleyfoundation.org [104.196.178.61]
over a maximum of 30 hops:

  0  0 ms    0 ms    0 ms   10.0.0.1
  1  2 ms    2 ms    2 ms   96.120.11.145
  2 12 ms   12 ms   34 ms  162.151.75.177
  3 23 ms   38 ms   21 ms  ae-53-ar01.capitolhghts.md.bad.comcast.net [68.8
6.204.217]
  4 15 ms   21 ms   16 ms  be-33657-cr02.ashburn.va.ibone.comcast.net [68.8
6.90.57]
  5 19 ms   19 ms   19 ms  be-10142-pe01.ashburn.va.ibone.comcast.net [68.8
6.86.34]
  6 15 ms   14 ms   19 ms  96-87-8-186-static.hfc.comcastbusiness.net [96.8
7.8.186]
  7 19 ms   20 ms   20 ms  *
  8 *      *      *      Request timed out.
  9 15 ms   26 ms   19 ms  216.239.51.36
 10 43 ms   14 ms   18 ms  108.170.246.67
 11 37 ms   20 ms   24 ms  216.239.49.197
 12 32 ms   50 ms   63 ms  209.85.255.252
 13 63 ms   66 ms   31 ms  108.170.238.49

```

Now ask Student A to seal the picture in the envelope and put it on a table; then A tells Student B to fetch it, skipping all the Cs, Ds and Es. Explain to students that they can open an email account in which only they and their correspondent have the password – no one else – and they can just upload documents to the email account for viewing by both without having to hit “Send.”

Instructors should tell students that what they just did is called a “dead drop” in the virtual sense, and that it avoids interception caused by having the information passed by servers.

But also point out that there is a trade-off between securing their emails from surveillance and attracting the unwanted attention of intelligence agencies by using encryption. The fact that authorities see that your email is encrypted can make you a “person of interest.”

Digital Hygiene Lecture by Instructor

Play the video of Paul Rosenzweig: [Importance of Digital Hygiene](#)

The instructor, using knowledge from the advance instructor readings, should tell the students about basic digital hygiene. These are the things that should be done in all circumstances.

PowerPoint, Slide 3: Digital Hygiene

- **Update software.**

Regardless of operating systems, software must be updated with periodic security patches to remain secure.

Why? Because information about system vulnerabilities that are unknown to the vendor, also known as “zero days or 0-day,” are traded on black markets and bought by those who want to exploit them. An ill-intentioned actor can purchase a zero day, design a virus that exploits the vulnerability, and then spread the virus to infect all computers that have the vulnerability.

An old, well-known and well-exploited XP vulnerability can be bought for \$10, because most computers would have patches for this vulnerability. An Android 6 loophole may cost \$500,000, because it tends to be newer, less well known, and most phone would probably not have patched it up yet, so the potential return of exploiting the vulnerability would be much larger. If you have a vulnerability, the best you can hope for is that it is very expensive and/or time-consuming to find and exploit, making it unattractive to most hackers.

Most computers around the world that get infected are vulnerable because they are using pirated versions of Windows

- **Keep strong passphrases or use a password manager.**

PowerPoint, Slide 4: Make a Strong Passphrase

Play video of Paul Rosenzweig: [Passwords and Password Managers](#)

Passwords should be between 12 to 16 characters, including UPPER case and lower case, numbers and symbols. You should have a unique password for each online account.

Some recent research indicates that password length matters more than cases and symbols.

There is an easy way to create strong passwords – think of a random sentence and then transform it.

Example: make up something that includes things students can see in the classroom, a student’s favorite animal, a strange occurrence, and name of a fruit, then transform that sentence in a random way.

Tactical Tech developed the following form to show how long it takes to crack a password depending on complexity:

PowerPoint, Slide 5: Comparing Passphrases

Sample password	Time to crack with an everyday computer
Bananas	Less than 1 day
Bananalemonade	2 days
BananaLemonade	3 months, 14 days
B4n4n4L3m0n4d3	3 centuries, 4 decades
We Have No Bananas	19151466 centuries

Sample password	Time to crack with an everyday computer
W3 H4v3 N0 B4n4n45	20210213722742 centuries

Another option is to use a password manager such as LastPass or 1Password. You can store all of your website passwords in a password manager and just remember the master password. The password manager will assign a near-random, hard-to-crack password for all your websites; you access your sites through the password manager. However, if you forget the password for the password manager, it cannot be reset and you cannot access the passwords.

- **Be very careful about attachments and links.**

Most penetration attacks occur from opening an attachment or clicking a link that includes a virus or malware. In other words, the computer user has opened the door to let the hackers in.

One good way to open an email without infecting a computer is to view it on Google Drive because it stays on the cloud and doesn't infect the computer.

- **Use two-factor or multi-factor verification.**

If you have activated two-factor verification for your email, every time you log on to your email on a machine that you have not used before, you will receive a prompt – it can be an SMS, an internet-based message on your phone such as “someone attempted to log onto your account at this place at this time – is this you?” or an actual phone call. It will give you a code to enter on your computer to log on. This is two-factor authentication at work.

There are also internet-based phone apps like DuoApp that are even more secure. DuoApp generates a new code on your phone that you can enter into your account, whether you are using a phone or computer. You can also use a USB security key to verify your identity upon login. If a snoop guesses your email password and wants to log on to your email account, you will receive the same prompt, then you can say “no”, and reset your password. You also are then aware that someone is trying to log into your email account.

- **Don't use USB ports without a filter.**

If you charge your phone at a public USB port without a filter, the USB port can download all the information on your phone. A USB filter is a small device that goes into the USB port before the phone is plugged in. It makes sure that the phone only gets electricity from the port, and does not transmit information.

- **Keep machines nearby, do not leave them unattended**

Maintain the physical integrity of all of your digital equipment including computers, tablets and phones. Don't leave them unattended. It would take a hostile actor only seconds to install spyware via a USB port on your machine. Do not let your machine out of your sight. Carry all of your equipment with you at all times. If they are too heavy, switch to lighter machines or leave some at home. The decision to leave your equipment somewhere will depend on the threat modeling you would have conducted in advance.

Lock the screens when you must leave them momentarily.

Social Media Hygiene Lecture by Instructor

PowerPoint, Slide 6: Keeping Safe on Social Media

Play introduction video lecture, given by Jason Reich: “[Keeping Safe on Social Media](#)”

Social media helps you spread your work and engage with your audience, but social media also attracts harassment and trolling. In some countries, adversaries can follow your social media posts to find out more about you, your location and family.

When you do threat modeling, consider discontinuing the use of social media accounts. If you do need them, then consider the following general rules:

PowerPoint, Slide 7: Social Media Hygiene

- Be aware of what you share, and with whom you share it.
- Pay particular attention to sharing your location publicly when you are sharing Facebook updates, tweeting or providing a Snapchat map entry. Use the [audience selector](#) to choose who can view your posts; your audience does not have to be public.

PowerPoint, Slide 8: Security and Privacy on Facebook

Facebook has a list of social media safety how-to's. Highlights include:

- You have the power to control your presence on Facebook. You can use Privacy Settings to specify audiences for your posts, and use Timeline Review to control what is posted on your timeline.
- Whether you maintain a Facebook Page for yourself or for your newsroom, use two-factor authentication.
- You can use encrypted communication via WhatsApp or Secret Conversations on Messenger to have secure conversations with contacts and sources.
- Manage tagging – decide where you want to be tagged, where you can be seen, and who can tag others in posts. Use [the audience selector](#) to adjust who you share posts with.
- Report harassment – [tell Facebook when you think something violates the Community Standards](#)
- Check your privacy settings – make sure that your personal information is private to the extent that you want it to be
- You can manage how you are tagged in photographs. You can choose to review the photos you are tagged in, and you can remove the tags if you want. The person tagging you won't receive a notification that you have removed the tag.
- Find out more about security and privacy on Facebook at www.facebook.com/journalists

When encountering harassment, you should:

- Report everything.
- Take screenshots.
- Save the URL.
- If you feel threatened, reach out to local law enforcement.
- If you manage a page, ban people from contributing to the page and hide or block the content.

To guard against account impersonation, you should:

- Make your friends list private so an impostor doesn't reach out to your friends pretending to be you.
- Hide pages you like/follow, so impostors don't have as much material to emulate.
- For the same reason, hide the groups of which you are a part.

Claiming to be another person on Facebook violates its Community Standards. A Facebook team works to detect and block these kinds of scams through special techniques it has developed. Facebook says it continually works to improve this area so users can have a safe experience.

PowerPoint, Slide 9: Scenario One Simulation

You're a journalist using social media to report on local politics. One person frequently makes comments about your "biased" stories, but you leave the comments up to encourage discussion. One day, you post a story about a dispute over a reduction in public transit funding and the person comments with your address explaining that he is coming to talk to you. What do you do?

PowerPoint, Slide 10: Scenario One (cont.)

- Take a screen shot of the comment
- Delete the comment
- Notify employer/security/ police
- Block or ban the person
- Check your privacy settings on social media to make sure personal information is not public

PowerPoint, Slide 11: Scenario Two Simulation

Someone sends you several messages about being a huge fan of your journalism. They message your social media profile and you reply, "Thanks!" Following this, you start receiving messages everyday about how much they love you, their personal life, and when you don't respond, they get angry and start harassing your friends on social media. What do you do?

PowerPoint, Slide 12: Scenario Two (cont.)

- Don't respond and stop reading their messages
- Let your employer know, if possible
- Block the person and report their activity to the social media company

- Check your privacy settings on social media so they can't reach out to more friends or contact you elsewhere

Threat Modeling Lecture by Instructor

Tell students that when they have learned how communication can be intercepted and data compromised, they may want to use all of the tools available to them. But security comes at the cost of convenience, and in some countries, the use of encryption tools can attract the attention of authorities and get journalists into trouble. In some countries, using popular tools that are also encrypted, like iMessage and WhatsApp, can be better than using Signal, which, although acclaimed for privacy, can make one stand out. Besides basic digital hygiene, all other encryption tools are optional, and you should think strategically before you use them. The thinking process is called risk or threat modeling.

PowerPoint, Slide 13: Threat Modeling – Basic Questions

The instructor asks students to share the threat model that they wrote in advance of the seminar and their thought process in making it. If students have picked the same threat or same country, comparing their models can be interesting.

Tell students that there are a few things to consider when it comes to threat modeling in addition to the frameworks in advance reading.

- Are you trying to counter the threat of being targeted by a nation's government versus some opportunist actor who wants to steal your bank information? If you are dealing with a nation, then carefully consider if you can counter these attacks.
- Consider country-specific information – for example, Signal can keep your phone conversations private except in Mexico because the Mexican government uses a spyware called Pegasus. This example is tied into one of Jason Reich's lectures.
- When it comes to dealing with threats, one general guideline is to compartmentalize – don't keep all your information in one place, machine, or account.

PowerPoint, Slide 14: Threat Modeling – Additional Questions

Other things to consider when it comes to threat modeling:

- What kind of footprint are you leaving on the ground? How will your ground activities match up with your available online profile?
- Are you reporting on a high-profile, a middle-profile or a low-profile assignment? If you are on a high-profile assignment, you could attract attention if anything happens to you so adversaries may hesitate before attacking you. If you are low-profile, under the radar, adversaries may not notice you. What is the most dangerous is the middle-profile – adversaries notice you, but you may not have a lot of means to get attention when you are in trouble. Avoid acting on a middle-profile in a hostile environment.
- Make it hard for adversaries to connect the dots – use one phone on a part of the journey and another phone on the next leg so adversaries, even when monitoring your phone, do not have a full track of where you are going.
- Again, it is important to keep in mind that *nothing digital is ever completely safe*. The

safest way to get information is to meet face-to-face. All the encryption tools only lower the risks and mitigate danger, they do not prevent it.

Instructor Lecture on Creating a Toolbox

Instructor plays video of Paul Rosenzweig: [Encrypting Communications](#)

PowerPoint, Slide 15: Toolbox

WhatsApp and Signal (an encrypted messaging app)

- WhatsApp and Signal both use encryption protocols developed by Open Whisper Systems. They use end-to-end encryption, which prevents interception.
- WhatsApp offers two-step verification. It can be enabled under Settings > Account > Two-step verification > Enable.
- Backup Caveat- in the case of WhatsApp, you or the person you are talking with may backup your conversation on the cloud. So your data may end up in the hands of a third party. Signal does not have a cloud backup option so there's no such risk.
- Signal's Android version has a local backup feature – you can export your messages to a file and then import it in another smart phone. Signal's iOS version doesn't have this feature.
- Note that most phone-base apps will require access to your contact list to function properly.
- Facebook Messenger has “secret conversation” if your source prefers Facebook – it's not automatic encryption as in the case of WhatsApp and Signal. You need to individually set conversations to “secret.”

PowerPoint, Slide 16: Email

Gmail, Protonmail, PGP

- Gmail has automatic encryption that prevents non-government prying eyes. Governments can subpoena your emails.
- Protonmail has its servers in Switzerland, which so far hasn't yielded to subpoenas from any country, so it's a good option as well.
- Caveat: both you and your correspondent need to use the same email service or something with a similar security protocol for the security to work.
- When you can't ensure that both you and your correspondent use the same security protocol, you can use PGP, which stands for Pretty Good Privacy; it allows you to encrypt your email using asymmetric authentication.

Demonstration of the concept of public-private key encryption:

Asymmetric authentication involves a public key and a private key. You can generate public and private keys from several websites. They are pseudo-random numbers that the system uses to encrypt your data.

Here's what you'd want to say to students:

“So when I get a public and private key, it’s as if I have a key [show a key], and an infinite number of locks [show several open locks]. The key represents the private key and the lock represents the public key. I can post my public key for anyone to see, and anyone who wants to send me an encrypted message copies my public key- [showing a open lock], and encrypts their message [click the lock]– like locking their own safe with my lock. Once it’s locked, even the sender of the message cannot see the original information, only the one holding the private key can open the lock – which is me, holding the private key.”

Check out EFF’s page or Mailvelope if you want to learn how to set up PGP

PGP, when properly used, offers strong protection against communication being intercepted in transit. Some experts say it’s the most secure means of digital communication. Others warn that private keys can be compromised-unlike messaging tools-or be subpoenaed. But its use can also attract unwanted attention from government and other including criminal surveillance entities.

PowerPoint, Slide 17: Tor: The Onion Routing

Tor browser

History of Tor: Tor is the acronym for The Onion Routing. It was first developed by the United States Naval Research Laboratory, largely funded by the Department of Defense. The aim at that time was to create communications that cannot be intercepted – something for spies. Now it’s used by all kinds of people, including the military, drug traffickers, activists, and journalists.

- If you don’t want adversaries to know what sites you are visiting on the internet, Tor browser is a good choice. It hides your traces on the internet by bouncing your communications around different points of the internet, so someone watching your internet traffic won’t understand where the traffic went, and the sites you visit won’t know your physical location.
- Although it’s very good, it doesn’t keep your browsing activities 100 percent untraceable. The NSA has found ways to track Tor traffic. And the fact that you use Tor can be detected on the network, raising a flag. Don’t use Tor on a government computer.

PowerPoint, Slide 18: Virtual Private Networks

- VPN services channel your internet traffic from and to a server that’s not based at your location. Some VPN services are designed to only bypass censorship, while others also encrypt your traffic – you would want these if you would like to keep your internet traffic from prying eyes.
- Be aware that VPN does not mask the metadata, and different VPNs use different encryption methods. You should check out the VPN provider’s log policy – what information do they collect about your internet activities? The country of jurisdiction is also important. Pick a provider that’s based in a country that’s not likely to cooperate with your adversary, especially when your adversary is the government of another country.

PowerPoint, Slide 19: Encryption at Rest

- Play video of Paul Rosenzweig: [Encryption at Rest \(hard drives, USB disks\)](#)
- Most importantly – get updated information as to whether the tools you use are still safe

at <https://mailman.stanford.edu/pipermail/liberationtech/> (Note: the anti-hacker community consensus on software is simple: if it's no longer safe, don't use it.).

PowerPoint, Slide 20: Scenario Simulation

- **Students' role:** Journalists – can be a group or several journalists acting on their own.
- **Tools:** cards with the words “burner phone”, “smartphone installed with Signal and VPN”, and “laptop installed with VPN” written on them. Each student should have one set of cards.
- **Facilitation:** everyone should install WhatsApp. The instructor should save everyone's number in a broadcast list, everyone should have the instructor's number (the instructor plays the role of the source).

Plot (version for instructor)

Overall Mission: the journalists report in a foreign country, then leave but want to ensure they are protecting the materials they have gathered and their sources.

PowerPoint, Slide 21: Scene 1: In the Journalist's Hotel

Journalist tries to interview a source about Russia in Ukraine. The journalist tries to reach the source. Assume that the journalist is not being physically followed and the authorities only know him/her by digital traces.

Message for the instructor to broadcast to each student via WhatsApp: “I have materials showing the government torturing people. I have a friend who has been tortured, and he agrees to be interviewed on condition of anonymity. We can call or meet. What do you prefer?”

Question to discuss: Should they meet in person or should they telecommunicate?

The journalist should assess the situation, including the country's laws, precedent cases, and security for both the journalist and the source. While telecommunication runs the risk of interception in some countries, meeting a foreign national may be riskier for your source in other countries.

When choosing an app to communicate with, journalists should “blend in.” If journalists in certain countries are one of a few using a certain encryption app, it raises a flag for adversaries.

PowerPoint, Slide 22: Scene 2: Café where journalist & source agree to meet

The source does not show up at the time agreed.

Message to broadcast: “I think we are being followed. Not safe to meet. How about I send you the files on Google Drive? The file is pretty large. You need wifi.”

Talking point: How to send files? Do you use VPN in a public wifi? Talk about things to note when choosing VPNs.

Talking point: Educate your source about cybersecurity up front.

PowerPoint, Slide 23: Scene 3: In the Journalist's Hotel

Journalist has received the source's materials, and receives information that they need to leave the country, and they are going to fly out from the airport tomorrow.

Talking point: Encrypt your hard drive, log out from your email, social media, clear your browsing history, and disable passwords and usernames in your browser settings.

PowerPoint, Slide 24: Scene 4: At the Airport

Reporter's waiting in the airport talking with the source. The phone goes out. There are phone charging portals in the airport.

Talking point: Should you plug your phone in? Don't charge without USB filter. No charging from unknown computers.

At border control, the journalist's computer was confiscated.

Talking point: Did you encrypt your computer?

PowerPoint, Slide 25: List of resources.