NYU Buenos Aires
EXLI-UF 9301,
Experiential Learning I Global Research Methods

Instructor Information

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- Office hours by appointment
- cp77@nyu.edu

Course Information

- EXLI-UF 9301
- Experiential Learning I Buenos Aires. Global research Methods

The course combines lectures with community excursions, film screening, guest speakers and individual meetings with the instructor. The EXL I seminar provides interdisciplinary readings and approaches to the students to critically examine place experiences. Class is structured around different thematic focusing on various local problems that relate to the site, as well as readings that connect the local site to local, national, regional and global issues and discussions. The topics covered will focus particularly on the notion of place, in connection to Argentine society, politics, economy and culture. Throughout the course each student will develop an independent research paper that provides a theoretical framework and argument within which to analyze their general experiences living in Buenos Aires. Students are expected to have read the reading assignments before class and be prepared to discuss their opinions based upon the readings in class.

- Thursdays 1.45-5
  - Class room TBA

Course Overview and Goals

Upon Completion of this Course, students will have accomplished the following:

- Demonstrated the ability to transfer place-based learning into new contexts;
- Applied observational skills to develop a nuanced understanding of their own preferences and experiences regarding place;
• Developed a self-conscious understanding of place as a contingent product of historical processes, not essential expressions of inalterable national or regional character, by engaging in specific cultural/social practices of Buenos Aires;
• Begun to use Spanish to engage in study and experiential learning;
• Ability to articulate between cultures and translate the cross-cultural experiences;
• Used travel as a means of participatory learning

Course Requirements

Class Participation

Attendance and active participation at the Community Excursions, counting 10% of total grade

Participation, counting 30% of total grade (including 2, 10-minutes presentations in class). All students are expected to come to class prepared having done the week’s reading BEFORE class and ready to discuss and participate. This percentage of the grading also includes reflection on the Community Excursions. Students shall also prepare readings and questions for classes with guest-speakers. The instructor can hand out specific reading tasks for this purpose.

2 Informal Assignments

counting 10% of the total grade

Short Essay/ Midterm Essay: Cross-Site EXLI Assignment: 1968 The Year the World…”

Counting 20% of the total grade. Students will work in small groups to use primary research materials to develop a piece of digital research related to their place of study and a specific time period in order to deepen their understanding of their city and its role in a global context. The final research project will be shared with students across all sites and part of a GLS research portfolio that asks important research questions related to the state of the world politically, socially, historically and cultural in 1968 - 1969. Deadline: Tuesday, October 4 at 1.45 pm. (one copy in instructor's box/personally in class, and one electronic copy by email to the instructor)

Final Research Digital Piece

Counting 30% of total grade. Students will produce a piece of digital research (equivalent to an essay of approximately 8-10 pages (2500 words)) that focuses on a topic developed by the student with instructor guidance and approval and that includes some use and documentation of relevant secondary sources. Students with sufficient command of Spanish are encouraged to integrate sources in Spanish. The piece will be due on the day the final exam is scheduled. Deadline: Wednesday, December 13 at 1.45 pm (TBC). (one copy in instructor's box/personally in class, and one electronic copy by email to the instructor)

Ways to Meet Assignment Requirements:
• Digital photography
• Audio files
• Short digital films
• Knightlab (multiple media)
• Virtual Reality Experiences

**Methodology:**
Students should use primary materials as a focus of their inquiry in order to develop a research question. Secondary materials should be used to develop both a local and global context.

**Learning Goals:**
• Seeing present as outcome of past
• Articulate a clear research question or problem related to place
• Work with primary materials as evidence related to a place-based research question
• Understanding archives as valuable research resources
• Develop a personal research practice for using primary materials in future work
• Acquire knowledge of diverse cultural communities and global perspectives using secondary research to understand a global context
• Identify and demonstrate competency with digital research presentation methodologies
• Demonstrate proficiency in collaborative group research

**Grading of Assignments**
Grading policy: Failure to submit or fulfill any required course component results in failure of the class. Students’ grades will be determined in accordance with the aforementioned assessment components. Grades for written assignments will be determined not only by the substantive quality of the work, but also by their attention to grammar, quality of research and analysis. The participation grade will take into account not only the frequency with which students speak, but also the quality of their participation and the extent to which it can be said that students have read, relied on and comprehended the material.

The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Class attendance and participation in excursions</td>
<td>10 %</td>
</tr>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Informal Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Essay</td>
<td>20%</td>
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<tr>
<td>Assignments/Activities</td>
<td>% of Final Grade</td>
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<td>------------------------</td>
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<tr>
<td>Final Research</td>
<td>30%</td>
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**Letter Grades**

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>92.5% and higher</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 – 92.49%</td>
</tr>
<tr>
<td>B+</td>
<td>87.5% - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>82.5% - 87.49%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.49%</td>
</tr>
<tr>
<td>C+</td>
<td>77.5% - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>72.5% - 77.49%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72.49%</td>
</tr>
<tr>
<td>D+</td>
<td>67.5% - 69.99%</td>
</tr>
<tr>
<td>D</td>
<td>62.5% - 67.49</td>
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<tr>
<td>D-</td>
<td>60% - 62.49%</td>
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<tr>
<td>F</td>
<td>59.99% and lower</td>
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**Assessment Expectations**

**Grade A:** The student makes excellent use of empirical and theoretical material and offers well structured arguments in his/her work. The student writes comprehensive essays / exam questions and his/her work shows strong evidence of critical thought and extensive reading.

**Grade B:** The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.
**Grade C:** Work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

**Grade D:** The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

**Grade F:** The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

[Insert how grades are available to students]

## Course Schedule

### Topics and Assignments

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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</thead>
</table>
| Week 1, 8/30| Classroom Session 1: Introduction to Experiential Learning in Buenos Aires | 1967, 1968, 1969 in Argentina:  
- Guillermo O'Donnell: “Modernization and Military Coups”  
Art under the paradigm of politics: Culture, intellectuals, and politics in the 1960s / Oscar Terán Experiences 68: Message in the Di Tella / Roberto Jacoby  
First national meeting on avant-garde art and Tucumán is burning: The work of art as product of the ethical world | Students organize in groups for the 1968 in Argentina and the world research topics: Tucuman Arde: ART + POLITICS  
-Cordobazo: STUDENTS MOVEMENT + WORKERS  
-Che Guevara: REVOLUTIONARY LEFT  
-Nuestro mundo- FLH: FEMINISM AND LGBTQ |
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<td>consciousness-aesthetic consciousness relationship / Juan Pablo Renzi Tucumán is burning: statement of the exhibition in Rosario / María Teresa Gramuglio, Nicolás Rosa, and others Watch the film on Tucumán Arde in emisférica: (22 minutes)</td>
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<tr>
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<tr>
<td>Week 6, 10/4</td>
<td>Classroom Session: handing in mid-term essay + class presentations</td>
<td>During class students will make a group presentation of their project based on a research topic developed by the students for the mid-term essay.</td>
<td>Midterm Due</td>
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<td>Week 7, semester break 10/11</td>
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| Week 9, 10/25  | Community Excursion 5: Ciudad Universitaria  
What does the situation look like for young people in Argentina? Access to studies, to the labor market? Young people engaging in politics and in current causes. | TBA                                                                                                  | Assignment: Informal writing: In groups: interview a young person and write a short reflection on youth and politics in Argentina (1 page) |
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<tr>
<td></td>
<td><strong>Individual/group meetings</strong></td>
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<tr>
<td>Week 10, 11/1</td>
<td>**Class replaced by lecture by Veronica</td>
<td>**Veronica Gago. <em>Neoliberalism from Below.</em> (introduction)</td>
<td>Informal assignment due</td>
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<tr>
<td></td>
<td>Gago TBC</td>
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<td></td>
<td>Week 11, 11/8</td>
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<td><strong>Class replaced by lecture by Marta Dillon</strong></td>
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<td>Week 12, 11/15</td>
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<td><strong>Class replaced by lecture by YoNoFu</strong> TBC</td>
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<td>Week 13, 11/22</td>
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<tr>
<td>Week 14, 11/29</td>
<td><strong>Individual Meetings</strong></td>
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<tr>
<td>Week 15, 12/6</td>
<td><strong>Classroom Session: Wrapping up Experiential Learning I + Final Oral Exams</strong></td>
<td>During this session the students will do individual presentations in class (10 minutes/student) related to their individual research. Students will also receive preliminary guidelines for the EL II course and information about the Spring 2014 internship placements. During this session the students also hand in the written final exam.</td>
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<td></td>
<td><strong>Exam week</strong></td>
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<td><strong>Deadline:</strong> Hand-in final written exam</td>
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**Course Materials**

**Optional Textbooks & Materials**

- *The Sixties: a Journal of Politics, History and Culture*

**Resources**

- **Access your course materials:** [NYU Classes](nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](nyu.edu/it/servicedesk)

**Course Policies**

**Attendance and Tardiness**

- NYU’s Global Programs (including NYU Buenos Aires) must adhere to a **strict policy regarding course attendance. No unexcused absences are permitted.**
- Each unexcused absence will be penalized by deducting 1% from the student’s final course grade.
- Absences are only excused if they are due to illness, religious observance or emergencies.
- Absences due to illness or mental health issues must be discussed with the Assistant Director for Academics Affairs, Moria Perez, *within one week* of your return to class.
- A doctor’s note excusing your absence is mandatory.
- **The date on the doctor’s note must be the date of the missed class or exam**
- Being absent to any kind of examination must be informed at or before the time of said examination via email to the Assistant Director of Academic Affairs, Julia Tomasini (jt145@nyu.edu)
- Requests to be excused for non-illness purposes must be discussed with your professors prior to the date(s) in question. (If you want the reasons of your absence to be treated confidentially and not shared with your professor, please contact the Assistant Director of Academics Affairs, Julia Tomasini (jt145@nyu.edu)).
- If students have more than four unexcused absences, they will fail the course.
- Each class lasts one hour and half or two hours. **Missing one class represents one absence. For those courses that meet once a week (three-hour block), missing one class represents two absences.**
- Students are responsible for making up any work missed due to absence.
- NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or early departures (10 minutes after the starting time or before the ending time) will be considered one absence. Missing more than 20 minutes of a class will count as a full absence.
- Please note that for classes involving a **field trip or other external visit**, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.
- Make-up classes for Holidays are mandatory as regular scheduled classes.

**Late Assignment**

Late work should be submitted **in person** to the Assistant Director for Academics Affairs **during office hours** (Mon – Fri, 9.30 am to 5 pm), who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff can accept the work, in person, in the absence of the Assistant Director for Academics Affairs and will write the date and time of submission on the work, as above.

Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale.

Written work submitted after 5 weekdays after the submission date without an agreed extension fails and is given a zero.

**Please note** end of semester essays must be submitted on time

**Incomplete Grade Policy**

[Insert Policy Here]

**Academic Honesty/Plagiarism**

Academic Honesty is intimately related to the teaching and learning process. When writing research papers, you need to keep in mind that plagiarism includes the use of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally. It also includes presenting and/or paraphrasing discourse or ideas from a published work (in print or on internet) without quotation marks and clear without acknowledgment of the original source.

For formatting in your papers, refer to MLA guidelines. On matters regarding academic integrity, refer to the section “Academic Standards and Discipline” in the College of Arts and Science Bulletin [http://bulletin.cas.nyu.edu/page/academic.policies#STANDARDS](http://bulletin.cas.nyu.edu/page/academic.policies#STANDARDS) and to “Statement on Academic Integrity” in NYU Expository Writing Program: Policies and Procedures: [http://www.nyu.edu/cas/ewp/html/policies___procedures.html#statementacademicintegrity](http://www.nyu.edu/cas/ewp/html/policies___procedures.html#statementacademicintegrity)

All your written work must be submitted as a hard copy AND in electronic form to the instructor.

It is expected that the student follow the rules on academic honesty and intellectual integrity established by NYU University

**Disability Disclosure Statement**

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further
information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.