

# Reporting in Buenos Aires

JOUR-UA\_9204

Instruction Mode: In-person

## Spring 2022

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Buenos Aires, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact [ALIAS OR EMAIL] if you have trouble accessing the Brightspace site.

## Lecturer Contact Information: TBA

Office hours: tuesdays 10:00-11:00 a.m. (U.S.eastern time)

12:00 am.-1 pm. (Buenos Aires time)

## Prerequisites

[none]

## Units earned

4

## Course Details

- [Tuesdays and Thursdays, 11 am- 12:30 pm.]
- All times are [US Eastern] .

Location: Rooms will be posted in Albert before your first class.

Remote Participants: Your instructor will provide you with the Zoom link via NYU Classes.

- COVID-related details: In the interest of protecting the NYU [SITE] community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.
  - If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.
  - Additionally, in-person students will be split into cohorts who will attend sessions [AS INDICATED HERE].

## Course Description

The course intends to introduce students to Buenos Aires, a city of more than four million people and 47 neighborhoods, and to develop and/or sharpen journalistic technique, particularly written journalism. Emphasis will be on dealing with cultural differences and local context. During the course, students will explore territories and cultures and practice reporting and writing. Practices will include generating story ideas, exercising news judgment, and gathering information. We'll have guest speakers and classes will combine lecture, discussion of readings and editorial meetings.

## Course Objective

The course will aim to sharpen students' abilities to develop beats and find news angles for local and foreign newspapers and magazines by using the techniques of information gathering, text organization, and writing. Writing and reporting on different topics will be a significant aspect of the course. Students will learn about Buenos Aires, Latin America, journalism, writing, and themselves.

## Assessment Components

Written assignments: 30% (Three assignments: 10% each)

Class participation and readings: 40%

Final profile: 30%

## Required Text(s)

### Assigned Readings

Reading assignments listed in each class, including selected readings from reading pack in NYU classes

### Additional texts:

Bloom, Stephen. "Inside the Writer's Mind: Writing Narrative Journalism". Iowa State, Press, Ames, 2002.

"*Esquire's* Big Book of Great Writing: More than 70 Years of Celebrated Journalism", compiled by Miller, Adrienne. Hearst Books, 2003.

Gladwell, Malcom. "What the Dog Saw". Little, Brown and Company, 2009.

Grijelmo, Alex. "El estilo del periodista". Grijalbo, México, 2001.

Hacher, Sebastián. "Sangre Salada". Marea, Buenos Aires, 2011.

Halperín, Jorge. "La entrevista periodística. Intimidaciones de la conversación pública". Paidós Estudios de Comunicación, Buenos Aires, 1995.

Kovach, Bill and Rosenstiel, Tom. "The Elements of Journalism". Crown Publishers, New York, 2001.

Pollan, Michael. "The Botany of Desire". Random House, 2002.

Porter, Bruce and Ferris, Timothy. "The Practice of Journalism". Prentice Hall College Division, 1988.

Remnick, David. "Life Stories. Profiles from The *New Yorker*". Random House, New York, 2000.

Romero, Luis Alberto. "A History of Argentina in the Twentieth Century". Fondo de Cultura Económica, Buenos Aires, 2001.

Ruberg, Michelle and Yagoda, Ben. "Writer's Digest Handbook of Magazine Article Writing". Magers and Quinn Booksellers, 2005.

Sivak, Martín. "Evo Morales". Palgrave Macmillan, 2010.

"The Best American Magazine Writing 2006", compiled by the American Society of Magazine Editors. Columbia University Press, New York, 2006.

Tomas, Maximiliano. "La Argentina crónica. Historias reales de un país al límite". Planeta, Buenos Aires, 2007.

## Resources

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

## Course Schedule

### Topics and Assignments

#### Week 1: Introduction

**Session 1, Tuesday Jan 25:** Introduction. Overview of the course. Shared expectations. Introduction to Argentina's culture and human rights history. (*Remote class*).

**Session 2, Thursday Jan 27:** Definitions of news. Types of news stories. Inverted pyramid vs. soft leads. Political and economic overview of Argentina (part 1) (*Remote class*)

**Session 3, Tuesday Feb 1:** The nut graph. How to find them and how to write them. Basic story structure. What's news today in Argentina. The newsroom culture. Less is more. **Reading:**

Omission, by John McPhee (Google drive)

**Session 4, Thursday Feb 3,** The news hook. Generating a impact from the very first word. Political and economic overview of Argentina (part 2:,a historical perspective)

**Reading:** Yaeger, by Tom Wolfe. (Google Drive)

**Session 5, Tuesday Feb 8** On assignment. Preparing for a story. Background research.

The pitch. The Latin American art scene. **Reading: An introduction to Latin**

**American Art**, by Maya Jiménez

**Session 6, Thursday Feb 10** Keys to feature writing: blocks, transitions,kickers. Malba story pitching session. Reading: Malba Museum About and current exhibitions

**Session 7, Tuesday Feb 15** Research, scence setter, dialogue, description, anecdote, summary. Pitching session. Argentine news. **Reading:** The ketchup conundrum,by Malcolm Gladwell (reading pack,Google drive)

**Session 8, Thursday Feb 17** The art of the interview. Fairness and depth. Preparing for the interview. How to make it work. Final pitching session for the Malba story.

**Reading:** The Sheer-Carter interview (exerpt)

**Session 9, Tuesday Feb 22:** Editing and self-editing. Titles and subtitles. ESMA pitching session. **Assignment due:** Malba story (500-700 words)

**Session 10, Thursday Feb 24:** The debate over human rights in Argentina, past and present. ESMA pitching session. Latin American news. **Reading:** The daughter of the disappeared, by Mei-ling Hopwood (in reading pack Google drive)

***No class on Tuesday March 1 due to national holiday***

**Session 11, Thursday, March 3.** Coverage of feminism and LGTBQ+ rights in Argentina.The irruption of the Ni una Menos movement. ESMA pitching session.

Fairness and depth in complex stories. **Reading:** Mothers with atomic hearts, by Pablo Plotkin. (Reading ack, Google drive)

**Session 12, Friday, March 4 (makeup date for the March 1 class)** Latin America in turmoil: from dependency theory to post-neoliberalism. Choosing a subject for the final profile. ESMA pitching session.

**Session 13, Tuesday, March 8.** Current Latin American scenarios, from Chile to Honduras. Writing under pressure. Choosing the right word. Final ESMA pitching session. **Reading:** The revolutionary, by Jon Lee Anderson (reading pack Google drive)

**Session 14, Thursday, March 10.** More profile tips: thoroughness and availability. How to work around your subject. Assignment reading and critique. Assignment due: ESMA story (600-800+ words.)

***No class on March 15 and March 17 due to spring break***

**Session 15, Tuesday, March 22** Immigrants and refugees. Ethnic communities. Food story pitching session. Brainstorming the final profile. **Reading:** Evo Morales, live in gringo-land (reading pack Google drive).

***No class on Thursday March 24 due to national holiday***

**Session 16, Friday, March 25 (makeup date for March 24 class):** The culinary scene. Where to eat what in Buenos Aires. Quick hit stories. Food story pitching session. **Reading:** Tables for two, I, II and III, from The New Yorker

**Session 17, Tuesday, March 29,** How to discover trends, where to find them. Political, economic, cultural, technological, social, lifestyle, sports, artistic and leisure trends. Final food story pitch. **Reading:** The cool hunt, by Malcolm Gladwell. (Reading pack, Google drive)

**Session 18, Thursday, March 31** Life in Buenos Aires for expats. Getting the most out of the city. Immigration in Argentina. Food story critique. Final profile pitch. **Reading:** A world apart by Bella Stumbo ( Google Drive)

**Session 19, Tuesday, April 5,** Executing a long term project. Picking the right character. What makes him or her interesting for the writer and for the reader.

Background and depth. Final profile pitch. Last day to pick a final profile subject.

**Reading:** Frank Sinatra has a cold, by Guy Talese (Reading pack, Google drive)

**Session 20, Thursday, April 7.** Covering the news in Argentina and Latin America for radio and television. **Guest speaker: María O'Donnell**, Spanish CNN and Radio Urbana Play. Reading: The face of Facebook, by Jose Antonio Vargas (Reading pack Google drive)

**Session 21, Tuesday 12,** Latin America in the news. What do foreign correspondents write about? Environmental disasters, coups, massacres and regime changes. Writing in chapters. Organizing a long story. Final profile progress report. **Reading:** Chile's new left brings hope, by Frank Gaudichaud. (Google drive)

**No class April 14 due to national holiday**

**Session 22, Tuesday, April 19** What a great editor looks for in a profile. Writing and reporting tips. **Guest speaker:** Martín Pérez, cultural editor at Página/12 newspaper.

**Reading:** Orwell George, "Politics and the English language" (Google drive)

**Session 23, Thursday, April 21:** Who are we writing for? What do we want to say about the subject and what does the subject say about us? Final profile progress report.

**Reading:** Does Journalism have a future? By Jill Lepore (Google drive)

**Session 24 Tuesday, April 26.** Where to find more information about our profile subject. What are their strengths and weaknesses? How to empathize without being overly sympathetic. Final profile progress report. **Reading:** [Christmas with Assange](#), by Santiago O'Donnell

<https://www.opendemocracy.net/en/democraciaabierta/christmas-with-assange/>

**Session 25, Thursday, April 28.** Organizing a long story. The benefits of overreporting and double-checking. Final profile progress report. **Reading:** My three stooges, by Tom Wolfe (Google drive)

**Session 26, Tuesday, May 3** Final profile intensive workshop. Adjusting, polishing and fact-checking.

**Session 27, Thursday, May 5** Final profile one-on-one workshop. Last day to turn in final profile draft (optional).

**Session 28, Friday, May 6. Last class.** Readings, conclusions and (hopefully) celebration.

## **END OF CLASSES**

**Final Profile due (2500-3000+ words). Tuesday, May 12**

## **Classroom Etiquette**

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.

[Enter further classroom etiquette if applicable; if, for example, it is not permitted to use laptops for note taking, please add the following clause: “Exceptions will be made for



students with academic accommodations from the Moses Center.” You may also want to tell your students if and how they should signal to you that they would like to speak.]

## **Suggested Co-Curricular Activities**

Additional readings and film (see above.).

## **Your Lecturer**

Santiago O'Donnell is the Foreign Editor at the Argentine newspaper *Página/12* and a former *Los Angeles Times* and *Washington Post* staff writer. Besides teaching a journalism course at NYU-Buenos Aires for the last four years, he directs the Journalism Masters Program at Universidad de Buenos Aires since 2013. He has written four books, including *Argenleaks* (Buenos Aires, Random House, 2011) and *Politileaks* (Buenos Aires, Random House, 2014) and a third based on the Panama Papers: *Argenpapers* (Buenos Aires, Random House, 2017).

## **Academic Policies**

### **Grade Conversion**

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0

A- = 90-93 or 3.7

B+ = 87-89 or 3.3

B = 84-86 or 3.0

B- = 80-83 or 2.7

C+ = 77-79 or 2.3

C = 74-76 or 2.0

C- = 70-73 or 1.7

D+ = 67-69 or 1.3

D = 65-66 or 1.0

F = below 65 or 0

## **Attendance Policy**

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to [site alias] to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff

member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

## **Final exams**

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

## Late Submission of Work

1. Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
2. Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
3. Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.
4. Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
5. Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

## Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

## Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel

included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

## **Attendance Rules on Religious Holidays**

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU SITE's Academics Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

## **Pronouns and Name Pronunciation (Albert and Zoom)**

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Classes, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information

on how to make this change, please see the [Personalizing Zoom Display Names website](#).

## **Moses Accommodations Statement**

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or [mosescsd@nyu.edu](mailto: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. Accommodations for this course are managed through NYU [SITE].

## **Bias Response**

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: [bias.response@nyu.edu](mailto:bias.response@nyu.edu)
- Phone: 212-998-2
-