Course Description
GlobalBeat is NYU’s graduate journalism elective focused on the development of longform international reporting (mainly on topics of human rights, crisis, environment, public health, migration and development) and then the step-by-step preparation for heading into the field to cover those stories. In past years, this course has featured a spring break trip to an overseas location to co-report. However, with the global COVID-19 pandemic and the elimination of spring break in 2021, this trip will not be possible.

Nevertheless, our overall mission remains the same. Through this course, students will acquire a strong intellectual understanding of global issues while gaining the journalistic skills to collect engaging material in the field and craft those findings into impactful narratives. They will explore the ethical, cultural, logistical, even psychological challenges of foreign reporting. Though we will report from New York, we will extensively cover the practical skills needed to work in the world’s most remote locations.

To achieve our class goals, students will divide up the world into regional dossiers, study local dynamics and socio-political trends and develop individual stories from within their areas of focus. In class, students will present and brief the group on their region, and their story development process. Research will involve aggregating news content from a series of media, global and regional - formal and social, but will also involve primary source reporting using Zoom/Skype, phone and email and through coverage of online public meetings and events focused on their topic and hosted by relevant organizations (Human Rights Watch, Asia Society, UN groups). We will also bring these experts to us... and hear from occasional guest speakers on the topics and regions we are covering.

Learning Objectives
In this course, students will:

- Demonstrate awareness of journalism’s core ethical values.
- Demonstrate critical thinking, independence, and creativity appropriate to the role of journalism in a democratic society.
- Interview subjects, conduct research, and evaluate information.
- Work ethically in pursuit of truth, accuracy, fairness, and diverse perspectives.
- Develop an understanding of the real-world challenges of reporting in a variety of international settings, some challenging, and delivering content in today’s news environment.
• Acquire abilities to identify, develop and pitch foreign news stories for the contemporary news market.
• Learn, in a step-by-step manner, how to go from story research and development, to logistics management and trip planning, to field reporting of an international reporting project.

**Course Structure**

Students will select individual regions of the world to focus on during their story research and development work. As much as is possible from a distance, they will become experts on this region. Reportorial “dossiers”, consisting of articles, transcripts, event video, content from interviews etc, will be created for each region and for the relevant story topics discovered within them, and will be expanded throughout the semester. Students will periodically brief the rest of the class on how their dossier is developing and what interesting stories are beginning to arise from this research.

Students will write story pitches on the topics they and the class, working as a unit, determine to be the most promising. Two pitches per semester will be expected in written form from each student regardless of whether their individual focus is in print or broadcast journalism. Writing and delivering clear and compelling pitches is a skill universally important in any journalism career.

These pitches will also contain the more logistical components of foreign reporting. Students will research and include budgets, identify local staff to assist with the reporting of their stories, and submit a plan for access to their reporting: visas, media credentialling, even flight routes. A successful international reporter needs not only the skills of a journalist, but also those of a travel agent, insurance broker, contract negotiator and even basic medical practitioner. This course is unique at NYU journalism to focus a significant amount of time on these nuts and bolts proficiencies.

Finally, students will be expected to write one final article on a story from their dossiers. This will expand on their pitch, but will be a written piece of journalism and not a planning document. It will include firsthand interviews with experts or specialists on the topic. This article, ranging from 800-1200 words, should add to the understanding of their region for a generalist American audience and be of current news value. In consultation with professor, students may be able to convert this final assignment into a longform video report, driven by a remote video interviews. However, a detailed plan for how students will acquire required archive footage will be required.

In addition, the rise of social video (those 1-2 minute auto-play videos on social media streams) has impacted the coverage of international crisis and human rights just as much as it has domestic policy or softer news. We will use class time to learn how to make effective social videos on important stories, through team and individual assignments.

Also, over the course of the semester students will have reading assignments to understand conflicts and dynamics in a variety of regions. These works have been written by journalists and their experience reporting on events is a vital part of what we hope to learn. Students
will be expected to be conversant in these readings in dedicated class discussion periods. We will also screen various news and documentary programs already produced on topics of crisis and global affairs and will analyze these reports for both technical and editorial production value as a learning exercise to strengthen students’ abilities of narrative and character storytelling. There will be an in-class quiz during the semester on our readings and screenings.

Because so much of our class is about being fluent on foreign news from all parts of the globe, we will start each class with a News Quiz of 5 questions. This is meant to spur discussion of breaking events at the start of each class, before we delve into more specialist material. After the first class, students will each prepare a news quiz for a subsequent week – a roster will be distributed in the first class.

A highlight of the class in years past has been our newsroom simulation exercise in which we divide up into the different roles a breaking news team would need when covering a developing crisis remotely (modelled on professor’s experience covering the Orange Revolution in Ukraine from the CNN bureau in New York).

Students will be expected to meet all deadlines, participate fully in discussions and comport themselves with professional dignity.

**Readings**


**Grading**

Quality of overall dossier story development: 20%
Quality of two written pitches: 10% each
Quality of article or other content: 15%
Readings quizzes: 10%
News quizzes: 5%
Class participation: 20%

**Schedule**

(ROUGH DRAFT – WILL BE FINALIZED OVER WINTER BREAK AND WILL ALSO CHANGE BASED ON TOTAL ENROLLMENT NUMBERS)

1/29/2021  
Class 1: Introductions; Assignment Zones

News Quiz
Class introductions: who are you, who am I, what do we want to gain from this class?
Assignment:
- Start identifying news sources for assigned region;
- Be ready to present three sources that are not major newspapers, wire services or television or radio networks. Also, find someone tweeting first-hand news from your zone.

2/5/2021 Class 2: The International News Market

Sources quiz
Fake News in international reporting
General discussion of regions of interest, story topics that fit within class mandate
Discuss news sources discovered and explored
Discuss articles and issues found
Discuss markets for this kind of news
Discuss activism vs journalism
Ethics in international crisis reporting
The double-edged sword of social media in foreign reporting
Rules of using archive, important for any historical story

Assignment: - Read Samantha Power, Dying in Darfur http://nyr.kr/1f4Jt58
- Continue developing stories in your zone.

2/12/2021 Class 3: One Trip; Two Stories; Elements

News Quiz
Crisis Reporting Case Study: Darfur
Screen 60 Minutes Darfur pieces, discuss reporting, outcome
Screen Senegal, Peru for elements
What are elements and why do they matter?

Assignment: - First Griswold reading: Nigeria and Sudan sections;
- Group A prepares dossier presentation.

2/19/21 Class 4: Group A Presentations
News Quiz
Discussion of Griswold reading and discussion of conflicts in Sudan and Nigeria
Watch Frontline on Boko Haram (time permitting)
Group A students present on dossiers
Class identifies themes for follow up, more reporting

Assignment:
- Griswold 2: Indonesia and Philippines sections;
- Group B prepares dossier presentation.

2/26/21 Class 5: Group B Presentations

News Quiz
Discussion of Griswold 2: focus on conflicts in Indonesia and Philippines
Watch Sharia in Indonesia piece
Group B students present on dossiers
Class identifies themes for follow up, more reporting

Assignment:
- Group C prepares dossier presentation;
- Other groups working on pitches.

3/5/2021 Class 6: Group C Presentations; Pitch Basics

News Quiz
Group C present on dossiers
Class identifies themes for follow up, more reporting
Walk through making of a pitch
How to make foreign news relevant to home audience

Assignment:
- Write up first formal pitch from dossier area.

3/12/2021 Class 7: The United Nations; New Assignment Zones

News Quiz
Pitches due
What is the UN and how do you cover it?
Assign new zones for coverage and assignment groups

Assignment:
- Find stories in new zone.

3/19/2021 No Class (Long Weekend)
3/26/2021  Class 8: Quiz; Voices from the Field

Pitch Markup
Reading quiz: Griswold, Power, Screenings
Guest Speaker: Voices from the field

Assignment:  -Group A prepare second round of dossier presentation;

4/2/2021  Class 9: Group A Presentations; Interviewing

News Quiz
Discuss Readings quiz
Discussion of how to conduct an interview: gathering the quotes and context you need for a strong international story is both a skill and an art. How do you elicit a strong answer without “leading” your subject? What really is "fair and balanced" and how do you shape your interview bookings and questions accordingly? When is confrontational questioning worthwhile? How do you ensure context remains as you select quotes from your full-length transcripts?
Group A students present on dossiers

Assignment:  -Group B prepares second round of dossier;
-Read Little Bunch of Madmen, chapters 1-5, 9.

4/9/2021  Class 10: Group B Presentation; The “Fixer”

News Quiz
Group B students present on dossiers
Class discussion: The Fixer
Guest Speaker: The Fixer
Discussion of Madmen reading: Interviewing, sources, objectivity, writing, the editorial process.

Assignment:  -Group C prepares second round of dossier;
-Find a Fixer;
-Madmen, chapters 6-7, 10, 13, 17.

4/16/2021  Class 11: Group C Presentations; Conflict; Trauma

News Quiz
Present, discuss fixers
Group C students present on dossiers
Discussion of Madmen themes from reading: sources, investigation, TV news, censorship, new frontiers in foreign reporting
Dealing with trauma when reporting: special discussion
Take the Poynter Institute / Dart Center video tutorial on Journalism and Trauma (one hour): http://www.newsu.org/courses/journalism-and-trauma

Assignment:
-Read “Little Bunch of Madmen” chapters 8,14-16 and Appendix: Mort's Rules;
-Prepare second round of story pitches.

4/23/2021
Class 12: Pitch presentations; One Country, Two Stories, Part 2

News Quiz
Presentation of pitches: list elements and describe story (5 minutes each)
Discussion of Madmen readings: visas, reporting permits, film permits, carnets
Screen and discuss Kordofan stories
Covering humanitarian emergencies module

Assignment:
-Work on final article

April 30, 2021
Class 13: Logistics

Classroom discussion of logistics involved with extended overseas reporting assignment;
Budget prep, what to put, how to find out items.

Assignment:
-Write article, due next week;
-Make budget.

May 7, 2021:
Class 14: Social Video

Make a 60-90 second social video, as a trailer for your assignment.

Accommodations
Students with disabilities that necessitate accommodations should contact and register with New York University’s Moses Center for Students with Disabilities (CSD) at 212-998-
4980 or mosescsd@nyu.edu. Information about the Moses Center can be found at www.nyu.edu/csd. The Moses Center is located at 726 Broadway on the 2nd floor.

**Political Risk**
We are committed to helping students who may be facing political risk to participate in their classes in ways that are as safe as possible. We encourage students based in any place that monitors internet use for political content to carefully consider how you can and will participate. If you have any further concerns about political safety, please email asking for a consultation, and we will find a way to discuss the situation as safely as we can.

**Diversity & Inclusion**
The Institute is committed to creating an inclusive learning environment. The Institute embraces a notion of intellectual community enriched and enhanced by diversity along a number of dimensions.