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Experiential Learning Seminar

NODEP-UA 9982/INDIV-UG9050

Joint Class : Accra and B.A

Ghana Time (GT) UTC 0

Time zone: Argentina Time (ART) UTC -3

Fall 2022

We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you've completed the online academic orientation via NYU Classes so you are aware of site specific support structure, policies and procedures.

Please contact the site academic staff (include the email address/es) if you have trouble accessing the NYU Brightspace site.

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.

Instructors Information

NYU Accra	NYU Bs As
Nicholas Nii. A. Okai, PhD. Office Location NYU Accra No.8 3rd Norla Street, North Labone, Office: Cell: P: Office Hours: by appointment E-mail:	Martin Langsam, MSc Office Location: NYUBA, Anchorena 1314, 3rd floor, CABA Office: Office Hours: by appointment E- mail:



Course Information

As the academic component of the internship experience, this seminar helps students reflect critically on their internships as a way to further their individual academic and professional goals. This includes evaluating various aspects of the internship site, such as its mission, approach, and policies, and developing a wide range of ways to maximize this experience looking towards a professional career. Students will be challenged to think analytically about their internships and host organizations and to connect their internship experiences to past and present academic and professional work.

The first part of the course focuses on workplace skills such as professional etiquette, communication, and networking. The second part focuses on research skills, and accompanies the writing of an academic research paper and presentation related to the internship, its host organization and/or its field of work.

Students will be graded on the academic work produced in this course, not for their performance at the internship site.

There are no prerequisites for this class.

Mondays 1.00 pm - 2.45 pm (Bs As time) 4.00 pm – 5.45 pm (Accra time)

Aime Painé Room

Course Overview and Goals

This course, which is required for all students undertaking an internship for credit at NYU's study away sites, **has two main goals**. As a result of the work undertaken during the semester, it is expected that students:

Learn and enhance professional skills—including writing, communication, and presentation skills— needed for future work experiences and academic study.

Produce reflections and research that integrate their internship experience with their own research interests and with academic debates relevant to their field.

Course Requirements

Class Participation

Assignments

Each of the seven weekly assignments detailed in the syllabus will count towards the final grade

Each assignment has a different nature and platform (journal, video, social media, etc.) and it demands different skills from students.

Guidelines for each assignment will be detailed in class.

Final Research Project

The goal of the research project is to help students integrate their workplace experiences with academic research and knowledge, while practicing other relevant skills such as

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Conduct a market scan and analysis in which your organization is situated; it could also be an analysis of a demographic or social aspect of the internship site and its environment.

Conduct a strategic analysis of your organization's lobbying and advocacy strategy.

Conduct an audience satisfaction survey or observation (if museum, gallery, library or archive, e.g.) or a survey of success in accord with the organization.

Conduct a labor analysis of your workplace, including how employees are recruited and hired, and an analysis of gender, racial, ethnic and class diversity

If working for an elected official, write a strategy memo for next re-election campaign: what are your candidate's strengths and weaknesses, who are potential opponents. Include demographic analysis of constituencies. If working for a not for profit organization, write a fundraising memo to be sent to possible contributors.

Other, to be discussed with instructor.

The Final Project consists of a research proposal, a final research paper and its presentation:

Sketch: 1-2 pages consisting of an outline, the main ideas, and the question the paper will address.

Research Proposal: Each student will submit a 3-5 pages proposal at the midpoint of the semester that addresses the connections between your topic and your internship site/experience. In this proposal, students will discuss a critical issue they have identified at their internship and how it integrates with current, peer-reviewed literature on the topic; the proposal will include a brief outline of the methods to be employed in researching this issue, and an annotated bibliography of at least 3 peer-reviewed sources not included on the course syllabus. The research proposal should address the connections between your topic and your internship site/experience. **Proposal Due: Week 10.**

Research Presentation: Each student is expected to give a 15 to 20 minutes presentation of their final research paper in class, where we will organize a mock colloquium. Presentations should include time for Q&A from the audience. The presentations will take place in **Week 14.**

Final Research Paper: The final paper and presentation (10-12 pages) should include explanation and analysis of sources informing conclusions—field notes, data sets, interviews (who was willing or accessible to talk and who was not, how did researcher obtain informants), surveys, etc. It should ask how conclusions were shaped or hindered by availability of sources. In as many ways as relevant or salient, students should be connecting what they have learned at the internship with components of their academic experiences at NYUBA. A minimum of 5 peer-reviewed sources not included on course syllabus is required. **Due Week 16.**

(GLOBAL PUBLIC HEALTH STUDENTS: please refer to the end of the syllabus for your specific research paper guidelines).

Failure to submit or fulfill any required course component results in failure of the class.

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Note: **This syllabus is subject to change** according to the amount of time required for oral presentations and other activities. Changes, if any, will be announced in class.

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Please submit both the proposal and final paper in **Word format, Times New Roman 12-font, double-spaced**. Google docs will not be accepted. Students' footnotes/endnotes and bibliography should follow the Chicago Manual of Style or AMA, both of which are available online. Please ensure that all data and direct quotes from secondary sources include both a source and page number. Your essay will be graded in accordance with the Final Project Presentation Rubric located in the Resources section of [NYU Brightspace](#).

Grading of Assignments

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

Assignments/Activities	% of Final Grade
Class Participation	10%
Assignments	35%
Final Research Proposal	10%
Final Research Presentation	15%
Final Research Paper	30%

Letter Grades

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

A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D+	69-67
D	66-65
F	below 65 F

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Week/ Date	Topic	Reading/Activities	Assignments Due
Week 1 5 Sept	Introduction to Course (ML)	<ul style="list-style-type: none"> o Presentation of the course. o Speaking: Self-presentation, describing interests and projects o Types of work. o Work as a collage 2012 Green M 2018 Adams H et al	.
Week 2 12 Sept	Strategies for having an effective in-person/ remote internship (NO)	Discussion	
Week 3 19 Sept	Discussion on Comparative Global Work Ethics (ML-NO)	Discussion	<ul style="list-style-type: none"> • Assignment # 1 Based on class discussions today, highlight the importance of work ethics within the framework of equity, diversity and productivity. (min: 2 pages)
Week 4 26 Sept	Communication Speaking and Listening (ML)	Your organization and you, interview feedback, duties and tasks	<ul style="list-style-type: none"> • Assignment # 2 Writing - Journal Write about your first impressions of (Bs As or Accra), as well as your expectations of working here. Observe your workplace culture and write about one element of the internship that is striking, surprising, unconventional, or unexpected. Highlight any connection there may be with a possible research topic (a burning issue in your field, or an issue that interests you particularly) and with your own professional development. (min: 2 pages)

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<p>Week 5 3 Oct</p>	<p>Communication Speaking and Listening (ML)</p>	<ul style="list-style-type: none"> o Making presentations: body language, images and other resources in delivering talks. 	<p>Tomás Zambonini will visit the class (Bs As) to answer questions about your organizations, and to talk about internships duties and formalities.</p>
<p>Week 6 10 Oct</p>	<p>Communication Speaking and Listening (NO)</p>	<ul style="list-style-type: none"> o Students deliver presentations about their internship sites and get feedback from the group <p>CIVICUS Writings within your organization</p>	<ul style="list-style-type: none"> • Assignment # 3 Speaking - Presentation Prepare a five-minute presentation (with 3-4 slides, including pictures) to introduce class to your internship site and responsibilities. Review the website of your internship site. Include your possible research interests looking towards the research proposal
<p>Week 7 17 Oct</p>	<p>Joint Site Discussion</p>		
<p>Week 8 24 Oct</p>	<p>Communication Writing and meeting in the workplace (ML)</p>	<ul style="list-style-type: none"> o Writing and meeting in the workplace: memos, minutes, reports and emails. o Formal/informal writing Spanish in a work environment <p>CIVICUS Writing effectively</p>	<ul style="list-style-type: none"> • Assignment # 4 Writing - Email Write three different types of emails addressed to different people in your site.
<p>Week 9 31 Oct</p>	<p>Introduction to research (NO)</p>	<ul style="list-style-type: none"> o How to choose a research topic <p>2006 H Becker (Ch 1 -3)</p>	<ul style="list-style-type: none"> • Bring pieces of writing from your internship site. • Reading on writing an academic paper • Reading on Research Design in the Social Science
<p>Week 10 7 Nov</p>	<p>Introduction to research (NO)</p>	<ul style="list-style-type: none"> o Preparing for the research proposal o Approaching academic research: narrowing your topic and question; finding, reviewing 	<ul style="list-style-type: none"> • Sketch of research proposal: <ul style="list-style-type: none"> - research topic - research question - reading list of at least 3 sources on the topic - proposed methodology.

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		<p>and selecting sources; choosing the appropriate methodology.</p> <p>2008 K Luker (Ch 4 - 5)</p>	<ul style="list-style-type: none"> • Draft will be sent to your lecturer in print and presented to a classmate
<p>Week 11</p> <p>14 Nov</p>	<p>Introduction to research</p> <p>(ML)</p>	<ul style="list-style-type: none"> o Presentation of the draft in two minutes. o Finding your own voice. o Resources for researchers: libraries, online journals, Zotero, Endnote, other? o Formatting: MLA and other formats <p>NYU Libraries Citation Style Guide:</p>	<p>Research Proposal</p>
<p>Week 12</p> <p>21 Nov</p>	<p>Students should submit the Research Proposal</p> <p>(ML-NO)</p>	<p>Reflective experience sharing</p>	
<p>Week 13</p> <p>28 Nov</p>	<p>Projecting your internship towards your future career</p> <p>(ML)</p>	<p>Students will workshop their personal brand, and then write down a one-minute elevator pitch to rehearse with their peers. In order to contribute to the development of their research project, this elevator pitch will be targeted at a potential academic contact, and will include references to their research interest and specific contribution to the field.</p>	<ul style="list-style-type: none"> • Assignment # 6 Writing - CV: <p>Write your CV (Spanish/English/other language) including your internship experience.</p>
<p>Week 14</p> <p>5 Dec</p>	<p>Professional Networking</p> <p>(ML)</p>	<ul style="list-style-type: none"> o Students show, discuss and analyze their presence on all social media accessible to potential employers and colleagues, including Facebook, Twitter, Instagram and LinkedIn. 	<ul style="list-style-type: none"> • Assignment #7 Writing - Social media: <p>Create (or refine) your LinkedIn profile using principles from class discussion. Read these Tips and How to Use Social Media</p>

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Week 15 12 Dec	Final Research Presentation (ML-NO)	Student presentations of Final Research	

NOTE: Aspects of this course syllabus might change during the semester.

Course Materials

Required Bibliography

Barrett, C. B., & Cason, J. *Overseas research II: A practical guide*. Routledge, 2010. Chapter 7.

Becker, Howard, S. *Writing for Social Scientists. How to Start and Finish Your Thesis, Book or Article* Chicago: University of Chicago Press, 2007. Print. Chapter 4.

Bolton, Robert. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. New York: Simon & Schuster, Inc., 1986. Print. (Selected chapters)

Day, Robert, *How to Write and Publish a Scientific Paper*, 4th edition, Oryx Press, Phoenix, 1994.

Fisher, Roger; William Ury and Bruce Patton. *Getting to Yes: Negotiating Agreement Without Giving In*. 2nd Ed. New York: Houghton Mifflin, 1991. Print. (Selected chapters)

Jacobs, J. E., & Maldonado, M. Civil society in Argentina: opportunities and challenges for national and transnational organisation. *Journal of Latin American Studies*, 37(1), 141-172. 2005. Print.

Luker, K. *Salsa dancing into the social sciences*. Harvard University Press, 2008. Print. (Selected chapters)

Mills JO. *Labor Laws* . Accra: Centre for Professional Development, 2014.

Molloy, Sylvia (2015). *Vivir entre lenguas*. Buenos Aires: Eterna Cadencia. Print (selected chapters)

Ramachandran K. *Business Communication*. New Delhi: Macmillan Publishers, 2007.

Robert, Henry M., Daniel H. Honemann, and Thomas J. Balch. *Robert's Rules of Order* Newly revised in Brief. Philadelphia: DeCapo, 2011

Shweta Garg. *Industrial Psychology* . New Delhi: S. Chand Publishing, 2008.

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Resources

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



Global Public Health Students Final Paper Guidelines

The research paper should focus on a public health related question that lies into the internship experience. The research question may be related to a public health issue observed during the EL fieldwork experience or an issue that pertains to the organization's mission, vision or relevant public health topic that is a focus for the organization. For example, students may want to construct a critical question that relates to a statement of need within the organization in the area of:

- Policy Issue
- Area of Unmet Needs
- Barriers of access to care
- Sustainability of Services
- Services to a target population not currently offered

The goal of the final paper is to deepen the student's knowledge and understanding of the public health topic or issue by using real-world experience, interviews and observations from the placement, and an investigation of the current scholarship.

Specific Tasks

Based on the agency and activities of the student's placement:

- Students will identify an issue and develop a critical research question to guide their work.
- Students will compile a reading list of 10 sources from the peer-reviewed literature that will allow the student to explore this issue in greater depth and develop an Annotated Biography.
- Students will construct a semi structured interview guide (set of questions that will help answer your overall research question) and interview 2-3 key public health personnel pertinent to their topic.
- Students will make observational notes relevant to their topic (as possible and appropriate) while engaged in their internship.

Review the literature—Annotated Biography

Choose 10 articles/documents that relate to your approved question. They should be within the last 5 years, except for seminal works core to the research question posed. The literature chosen must provide various perspectives on the research question.

For each, provide an AMA formatted citation, a brief description and evaluation of the article as it pertains to your topic. For each citation, this description should be 1- no more than 2 succinct, substantive paragraphs (approximately 100 words)

- **Interviews** (primary data collection)
 - Keep in mind the individuals to be interviewed should provide you with different insights and perspectives on the critical question you are exploring. Often it is best to choose one person within the organization and a person outside the organization with knowledge of the area of public health you're your critical question is exploring.
 - Identify and describe the roles of the two or three people you are interviewing, title, responsibilities, your observations and interactions with them. Construct a semi structured interview tool, consisting of 5-6 questions that address your critical question.

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Based on your critical research question, make note of elements in the organization that can help in answering your question. Make note of the organizational structure of the agency; formal and informal communications between departments, programs, components; operationalization of agency mission, goals and objectives; population or groups served by the agency; work environment/climate; relationship of the agency to the larger public health system.

- **Points for writing the paper**

- Statement of Need and Critical Question: What was observed initially in your fieldwork that led you to the development and exploration of your research question?
- Methods: What research methods (data collection strategies) did you use to address and answer the critical question posed?
- What was observed during your fieldwork that are relevant to addressing the critical question?
- What information did you obtain from the interviews that is relevant to addressing the critical question?
- How did the scholarly research (lit review) contribute to your findings?
- Results: Summary or description of findings as it relates to critical question and statement of need integrated with fieldwork experience, observation, research and interviews
- Recommendations: How might the agency utilize your findings or how might the findings lead to improvement relevant to the public health issue or critical question?

Optional:

- Strategies: Develop 2 feasible strategies that can be put into place that respond directly to the critical question.
- Identify 2 objectives for each strategy that will address the issues.

Course Policies

Hygiene/Physical Distancing policies

- Students will be assigned/choose a seat on the first day of class. For NYU COVID- 19 Safety protocols, please use the same seat for the duration of the semester

Attendance and Tardiness

- 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 Classes if the course is remote synchronous/blended, is expected promptly when class begins. Unexcused absences will affect students' semester participation grade. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic Center the remote course can be taken Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

Classroom Etiquette/Expectations

- 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.
- 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.
- 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 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. Consider using the chat function or “raise hand” function in order to add your voice to class discussions especially if leaving the video on presents challenges.

Late Assignment

- Written work due in class must be submitted during the class time to the professor.
- Late work should be emailed to the faculty as soon as it is completed.
- Late work will be reduced for a fraction of a letter grade (e.g., A to A-, A- to B+, etc.) for every day it is late, including weekends.
- Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.
- Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.
- Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.
- Assignments due during finals week that are submitted more than 3 days 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

Incomplete Grade Policy

An “incomplete” is a temporary grade that indicates that the student has, for good reason, not completed all of the course work. This grade is not awarded automatically nor is it guaranteed; rather, the student must ask the instructor for a grade of “incomplete,” present documented evidence of illness, an emergency, or other compelling circumstances, and clarify the remaining course requirements with the instructor.

In order for a grade of “incomplete” to be registered on the transcript, the student must fill out a form, in collaboration with the course instructor and the academic administration at the site; it should then be submitted to the site’s academic office. The submitted form must include a deadline by which the missing work will be completed. This deadline may not be later than the end of the following semester.

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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.

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.

NYU X takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the lecturer. Your lecturer may ask you to sign a declaration of authorship form.

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](#)

Religious Observances

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.

Students must notify their professor and the local Academics team in writing via email at least 7 days before being absent for this purpose.

Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, "...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities." At NYU Bs As, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

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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) 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 the site sponsoring the class once you request it.

Instructors Bio

Nicholas Nii A. Okai, is a political scientist and a certified ADR practitioner. He worked as a planning analyst at the Ghana National Development Planning Commission, during the roll-out of the Ghana Poverty Reduction Strategy (GPRS II). He has several years of experience in planning and executing study abroad programs with the Aya Centre (located in Accra-Ghana), where he worked for several years with American students from various universities coming to Ghana. He was an adjunct faculty member at the Institute of African Studies (History and Politics section), University of Ghana, where he obtained his B.A, Mphil and PhD degrees in political science. Nick also has a Master of Business Administration (MBA) in General Management from the University of South Wales, UK; and an Executive Master's degree in Alternative Dispute Resolution, awarded by the Institute of Paralegal Training and Leadership Studies (IPLS), Ghana. Prior to joining NYU Accra, he was the Head of e-learning at the prestigious Kofi Annan International Peacekeeping Training Center (KAIPTC), where he designed and taught courses on the Centre's MA Conflict, Peace and Security programs to students from various countries. He was also once the Head of KAIPTC's International Institutions program, and together with other researchers, conducted several studies in ECOWAS countries for the Centre and its partners. Nick is currently the Assistant Director for Academic Programs at NYU Accra.

Martin Langsam holds a degree in Sociology; with a minor in Economic Sociology from the University of Buenos Aires (UBA) He then did postgraduate studies in Economics and Public Policy (Torcuato di Tella University, Argentina). In 2002 he obtained his MSc in Public Policy in Latin America at Oxford University, United Kingdom. He then continued his studies for the PhD in Political Science at Oxford University until 2007 He has been a consultant for several international organizations (WB, IDB, UNDP, ECLAC, PAHO), developing his tasks in the national public sphere (National Institute of Public Administration, Ministry of Economy and Public Finance, and Ministry of Health). He has also participated in several research projects in the United Kingdom (Oxford University-European Commission and Fischer Family Trust) and in Argentina (Fundación YPF-UdeSA) Between 2010 and 2018 he has been full time researcher, professor and Secretary of Science and Technology at Isalud University. From this institution he has developed research and consulting projects on public health issues in collaboration with different agencies and programs in Argentina (Plan Nacer, Programa Remediar, Health Economics Office at the Ministry of Health, Health Promotion and Prevention of Non-communicable diseases at the Ministry of Health, the Mercosur Health Policy Observatory, the National Health Research Commission and the National Cancer Institute)

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