

# NYU Buenos Aires

## Internship Seminar & Fieldwork

### NODEP-UA 9982/INDIV-UG 9150

#### Instructor Information

- Sebastián Providente
- **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.
- Thursdays 5.15pm – 6.45pm
- Piazzolla 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 assignments detailed in the weekly syllabus will be worth 5% of the course 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 and on NYUClasses.

### 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 oral presentation and synthesis. Sample research project questions/topics include:

- 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 8.**

- **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 **Weeks 12-14.**
- **Final Research Paper:** The final paper and presentation (8-10 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. (**GLOBAL PUBLIC HEALTH STUDENTS:** please refer to the end of the syllabus for your specific research paper guidelines). **Due Week 16.**
- Failure to submit or fulfill any required course component results in failure of the class.
- 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.
- 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 MLA, 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 Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes).

## Grading of Assignments

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

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

## Grades

<b>Grade A</b>	The student shows engagement with class activities and assignments; there is evidence of progress during the semester and
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	all the skills addressed in class are applied in subsequent work or interactions. In research assignments, the student makes excellent use of empirical and theoretical material and offers well-structured arguments in their work. The student writes comprehensive assignments and their work shows strong evidence of critical thought and extensive reading. Their involvement with their peers is respectful and they collaborate with them in class activities when appropriate.
<b>Grade B:</b>	The candidate shows a good understanding of the issues and strategies addressed throughout the semester and has demonstrated the ability to formulate and execute the tasks with no major faults. They participate in classroom activities but may not apply all the skills learnt in previous sessions. In their research assignments, a coherent research strategy is presented, the research question and topic are clear, but the core of the work is lacking in depth or some important sources or references are overlooked.
<b>Grade C</b>	Work is acceptable and shows some level of engagement with class work and a basic grasp of the skills addressed in the course; in their research project and assignments, there is a basic grasp of the research problem and some interesting points may be made. However, the work fails to organize findings coherently and is in need of improvement.
<b>Grade D</b>	The work passes because some relevant points are made. However, there may be a problem of lack of engagement with class activities, scarce collaboration with group dynamics in class, poor definition in written assignments, lack of critical awareness, poor research. Student make scarce or no use of alternative means (office hours, emails, etc.) to reverse difficulties in class work and assignments.
<b>Grade F</b>	Student is not involved in class activities and fails to incorporate the required skills. In written assignments, the work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible. Student does not make use of alternative means (office hours, emails, etc.) to reverse difficulties in class work and assignments.

## Letter Grades

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

<b>A</b>	100-94
<b>A-</b>	93-90
<b>B+</b>	89-87
<b>B</b>	86-84
<b>B-</b>	83-80
<b>C+</b>	79-77

C	76-74
C-	73-70
D+	69-67
D	66-65
F	below 65 F

## Course Schedule

Week/ Date	Focus	Activities	Assignments
Week 1 Feb. 6 <sup>th</sup>	Introduction to Course	<ul style="list-style-type: none"> <li>• Presentation of the course.</li> <li>• <i>Speaking:</i> Self-presentation, describing interests and projects</li> <li>• Types of work.</li> <li>• Work as a collage</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment # 1 (In class)</b> <i>Writing - Design:</i> Create your ideal business card and write your future professional short bio.</li> </ul>
Week 2 Feb. 13 <sup>th</sup>	Transition - From Student to Professional	<ul style="list-style-type: none"> <li>• Contextualizing the meaning of work in Buenos Aires</li> <li>• Further decode your internship site</li> <li>• Being yourself in a foreign language: cultural gaps</li> </ul>	<p>Reading: Jacobs, J. E., &amp; Maldonado, M. Civil society in Argentina</p> <ul style="list-style-type: none"> <li>• <b>Assignment # 2</b> <i>Writing - Journal:</i> Write about your first impressions of Buenos Aires, 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.</li> </ul>

			Highlight any connection there may be with a possible research topic --this can be a burning issue in your field, or an issue that interests you particularly-- and with your own professional development. (min: 2 pages)
<b>Week 3</b> <b>Feb.20<sup>th</sup></b>	<b>Communication: Speaking and Listening</b>	<ul style="list-style-type: none"> <li>Your organization and you, interview feedback, duties and tasks</li> </ul>	<b>Tomás will visit our class to answer questions about your organizations, and to talk about internships duties and formalities.</b>
<b>Week 4</b> <b>Feb.27<sup>th</sup></b>	<b>Communication: Speaking and Listening</b>	<ul style="list-style-type: none"> <li>Making presentations: body language, images and other resources in delivering talks.</li> <li>Preparing for the mock colloquium.</li> </ul>	<ul style="list-style-type: none"> <li><b>Assignment # 3</b>  <i>Speaking - Presentation:</i> 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.</li> </ul>
<b>Week 5</b> <b>Mar. 5<sup>th</sup></b>	<b>Communication: Speaking and Listening</b>	<ul style="list-style-type: none"> <li>Students deliver presentations about their internship sites and get feedback from the group</li> <li>How to choose a research topic.</li> <li>Writing and meeting in the workplace: memos, minutes, reports and emails.</li> </ul>	<ul style="list-style-type: none"> <li>Bring at least two pieces of writing from your internship site.</li> <li>Reading on Writing an academic paper: Becker, Chapter 3.</li> </ul>

		<ul style="list-style-type: none"> <li>Formal/informal writing Spanish in a work environment</li> </ul>	
<b>Week 5</b> <b>Mar.12<sup>th</sup></b>	<b>Introduction to Research</b>	<ul style="list-style-type: none"> <li>Preparing for the research proposal</li> <li>How to choose a topic</li> <li>Different kind of researches</li> <li>The Research Process as a whole</li> </ul>	<ul style="list-style-type: none"> <li>Reading . Day, How to Write and Publish a Scientific Paper,</li> <li><b>Assignment # 4:</b> Bring an example of a research connected to your field (can be a paper, a scientific article or an extract from the news) and identify: Research Topic, Research questions, Main Hypothesis, Results. 1 page to turn in. Be prepare to discuss it in class.</li> </ul>
<b>Week 6</b> <b>Mar.19<sup>th</sup></b>	<b>Introduction to research</b>	<ul style="list-style-type: none"> <li>Approaching academic research: narrowing your topic and question; finding, reviewing and selecting sources; choosing the appropriate methodology for our research.</li> </ul>	<p>Reading: Research design in the Social Sciences: Luker, Chapter 4.</p> <p><b>Sketch of research proposal:</b></p> <ul style="list-style-type: none"> <li>● research topic</li> <li>● research question</li> <li>● reading list of at least 3 sources on the topic</li> <li>● proposed methodology.</li> </ul>
<b>Week 7</b> <b>Mar.26<sup>th</sup></b>	<b>Introduction to research</b>	<ul style="list-style-type: none"> <li>Approaching academic research: narrowing your topic and question; finding, reviewing and selecting sources; choosing the appropriate methodology for our research.</li> </ul>	<ul style="list-style-type: none"> <li><b>Assignment # 5:</b> <b>Draft will be handed in to your lecturer in print and presented to a classmate in two minutes</b></li> </ul>
<b>Week 8</b> <b>Ap. 2<sup>nd</sup></b>	<b>The Research Process</b>	<ul style="list-style-type: none"> <li>Presentation of the draft in two minutes.</li> <li>Finding your own voice.</li> <li>Resources for researchers: libraries, online journals, Zotero.</li> </ul>	<p style="text-align: center;"><b>Research Proposal</b></p>

		<ul style="list-style-type: none"> <li>• Writing and publishing your research</li> </ul>	
<p><b>Week 9</b></p> <p><b>Ap. 9<sup>th</sup></b></p> <p><b>NO CLASS</b></p>	<p><b>Make up Lecture</b></p> <p><b>Ap. 7<sup>th</sup> Agustina Comedi</b></p>		<p>Write a short paper 2 (pages) connecting the topic of the lecture to your research project</p>
<p><b>Week 10</b></p> <p><b>Ap. 16<sup>th</sup></b></p>	<p><b>Wasserman Center</b></p>	<p>"Telling you Global Story" with Wasserman Center for Career Development. This session will take place at regular class time. 2-3 questions for the Career Building Session with Wasserman Center. Students should bring 2-3 questions or difficulties encountered during the preparation of your research project that you would like to see addressed in class.</p>	<ul style="list-style-type: none"> <li>• <b>Assignment # 6:</b></li> </ul> <p><i>Writing - CV:</i> Write your CV (Spanish/English) including your internship experience.</p> <ul style="list-style-type: none"> <li>• Reading of Fisher, Ury and Patton: <i>Getting to Yes, Negotiating Agreement Without Giving In</i>, Chapter 6.</li> </ul>
<p><b>Week 11</b></p> <p><b>Ap.23<sup>rd</sup>.</b></p>	<p><b>Projecting your internship towards your future career</b></p> <p><b>Professional Networking</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students show, discuss and analyze their presence on all</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment # 7 .</b></li> </ul> <p><i>Video.</i> Short film on your Internship showing aspects of the site, such as its mission, approach, and policies. You can interview someone from the organization. (Guidelines on NYUClass).</p>

		<p>social media accessible to potential employers and colleagues, including Facebook, Twitter, Instagram and LinkedIn.</p> <ul style="list-style-type: none"> <li>• Final instructions and suggestions for the Research presentation.</li> </ul>	
<p><b>Week 12</b> <b>No classes</b> <b>Ap.30<sup>th</sup></b> <b>Make up</b> <b>May. 8<sup>th</sup></b></p>	<p><b>Final Projects: Colloquium</b></p>	<p>Student presentations of research projects</p>	<p>Review your own research project based on today's lecture and on feedback provided to other students during presentations.</p>
<p><b>Week 13</b> <b>May.7<sup>th</sup></b> <b>May. 8<sup>th</sup></b> <b>Make up</b></p>	<p><b>Final Projects: Colloquium</b></p>	<p>Student presentations of research projects.</p>	<p>Review your own research project based on today's lecture and on feedback provided to other students during presentations.</p>
<p><b>Week 14</b> <b>May 14<sup>th</sup></b></p>	<p><b>Final Projects:</b></p>	<p>Workshop and feedback for Final Research Project</p>	<p>Brief interview with your teacher, and review of your draft.</p>
<p><b>Week 15</b> <b>May 21<sup>st</sup></b></p>	<p><b>Final evaluation of the course and the internship experience.</b></p>	<p><b>EXAM WEEK</b> <b>Final research paper due</b></p>	<p><b>Final Research Paper</b></p>

## Course Materials

### Required Bibliography

- 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.
- Jacobs, J. E., & Maldonado, M. Civil society in Argentina: opportunities and challenges for national and transnational organization. *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)
- **Other readings on [NYU Classes](http://nyu.edu/its/classes)** ([nyu.edu/its/classes](http://nyu.edu/its/classes)).

## Resources

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

## Global Public Health Students Final Paper Guidelines

The research paper should focus on a public health related question that ties 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:

- o Policy Issue
- o Area of Unmet Needs
- o Barriers of access to care
- o Sustainability of Services
- o 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:

- o Students will identify an issue and develop a critical research question to guide their work.
- o 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.
- o 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.

- o 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)
  - o 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.
  - o 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.
- **Observations**

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**
  - o *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?
  - o *Methods:* What research methods (data collection strategies) did you use to address and answer the critical question posed?
  - o What was observed during your fieldwork that are relevant to addressing the critical question?
  - o What information did you obtain from the interviews that is relevant to addressing the critical question?
  - o How did the scholarly research (lit review) contribute to your findings?
  - o *Results:* Summary or description of findings as it relates to critical question and statement of need integrated with fieldwork experience, observation, research and interviews

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

## 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 Interim Assistant Director for Academics Programs, Jorgelina Loza, **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 Interim Assistant Director of Academic Programs, Jorgelina Loza ([jml19@nyu.edu](mailto:jml19@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 Programs)
- 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 (threehour 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.
- Makeup classes for Holidays are mandatory as regular scheduled classes.
- 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 Office of Academic Support in writing via email one week in advance before being absent for this purpose.

### **Late Assignment**

- Late work should be submitted in person to the Assistant Director for Academics Programs during office hours (Mon - Fri, 10 am to 6 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 Academic 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 100point scale.
- Written work submitted after 5 weekdays after the submission date without an agreed extension fails and is given a zero.
- Language Courses: Work submitted within 2 days after the submission time without an agreed extension receives a penalty of 10 points on the 100point scale. Written work submitted after 2 days 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.

### **Academic Honesty/Plagiarism**

- Academic Integrity 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> and to “Statement on Academic Integrity” in NYU Expository Writing Program: Policies and Procedures: <http://cas.nyu.edu/ewp.html>
- 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](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.

## **Instructor Bio**

### **Sebastián Provvidente**

Born and raised in Buenos Aires, Sebastián spent long periods of his childhood in the United States where part of his family still lives. He studied History and Classical Languages at the University of Buenos Aires (UBA) and after graduating he worked abroad for 3 years in a Marie Curie Early Stage Training project sponsored by the European Commission and organized by the London School of Economics (London), the École des Hautes Études en Sciences Sociales (Paris), the Max Plank Institute für Rechtsgeschichte (Frankfurt) and the Istituto di Scienze Umane (Florence). In the context of this project, he obtained a double Ph. D. in History and Law (École des Hautes Études en Sciences Sociales, Paris and University of Roma Tre, Rome).

Upon his return to Argentina he conducted Postdoctoral Research at the National Scientific and Technical Research Council (CONICET) and since 2015 he became a fellow of this institution. After graduation, he has worked as an Academic Coordinator in different International Programs in Buenos Aires where he has also taught History, Humanities and Introduction to Latin American Studies at New York University. Sebastián also teaches History of Political Thought at the University of Buenos Aires (UBA) and has been visiting scholar in France, Germany and the United States. He has published in specialized journals on topics such as Early Modern Political Thought, Constitutional Thought, Ecclesiology, Conciliarism and Political Theory.