Internship Seminar & Fieldwork  
SPRING 2018

Class code  
NODEP-UA 9982/INDIV-UG 9150  
Spring 2018

Instructor Details  
Dr. Betina González  
bsg5@nyu.edu

Prerequisites  
There are no prerequisites for this class.

Class Description  
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.

Desired Outcome  
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:

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

2) Produce reflections and research that integrate their internship experience with their own research interests and with academic debates relevant to their field.
Class Participation: 10%
Weekly Assignments: 30%
Research proposal: 10%
Progress report: 10%
Research Presentation: 10%
Final Research Paper: 30%

Note: the weekly assignments should be submitted in print to the lecturer during class hours, as well as uploaded to NYU Classes. More detailed instructions will be provided in class.

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:

1. 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.
2. Conduct a strategic analysis of your organization’s lobbying and advocacy strategy.
3. 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.
4. Conduct a labor analysis of your workplace, including how employees are recruited and hired, and an analysis of gender, racial, ethnic and class diversity.
5. 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.
6. Other, to be discussed with instructor.

The research project consists of a research proposal, a progress report, and a final research paper and presentation:

A. **Research Proposal**: Each student will submit a 1000-1500 word (3-5 page) proposal at the midpoint of the semester which 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 5 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 9.**

B. **Progress report**: each student will submit a first draft of their research project, including drafts of all final sections plus an additional section where difficulties, doubts and alternatives will be discussed (6-9 pages). **Due Week 12.**

C. **Research Presentation**: Each student is expected to give a 10-minute presentation of their final research paper in class, having incorporated feedback gathered during presentation rehearsal in Week 10. Presentations should include time for Q&A from the audience. The presentations will take place in Weeks 11-14.

D. **Final paper**: Each student is expected to write a 3,000-5,000 word (12-15 page) research paper that explores the critical issue identified in their proposal in depth and connects it to relevant scholarly research. A minimum of 10 peer-reviewed
sources not included on course syllabus are required. The research paper should include explanation and analysis of sources informing conclusions—which, depending on the chosen methodological approach, can include: field notes, data sets, interviews (who was willing or accessible to talk and who was not, how did researcher obtain informants), surveys (in how many languages was it drafted and where was it handed out). It should ask how conclusions were shaped or hindered by availability of sources or informants. (GLOBAL PUBLIC HEALTH STUDENTS: please refer to the end of the syllabus for your specific research paper guidelines). 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 NYU. Due Week 15 (exam week).

Both the research proposal and the final research paper must be uploaded to NYU Classes.

All written work will be submitted in 12 point Times New Roman font, double-spaced, with 1-inch margins.

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.

Assessment Expectations

Grade A: The student shows engagement with class activities and assignments; there is evidence of progress during the semester and 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.

Grade 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.

Grade C: 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.

Grade D: 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.
**Grade F:** 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.

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Final Exam dates cannot be changed under any circumstance.

Mid term exam dates will be scheduled with each professor and it must be before the break. Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from examination (with authorization, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, or an increased weighting on an alternate assessment component, etc.).

Written work due in class must be submitted during the class time to the professor AND in electronic form during the assigned day (before 11:59 pm).

**Final essays must be submitted to the professor in print and electronic copy.** If the student is not in Buenos Aires, he / she must send a printed copy via express postal mail (i.e. FedEx, DHL, UPS, etc.) to the NYU Center in Buenos Aires – Anchorena 1314 - (C1425ELF) Argentina. This copy must arrive before or on the date of established deadline.

**Attendence Policy**

- 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 2% from the student’s final course grade.
- Absences are only excused if they are due to illness, religious observance or emergencies.
- Absences due to illness or mental health issues must be discussed with the Assistant Director for Academic Programs **within one week** of your return to class.
- A doctor’s note excusing your absence is mandatory.
- **The date on the doctor’s note must be the date of the missed class or exam**
- Being absent to any kind of examination must be informed at or before the time of said examination via email to the Assistant Director for Academic Programs.
- 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 Student Life, Paula Di Marzo, paula.dimarzo@nyu.edu).

- If students have more than four unexcused absences, they will fail the course.
- Each class lasts one hour and half. **For those courses that meet once a week, missing one class represents two absences.**
- Students are responsible for making up any work missed due to absence.
- NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or early departures (10 minutes after the starting time or before the ending time) will be considered one absence. Missing more than 20 minutes of a class will count as a full absence.
- Please note that for classes involving a **field trip or other external visit**, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at an agreed meeting point in a punctual and timely fashion.
- Make-up classes for Holidays are mandatory as regular scheduled classes.
- 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.

**Academic Accommodations**

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see their website (http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information. Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998- 4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see **Study Away and Disability**.

**Late Submission of Work**

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

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

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

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

**Plagiarism Policy**

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/writing-resources/statement-on-academic-integrity.html

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

**Required Text(s)**

- Other readings on NYU Classes

**Supplemental Texts(s)**


Week 1

Feb 7th

**Introduction to Course**

Contextualizing the meaning of work in Buenos Aires (BA). Introduction to site-specific discussion to ground internship in BA. Preparing for the first interview.

Activities:

- Self-presentation of professor and students.
- Presentation of the course by the professor. Special emphasis on the grading system (including the weekly assignments) and the research project.
- Discussion around map of BA and its surroundings, showing the location of each student’s internship site.
- Short lecture on how to approach the interview.

Assignment for Week 2:

- **Assignment no. 1**: Write a one-page summary about your expectations of working in BA and as an intern. Please 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.

Week 2

Feb 14th

**Transition - From Student to Professional**

How to be a professional in this location. Skills that could be useful at the internship site,
which this course will attempt to develop. Cultural norms regarding levels of formality in
the workplace.

Activities:

- Discussion around a double-entry table that contains the internship sites and the
  skills this course will attempt to develop. Analysis of which skill should be most
  useful at each site.
- Discussion of workplace etiquette in Argentina, cultural gap with the United
  States, and discrimination.
  - Analysis of examples of actual job offerings where a certain age and/or
    gender are required.
  - Brief discussion around legislation on the matter.
- Questionnaire: personal learning objectives for the course.

Assignments for Week 3:

- Watch the TED Talk by Ruth Chang: “How to Make Hard Choices”, at
  https://www.ted.com/talks/ruth_chang_how_to_make_hard_choices. Please focus
  on the utilization of images during the talk.
- Reading on Argentine civil sector: Jacobs & Maldonado.
- Assignment no. 2: Review the website of your internship site (1 page). Prepare a five-
  minute presentation (with 2-3 slides, including images or photos) to introduce class to
  your internship site and responsibilities (this presentation will be handed in to your
  lecturer in print along with the site review). Please include references to or
  connections with: a) the site’s mission, vision, ethics code and stakeholders; b) the
  Questionnaire activity and c) the discussion regarding the skills that should be most
  useful at each site.

Week 3
Feb 21th

Communications, Module A
Public speaking; delivering presentations.

Activities:

- Students deliver presentations about their internship sites (5-6 minutes each) and
  get feedback from the group.
- Discussion about the effectiveness of images, body language and other resources
  in delivering talks.

Assignments for Week 4:

- Reading of “Writings within Your Organization”, by Civicus (document can be found on
  NYUClasses).
- Assignment no. 3: Write a mock email to your internship supervisor about a particular
  issue, following the advice of the Civicus document. The issue will be chosen from a
  list of options provided by the instructor (see details on NYU Classes - Assignments -
  Assignment no. 3).

Week 4
Feb 28th

Communications Module B
Writing and meeting in the workplace: memos, minutes, reports and emails.

Activities:

- Discussion, analysis and evaluation of email writing assignments from last week.
• Analysis of real and actual memos, minutes and reports (good ones and not so good ones). Focus will be on key aspects identified in the Civicus document assigned last week.

Assignment for Week 5:
• Reading of Bolton, Robert; Chapters 3-7.
• Students should start thinking about possible research interests looking towards the research proposal.

Week 5
March 7th

Communications, Module C
Listening and interviewing. How to conduct an effective interview. Discussion of techniques for eliciting information from colleagues and superiors. How does one prepare for an informational interview. Discussing ideas on possible research lines.

Activities:
• Short lecture on types of interviews, possible questions, and suggestions.
• Short lecture on how to choose a research topic.
• Practice Interview with another member of the class. Each student will be given a specific role for the activity (more detailed instructions will be provided in class).
• Discussion of what went wrong during the interviews. Connection with Bolton’s reading assignment from last week.

Assignments for Week 6:
• Reading on Research design in the Social Sciences: Luker, Chapter 4 (pp. 51-75).
• Reading on Participatory Action Research in the social sciences: McTaggart.
• Assignment no. 4: First draft of research proposal: a) research topic, b) research question, c) reading list of at least 3 sources on the topic (not including methodology), and d) proposed methodology. Draft will be handed in to your lecturer in print and presented to a classmate in two minutes (applying skills practised in Weeks 3 and 5).

Week 6
March 14th

Introduction to research
Approaching research: choosing a topic, question, methodology and theoretical framework.

Activities:
• Short lecture on academic research: narrowing your topic and question; finding, reviewing and selecting sources; choosing the appropriate methodology for our research. The principles of Participatory Action Research.
• Presenting your research idea: students will be organized in pairs, and each one will have two minutes to present their research to their peer, who will then provide feedback and advice based on assigned readings and previous lecture.

Assignment for Week 7:
• Research proposal ((3-5 pages).
• Assignment no. 5: Draft ideas about the final research project (requires brainstorming on your end).
• Review your social media presence (visibility and privacy settings) in preparation for Week 7 session.
Week 7
March 21st  Professional Networking
Leveraging social media as a professional. First and continuing steps for creating your public image and career. Social media “audit”.
- Short lecture on research and methodology
- Short lecture on research and the use of sources (lit review).

Activities:
- In pairs, students show, discuss and analyze their presence on all social media accessible to potential employers and colleagues, including Facebook, Twitter, Instagram and LinkedIn.
- Conclude with larger class discussion and brainstorming about what works and what does not work.
- Sharing ideas for final projects.

Assignments for Week 9:
- Assignment no. 6 (part 1): Submit 2-3 questions for the Career Building Session with Wasserman Center.
- Assignment no. 6 (part 2): Submit 2-3 questions or difficulties encountered during the preparation of your research project that you would like to see addressed in class.

Week 8
March 26- April 2  Semester break

Week 9
April 4  Career Building Session: Projecting your internship towards your future career
"Telling you Global Story" with Wasserman Center for Career Development. This session will take place at regular class time. Please ensure to have access to a computer that supports the Wasserman e-learning platform. Students are advised to remain in the Academic Center, where they would have access to a back-up computer in the Computer Lab if their personal laptops don’t work. (Session pending of date and time confirmation)

Assignment for Week 10:
- First draft of research project (6-9 pages) (submit)
- Reading of Fisher, Ury and Patton: Getting to Yes, Negotiating Agreement Without Giving In, Chapter 6.

Week 10
April 11th  Presentation Rehearsal
Presenting yourself and your work. Elevator pitch, finding your personal brand. Presenting your research in brief and engaging ways.

Activities:
- 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. Students and instructor to provide feedback to peers.

- Connection with reading assignment Fisher, Ury and Patton.

Assignment for Week 11:

- Assignment no. 7 (part 1): Final version of two-minute elevator pitch.
- Assignment no. 7 (part 2): Draft of updated resume reflecting current internship.
- Reading on overseas research in the social sciences: Barrett & Cason, Chapter 7 (pp. 102-119)
- Students should continue working on their final Research presentation.

**Week 11**

April 18th

**Projecting your internship towards your future career**

Activities:

- Student presentations of research projects (4-5 students; 10 minutes each).
- Final instructions and suggestions for the Research presentation. Discussion of Barrett & Cason and how it affects our research.

Assignment for Week 12:

- Research presentation.
- Research proposal progress report. It should be a first draft of your research project, including drafts of all final sections plus an additional section where difficulties, doubts and alternatives will be discussed (6-9 pages).
- Reading on literature review for research: Luker, Chapter 5 (pp. 76-98).

**Week 12**

April 25th

**Research Project**

Activities:

- Student presentations of research projects (4-5 students; 10 minutes each).

Assignment for Week 13:

- Review your own research project based on today's lecture and on feedback provided to other students during presentations.

**Week 13**

Activities:

- Student presentations of research projects (4-5 students; 10 minutes each).

Assignment for Week 14:

- Review your own research project based on feedback provided to other students during presentations.

**Week 14**

May 9th

**Research Project**

Activities:

- Short lecture on how to turn your research into a submission to an academic event.
- Student presentations of research projects (4-5 students; 10 minutes each).
- Final evaluation of the course and the internship experience.
- Questions and comments related to the final research paper.

Assignment for Week 15: Final research paper.

**Week 15**

May 16th

EXAM WEEK

Final research paper due

**Classroom**

The use of Smartphones and IPods in class is forbidden. Students will be expected to help build a respectful and collaborative environment that can be an enriching and rewarding experience for all.

**Required Co-curricular Activities**

Students are strongly encouraged to attend co-curricular activities offered by NYUBA, as they will provide them with an unparalleled opportunity to learn more about Buenos Aires, Argentina and the region, and, consequently, about the context in which their host organizations are inserted.

Students are also encouraged to explore the resources offered by the Wasserman Center to accompany their Internship experience, at: [http://www.nyu.edu/students/student-information-and-resources/career-development-and-jobs.html](http://www.nyu.edu/students/student-information-and-resources/career-development-and-jobs.html)

**Your Instructor**

Betina González is an Argentine fiction writer. She holds a PhD. in Hispanic Literatures from the University of Pittsburgh and a MFA in Bilingual Creative Writing from the University of Texas at El Paso. She teaches Creative Writing at the University of Buenos Aires, where she also works as a researcher on the practices of reading and writing in different social contexts.

**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:

A. Policy Issue
B. Area of Unmet Needs
C. Barriers of access to care
D. Sustainability of Services
E. 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:
1. Students will identify an issue and develop a critical research question to guide their work.
2. 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.
3. 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.
4. 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.

**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**
1. **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?
2. **Methods:** What research methods (data collection strategies) did you use to address and answer the critical question posed?
3. What was observed during your fieldwork that are relevant to addressing the critical question?
4. What information did you obtain from the interviews that is relevant to addressing the critical question?
5. How did the scholarly research (lit review) contribute to your findings?
6. **Results:** Summary or description of findings as it relates to critical question and statement of need integrated with fieldwork experience, observation, research and interviews
7. **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
8. **Strategies:** Develop 2 feasible strategies that can be put into place that respond directly to the critical question.
9. Identify 2 objectives for each strategy that will address the issues.