NYU Tel Aviv
INDIV-UG 9550, SCA-UA 9042
Internship Seminar and Fieldwork

Instructor Information
- Dr. Ilana Goldberg
- Mobile: +972-54-4390516
- Email: ijg2028@nyu.edu
- Office Hours: by appointment

Course Information
- INDIV-UG 9550, SCA-UA 9042
- Internship Seminar and Fieldwork
- 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, policies, and the local, regional, and international contexts in which it operates. Students will be challenged to think analytically and their internships and host organizations and to connect their internship experiences to past and present academic work. The first part of the course focuses on workplace skills such as professional etiquette, communication, and networking. The second part focuses on the research and writing of an academic research paper and presentation related to the internship. Students will be graded on the academic work produced in this course. This course, which is required for all students undertaking an internship for credit at NYU’s study away sites, has two goals. First, it provides an opportunity for students to integrate their internship experience with relevant academic research and debates. Second, the course helps students learn and enhance professional skills—including writing, communication, and presentation skills—needed for future work experiences and academic study.
- Prerequisites: None
- Mondays, 12:30-2:00pm
- NYUTA Academic Center, 17 Brandeis Street, Room 104

Course Overview and Goals
Upon Completion of this Course, students will be able to:
- Develop employment specific skills within classroom-based workshops, that equip students with the ability to improve the value they bring and derive from their positions
both whilst at NYU Tel Aviv and beyond in the broader, full time market above their competitors.

- Expand their abilities in building effective self-management skills, developing enhanced interpersonal and communication strategies, gaining confidence in seizing initiative, and the keys to personal learning and growth whilst tracking the improvements students make by establishing personalized benchmarks and self-auditing standards.
- Apply and practice these skills in their workplace, with the understanding that failure is a form of valuable practice and lesson learning, specifically relevant within the Israeli context.
- Produce reflections and research that integrate their internship experience with their own research interests and with academic debates relevant to their field.

**Course Requirements**

**Attendance and Participation**

Students are expected to attend class regularly and arrive on time. Students must complete all assigned readings before the class meeting and be prepared to participate actively in discussions of the readings and current events.

**Response Papers and Presentations**

During the course the students are required to submit 4 critical papers. In each paper the students are supposed to choose one or more of the weekly reading items, and write a short critical analysis of the contents, arguments, and weaknesses of the reading/s. It is ideal to choose more than one item and bring both into debate with each other and express your own views and thoughts. Each paper should be no more than 2 pages (double-space), and each student should be able to present his critical paper in class if needed.

**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 12-14.

**Final Paper**

The goal of the research project is to help students integrate their workplace experiences with academic research and knowledge. Sample research project questions/topics include:

1. Conduct market scan and analysis in which your NGO or IGO etc. is situated
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.)
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 (students working for federal agencies can access surveys of employees by the federal Office of Personnel Management)

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

The research project consists of a research proposal (due Week7), a research presentation (delivered in class during Weeks 13, 14, and 15) and a research paper (due Week 15).

**Research Proposal**— Each student will submit a 1000-1500 word (3-5 page) proposal at the mid-point of the semester. 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 course syllabus. **Proposal Due: Week 7**

**Final paper**— Each student will submit a 3000-4000 word (10-12 page) 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 final projects 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 (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. 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

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

**Grading of Assignments**

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

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
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<tr>
<td>Response Papers and Presentations</td>
<td>50%</td>
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<tr>
<td>Research Presentation</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
<td>30%</td>
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Failure to submit or fulfill any one of the required course component results in failure of the class.
**Letter Grades**

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>74-76%</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<td>D</td>
<td>65-66%</td>
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<td>F</td>
<td>below 65%</td>
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**Course Schedule**

**Topics and Assignments**

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<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
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<td>Week/Date</td>
<td>Topic</td>
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<td></td>
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<td>Watch: <a href="#">Global Employment trends for youth</a></td>
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<td>Watch: <a href="#">How to speak so that people want to listen - Julian Treasure</a></td>
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<td>Watch: <a href="#">The Marshmallow Challenge</a></td>
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<tr>
<td>Sept. 17</td>
<td>Initiative and Enterprise</td>
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<td>Week/Date</td>
<td>Topic</td>
<td>Reading</td>
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<td>Week/Date</td>
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<td>Oct. 15</td>
<td>Cross-cultural Communication Workshop</td>
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<td>Oct. 29</td>
<td>Communications, Module B</td>
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<td>Week/Date</td>
<td>Topic</td>
<td>Reading</td>
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<td>Nov. 12</td>
<td>One-on-Ones</td>
<td>Watch: <a href="#">Moonshot</a> <a href="#">5 Levels of Leadership</a></td>
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<tr>
<td>Nov. 19</td>
<td>Technical Skills</td>
<td>Industry-specific readings – TBD</td>
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<td>Nov. 26</td>
<td>Communication Skills Session 2: Crafting a Presentation</td>
<td><a href="#">Public Speaking 1</a> <a href="#">Public Speaking 2</a> <a href="#">Public Speaking 3</a> Watch: <a href="#">Fear of public speaking</a></td>
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<tr>
<td>Week/Date</td>
<td>Topic</td>
<td>Reading</td>
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<td>Dec. 3</td>
<td>Professional Networking</td>
<td><em>Vox’s Ezra Klein on Hillary Clinton’s governing style</em></td>
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<tr>
<td>Dec. 10</td>
<td>Individual Consultations</td>
<td>Watch</td>
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<tr>
<td>Dec. 13</td>
<td>Research Presentations</td>
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## Course Materials

### Required Textbooks & Materials

All readings are available on NYU Classes

### Optional Textbooks & Materials

N/A

### Resources

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

## Course Policies

### Attendance and Tardiness

Study abroad 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 is mandatory, and **unexcused absences will be penalized with a two percent deduction from the student’s final course grade**. Students are responsible for making up any work missed
due to absence. Repeated absences in a course may result in failure.

All medical-based absence requests MUST be presented to the Manager of Student Life and Housing (MSLH). In the case of illness, contact the MSLH within seven (7) days of the absence or as soon as practicable and provide medical documentation. Non-medical requests should be made to the Assistant Director for Academics (AD/Academics) and in advance of the intended absence. Your instructors will be informed of any excused absence; they are not authorized to approve your absence, and they are required to report any absences to the AD/Academics.

**NYU Policy on Religious Holidays**

- Students who anticipate being absent because of any religious observance should, whenever possible, notify faculty and the AD/Academics in advance of such anticipated absence.

- Whenever feasible, examinations and assignment deadlines should not be scheduled on religious holidays. Any student absent from class because of his/her religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days. In the event that examinations or assignment deadlines are scheduled on a religious holiday, any student who is unable to attend class shall be permitted the opportunity to make up any examination or to extend any assignment deadline missed on that day or days.

- No adverse or prejudicial effects shall result to any student who avails him/herself of the provisions of the resolution.

- A violation of these policies and principles shall permit any aggrieved student to bring forward a grievance, provided under the University Grievance Procedure.

**Late Assignments**

All works must be submitted on time unless you have received an explicit extension. Any late submission may result in grade deduction at the sole discretion of the instructor.

**Academic Honesty/Plagiarism**

Plagiarism is the presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally. Plagiarism constitutes an academic offence for which you can be disciplined. Punishment may include a failing grade, suspension or expulsion. In all confirmed cases, a report will be sent to the student’s Dean at NYU or, in the case of a non-NYU student, to the home institution.

**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) 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**
Dr. Ilana Goldberg holds a PhD in Social Anthropology from Bar Ilan University. Her M.A. in Social and Cultural Anthropology was acquired at NYU’s Culture and Media program. Ilana’s doctoral research analyzed the social and cultural construction of the philanthropic field of food assistance in Israel based on an ethnography of philanthropic collaborations and cross-sector partnerships. Non-profit experience: project management in the field of environmental education and leadership development; worked with at-risk youth in an urban café and psychiatric patients in a therapeutic community.