

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
- The second semester of experiential learning is a two-credit, pass/fail course focused primarily on a community placement, usually an internship. It includes a semi-regular seminar and 8-10 weekly hours at your internship. Some of the course sessions are joint with the students taking the Internship Seminar and Fieldwork seminar.

The seminar portion of the course extends the knowledge of Tel Aviv-Jaffa gained in Experiential Learning I, and its place in the regional and global framework. We will explore various aspects of work culture in Israel, and you will become more adept at navigating Israeli social and cultural life. Each of you will develop an in-depth understanding of the company or organization you work for, including its approach, its policies, and the context in which it operates. A series of modular assignments semester will guide you in recognizing local and global perspectives that illuminate your internship placement and experience and/or your immersion in the city. You will also reflect on yourselves as workers/researchers in a foreign cultural environment. As a final assignment you will create a portfolio representing your placement experience, by integrating the modular assignments, and reflecting the development of skills and insights through your individual experiential learning.

- Prerequisites: None
- Thursdays, 1:15-2:30pm
- NYUTA Academic Center, 17 Brandeis Street, Innovation Studio

Course Overview and Goals

Upon Completion of this Course, students will be able to:

- Successfully securing and completing an experiential learning project (normally an internship but an independent research project is also acceptable) in a professional setting.
- Defining personal and professional goals, in terms of knowledge and skills and working toward accomplishing them.
- Understanding that formal classroom study and informal learning are part of a continuum.
- Developing an appreciation of the local and global characteristics of a workplace in the Tel Aviv metropolitan region.
- Development of a personal network of resources and contacts to support your junior year Experiential Learning projects.
- A better understanding of how to use your academic knowledge and disciplinary standpoint to interpret your work experience, and conversely, how to use this experience to illustrate theoretical and critical positions in your field of study.
- Development of an ability to handle yourself in cross-cultural settings.

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.

Weekly Blog Posts / Homework

Short description

Global Index Assignment

Short description

Global Index Presentation

Short description

Final Internship Portfolio

Short description

Grading of Assignments

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

Assignments/Activities	% of Final Grade
Attendance and Participation	10%

Assignments/Activities	% of Final Grade
Weekly Blog Posts / Homework	10%
Global Index assignment	10%
Global Index presentation	10%
Final internship portfolio	50%

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:

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

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Feb. 7	Course Introduction		
Feb. 14	What is Experiential Learning?	Read the introduction and first chapter of Roberts, J. W. 2012. <i>Beyond Learning By Doing: Theoretical Currents in Experiential Education</i> , New York: Routledge, pp. 1-47. https://www.csbsju.edu/Documents/Internship/WritingLearningGoalsTemplate.pdf	Homework: Begin to draft a list of academic, professional and personal learning goals and objectives.
Feb. 21	Individual Meetings		Homework assignment: revise the list of your learning goals based on class and instructor feedback, submit by Sunday, Feb. 19 at noon.
Feb. 28	Learning how to see	Tim Ingold, 2011. "Drawing Together: Doing, Observing, Describing" Ch. 18 in: <i>Being Alive: Essays on Movement, Knowledge and Description</i> , Routledge. pp. 220-226. (link available in Classes). James Elkins, 2000, <i>How to Use Your Eyes</i> , New York: Routledge.	Homework: Read preface and 2 short chapters of your choice and prepare to share and discuss in class (available in NYU ebrary).
Mar. 7	Visit to Jaffa	Readings: Sa'ar, A. (2007) "Cooperation and Conflict in the Zone of Civil Society: Arab-Jewish Activism in Jaffa", in Monterescu, D. and D. Rabinowitz, in: <i>Mixed Towns, Trapped Communities: historical narratives, spatial dynamics, gender relations and cultural encounters in Palestinian-Israeli towns</i> , Ashgate: Wiltshire, pp. 261-280.	Blog/journal post: Post a response to the tour/readings/viewing You have visited Jaffa several times in the context of your studies. What did you learn on this tour

Week/Date	Topic	Reading	Assignment Due
		Recommended film viewing: <i>Ajami</i> (2009), 2 hours 4 mins. Directors: Scandar Copti and Yaron Shani.	that was new? Did you become aware of any new levels of complexity? Did you practice a different way of seeing place this time? Did learning about a landscape architects' ethical/professional dilemmas stimulate questions about your own placement or other work experiences?
Mar. 14	Individual Meetings		Due: Global Index Assignment (part 1), due March 10.
Mar. 24	Orientation to Philanthropy and Fundraising (Guest Speaker)	Benjamin Gidron, Avital Schlanger, and Yael Alon, The Contribution of Foreign Philanthropic Foundations to Israeli Society, <i>Civil Society and the Third Sector in Israel</i> Vol. 2 No. 1 2007, pp. 1-21.	
Mar. 28	Individual Meetings		Homework: Prior to this consultation, review your journals/blog posts to identify your own preoccupations and think about a concept for creating a coherent

Week/Date	Topic	Reading	Assignment Due
			workplace portfolio out of modular elements. You may blog or journal about this reflective process. Narrow down a list of readings that may be relevant to your workplace.
Apr. 4	Storytelling Workshop		
Apr. 11	Sharing and Comparing Global Interconnections	<p>Anat Helman, "Taking the Bus in 1920s and 1930s Tel Aviv", Middle Eastern Studies, Vol. 42, No. 4 (Jul., 2006), pp. 625-640</p> <p>Michel de Certeau, "Railway Navigation and Incarceration" chapter 8 in: The Practice of Everyday Life, 1984 (available in the NYUTA library).</p>	Assignment: Find a reading from a field related to your GLS concentration that sheds light on the work, mission, or organizational culture/structure of your placement site. Write a short blog post/journal entry explaining the relevance of this reading to your site and prepare to present informally in class.
Apr. 18	Guest Lecture		Homework: In preparation for this class, review your

Week/Date	Topic	Reading	Assignment Due
			learning goals from the beginning of the semester. What did you accomplish? What were your successes? You may journal or blog on the contrast or similarities between your imagined goals and your actual achievements.
May 2	Individual Meetings		
May 16	Final Presentations		Final portfolio due today.

Course Materials

Required Textbooks & Materials

Roberts, J. W. 2012. *Beyond Learning By Doing: Theoretical Currents in Experiential Education*, New York: Routledge.

All students across the GLS campuses will be reading and working with this text. You can read it for free as an Ebrary text when you are logged into your NYU account, <http://site.ebrary.com/lib/nyulibrary/detail.action?docID=10531810>.

All other readings are available on NYU Classes or in the NYUTA Library

Optional Textbooks & Materials

James Elkins, 2000, *How to Use Your Eyes*, New York: Routledge.

Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes)(nyu.edu/its/classes)
- **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)

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.