

# NYU TEL AVIV

## INDIV-UG 9550, SCA-UA 9042

### Experiential Learning Seminar

[Online]

IDT Time Zone (UTC+3)

## Fall 2020

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 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 Dr. Edan Raviv, Assistant Director for Academics (edr248@nyu.edu)** if you have trouble accessing the NYU Classes site.

If you are attending this course 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. Please note that you are expected to attend every class meeting in-person; however, this may change at any point during the semester if NYU or local COVID-19 regulations require additional physical distancing.

## Instructor Information

- Dr. Ilana Goldberg
- Office Hours: by appointment

## Course Information

- INDIV-UG 9550, SCA-UA 9042
- Internship Seminar and Fieldwork
- Prerequisites: None
- Wednesdays, 6:30-8:00pm (IDT Time Zone; UTC+3)
- Zoom links for each class meeting will be available on NYU Classes.
- [NYUTA Fall 2020 Academic Calendar](#)

## Course Overview and Goals

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.

### **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:

Conduct market scan and analysis in which your NGO or IGO etc. is situated

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.)

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)

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:

<b>Assignments/Activities</b>	<b>% of Final Grade</b>
Attendance and Participation	10%
Response Papers and Presentations	50%
Research Presentation	10%
Final Paper	30%

## **Letter Grades**

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

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

## Course Schedule

Week/Date	Topic	Reading	Assignment Due
Feb. 7	Course Introduction	<p>Lovell, Caroline and Kinash, Shelley. "Case Studies to enhance Graduate Employability: Graduate Attributes." (2015) <i>Learning and Teaching Papers</i>. Paper 111.</p> <p>Jordan, P. J. and Ashkanasy, N. M. Emotional Intelligence, emotional Self-Awareness, and Team Effectiveness. (2006). In V. U. Druskat, F. Sala and G. Mount (Ed.), <i>Linking Emotional Intelligence and Performance at Work: Current Research Evidence with Individuals and Groups</i> (pp. 145-163) Mahwah, New Jersey: Lawrence Erlbaum Associates.</p> <p>Watch: <a href="#">Global Employment trends for youth</a></p>	
Feb. 14	Professional Etiquette: Interpersonal Communications	<p>Gallo, Amy. "How to be Assertive (Without Losing Yourself)." (2012). <i>Harvard Business Review</i>. August.</p> <p>Hallahan, Kirk. "Strategic Framing." (2008). <i>International Encyclopedia of Communication</i>. Colorado State University.</p> <p>Patten, Eric and Patterson, Kerry. "Crucial Competencies for Business Leaders: Bridging the Gap between Performance and Expectation." <i>VitalSmarts White Paper</i>.</p> <p>Bolton, Robert. <i>People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts</i>. New York: Simon &amp; Schuster, Inc., 1986. (Available in Reading Room)</p> <p>Watch: <a href="#">How to speak so that people want to listen - Julian Treasure</a></p>	

Feb. 21	Communications, Module A: Public Speaking		Response Paper Due: Introducing your Internship Site and Responsibilities
Feb. 28	Initiative and Enterprise	Erickson, Tamara J and Gratton, Lynda. "Eight Ways to Build Collaborative Teams." (2007). <i>Harvard Business Review</i> .  Luca, Joe and Tarricone, Pina. " <a href="#">Successful Teamwork: A Case Study</a> ." (2002). <i>Edith Cowan University</i> .  Watch: <a href="#">The Marshmallow Challenge</a>	
Mar. 7	Communications, Module C	Tickle-Degnen, Linda & Rosenthal, Robert. " <a href="#">The Nature of Rapport and Its Nonverbal Correlates</a> " (1990) <i>Psychological Inquiry</i> , Vol. 1, No. 4. pp. 285-293.  " <a href="#">Building Rapport</a> "  Jensen, David G., " <a href="#">The Informational Interview</a> ", (March 2009) <i>Science</i>  Wallace, Anders " <a href="#">How to do an informational interview</a> " (2016) <i>CUNY Academic Commons</i>  Watch: <a href="#">Engage in Informational Interviews</a>	Present Assignment for Session 7: Submit a writing sample of the type typically required at your site (email, memo, report)
Mar. 14	Cross-cultural Communication Workshop		Response Paper Due: Observing Workplace Culture
Mar. 24	Communications, Module B		Research Proposal Due
Mar. 28	Negotiation	Alfredson, Tanya and Cungu, Azeta. "Negotiation Theory and Practice: A	Deadline to submit CVs,

		<p>Review of the Literature.” (2008). <i>John Hopkins University</i>.</p> <p>Fisher, Roger, William Ury, and Bruce Patton. <i>Getting to Yes: Negotiating Agreement Without Giving In</i>. 2nd ed. New York: Houghton Mifflin, 1991.(Available in Reading Room)</p> <p>Watch: <a href="#">William Ury lecture</a></p>	Resumes and Cover Letters
Apr. 4	One-on-Ones	<p>Watch:</p> <p><a href="#">Moonshot</a></p> <p><a href="#">5 Levels of Leadership</a></p>	
Apr. 11	Technical Skills	Industry-specific readings – TBD	
Apr. 18	Communication Skills Session 2: Crafting a Presentation	<p><a href="#">Public Speaking 1</a></p> <p><a href="#">Public Speaking 2</a></p> <p><a href="#">Public Speaking 3</a></p> <p>Watch:</p> <p><a href="#">Fear of public speaking</a></p> <p><a href="#">Vox’s Ezra Klein on Hillary Clinton’s governing style</a></p>	
May 2	Professional Networking	<a href="#">Watch</a>	
May 16	Individual Consultations		Response Paper Due: Concluding on Placements
	Research Presentations		Final Project Due

## Course Materials

All course readings are available on NYU Classes or through links in the syllabus.

## Resources:

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

## 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. This means they should initiate email and/or office hour discussions with their instructor in order to address any missed lectures and assignments and arrange a timeline for submitting missed work. Repeated absences in a course may result in failure.

### Classroom Etiquette/Expectations

Things to consider:

- 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 (i.e. COVID-19 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.

## **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 NYU Tel Aviv. 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.

## **Academic Honesty/Plagiarism**

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 Tel Aviv 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 Tel Aviv, 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.

## **Moses Accommodations Statement**

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](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. Accommodations for this course are managed through the site sponsoring the class once you request it.

## **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.