

DIRECTED INTERNSHIP (CINE-GT 2912; 4 units)
INTRODUCTION TO FIELDWORK (CINE-GT 2913; 0 units)
Wednesday 12:30-2:00 PM
Fall 2020 Course Syllabus

Instructor: Kimberly Tarr

Email: kimberlytarr@nyu.edu

Class Location: Meets remotely via Zoom

Office Hours: By appointment; email to schedule

CLASS MEETINGS: The entire class meets in person six times this semester. Additionally, students enrolled in CINE-GT 2912 also participate in an individual one-on-one conference with instructor mid-way through the semester.

Full Group Meetings: Wednesday 12:30-2:00 PM

- September 16
- September 30
- October 28
- November 11
- November 25
- December 9

Individual Student Meetings

- Week of October 14

SCOPE: This course is centered on supervised internships at cultural institutions. The internships may be hosted on site in the NYC metropolitan area, conducted remotely, or a hybrid. This class will include both students currently interning and those students preparing for future internships. The internships provide hands-on experience with moving image and audio materials, as well as exposure to the various types of organizations that acquire, process, describe, exhibit, preserve, and provide access to these materials.

Students meet as a group to contextualize the internship experience; discuss archiving and preservation approaches; assess the field's theoretical foundation and its practical implications in a real-world setting; and identify issues or concerns related to their internship work. Internship experiences may also suggest directions for future coursework or focused study to support students' research interests and professional paths. Students should actively and critically consider how their experience working at an internship site reflects, expands, or counters the readings and lessons from their coursework.

OBJECTIVES:

- To acquire competence through supervised work experience at the professional level;
- To increase knowledge and understanding through collaboration; an emphasis will be placed on learning from the experience of others, as well as learning through the teaching of others; and
- To gain a stronger understanding of the current field of film, video, and audio archiving and preservation and consider various professional career paths post-graduate school.

ATTENDANCE AND ACTIVE PARTICIPATION: In addition to the on-site internship commitments outlined below, students are expected to attend all class sessions and to make substantive contributions to group discussions. Attendance is not merely your physical presence: students are expected to join class prepared to share their experiences and identify issues on which they require assistance. Students are encouraged to suggest topics for discussion that may be of interest to the group. Students who are not currently interning will be expected to ask questions of their peers in preparation for future internships. Readings may be assigned throughout the semester and students will be expected to respond and discuss. An excused absence may be related to illness or emergency, in which the instructor is notified prior to class. ***Unexcused absences will affect final grades.***

Because the nature of this course relies heavily on active participation and discussion, students will be asked to remain attentive during the remote class and minimize distractions.

CLASS MEETING DATES

Class 1: September 16

Class Activities:

- Welcome and Introductions
- Review course syllabus: class schedule, expectations, and assignments
- University Policies
 - Tisch Policy on Academic Integrity
 - Non-Discrimination and Anti-Harassment Policy
 - Sexual Misconduct, Relationship Violence, and Stalking Policy
 - Overview of [MIAP Internship Program](https://docs.google.com/document/d/1Jo2ipdUF1sJxfz1LBKV99QU_oaSHslundfNySCzxaCs/edit)
(https://docs.google.com/document/d/1Jo2ipdUF1sJxfz1LBKV99QU_oaSHslundfNySCzxaCs/edit)
- Scheduling: Internship Class Presentation and Mid-Term Conference
- Internship Agreement assignment

Internship Agreement Due Tuesday, September 22nd

Class 2: September 30

Class Activities:

- Review Internship Agreement assignment
- Discussion -- Fall 2020 internships
- Guest Speaker: Candace Ming, Smithsonian National Museum of African American History and Culture (MIAP Class of 2011)

Individual Conference: Week of October 14

- No class meeting this week
- Students currently interning will meet with instructor 1:1 to review internship progress

Class 3: October 28

Class Activities:

- Discussion -- Fall 2020 internships
- Student Presentations
 - 1
 - 2

Class 4: November 11

Class Activities:

- Discussion -- Fall 2020 internships
- Preparing for the AMIA Conference
- Student Presentations
 - 3
 - 4
- Guest Speaker: To Be Confirmed

Class 4: November 25

Class Activities:

- Reflections on AMIA 2020
- Spring 2021 Internships: selection and placement
- Discussion -- Fall 2020 internships
 - Student Presentations
- Student Presentations
 - 5
 - 6
- Guest Speaker: To Be Confirmed

Class 5: December 9

Class Activities:

- Preparing for Spring 2021 Internships
- Discussion -- Fall 2020 internships
 - Student Presentations
- Student Presentations
 - 7
 - 8
- Course Evaluations

***Due Monday, December 14th -- Final Paper, Summary for Internship Site,
and Internship Evaluation Survey***

MIAP Digital Archive: All course assignments will be submitted in electronic form and conform to the established MIAP file-naming convention. The materials will be made part of the MIAP digital archive in a private space for faculty use, and on the MIAP web site, unless there is a legitimate reason for the materials to be restricted. Note: Internship Agreements and reports should all receive restricted status.

Please adhere to the following naming convention:

20f = fall 2020
2912 = class number
Last name = author's last name
a1 = assignment number 1
x = restricted work designation

Example:

Standard naming convention: 20f_2912_lastname_a1.docx
Restricted naming convention: 20f_2912_lastname_a1_x.docx

ASSIGNMENTS FOR INTRODUCTION TO FIELDWORK (CINE-GT 2913):

- Attend all class meetings
- Participate in class discussions and ask questions of your peers to help inform your internship selection for Spring 2021

ASSIGNMENTS FOR DIRECTED INTERNSHIP (CINE-GT 2912):

Completion of 210 hours of work at the internship site, as verified by your internship supervisor.

In addition to the assignments and activities you will be working on at your internship site, you are required to complete the following assignments. Assignments must be submitted by 5 PM on due date to be considered on time.

1. Internship Agreement, **due Tuesday, September 22**
2. Individual Meeting, **week of October 12**, date to be selected
3. Internship Presentation, date to be selected
4. Final Paper, **due Monday, December 14**
5. Summary for Internship Site, **due Monday, December 14**
6. Internship Evaluation Survey (link to survey will be disseminated via email by MIAP Department in late November/early December), **due Monday, December 14**

Assignment 1: Internship Agreement

At the beginning of the semester, students currently interning (enrolled in CINE-GT 2912) must negotiate a written agreement with the internship supervisor outlining: the goals of the internship, tasks to be performed, and a work schedule which includes start and end dates. Individual activities should be linked to specific learning outcomes and professional competencies. Consider the feasibility of this plan in light of available resources, support, and logistics.

This document must be submitted in electronic form and the supervisor must acknowledge that it meets their approval. To facilitate this, students must:

1. Draft the Internship Agreement.
2. Review the agreement with the internship supervisor. If revisions need be made, the supervisor and intern should work together to edit the document prior to submission.
3. When the document has been finalized, submit it to your course instructor at kimberlytarr@nyu.edu.
4. The supervisor must confirm via email that they have read and approve the agreement.

Note: Internship Agreements must be approved by your supervisor and submitted by the due date of 9/22/20; please plan accordingly.

Assignment 2: Individual Conference with Instructor

Interning students will meet one-on-one with the course instructor to discuss:

- Intern projects and tasks performed, to date;
- Skills the intern is developing or strengthening;
- Whether the internship goals will be met considering the remaining weeks in the semester; and
- Any scheduling or supervision concerns.

Assignment 3: Internship Presentation

On the date selected, please arrive to class prepared to provide an update on your internship to the group. Briefly explain the value you bring to this internship: how will you contribute to the functions of the site? Which of your past experiences and skills will this internship draw on? Students are encouraged to seek support from the group, as this an opportunity for students to not only present “polished” work, but more to speak candidly about challenges, questions, confusing issues, and scheduling or supervision challenges. Screen sharing will be enabled to allow presenter to share slides, etc.

Assignment 4: Final Internship Paper

At the end of the semester, interning students will submit a comprehensive report which addresses the following:

- Background and overview of the institution;
- History and physical description of the collection;
- Description of intern projects and tasks performed;
- Professional competencies developed or strengthened; and
- If goals and/or tasks differed from the Internship Agreement, the reasons for the changes should be documented.

Additionally, students must also select one of the following projects.

1. Review conference “Call for Proposals” (CFP) and develop a **conference session proposal** on a topic related to your internship project, site, or collection. Include the proposal specifications from the CFP and include details on co-presenters, if applicable. If timing allows, consider submitting it for consideration at the upcoming conference.
2. Prepare a **project proposal** for an event or program at your internship site. The proposal should include a description, justification, staffing, proposed attendees, and budget. Potential programs might include an open house, curated film screening, or presentation.

3. Write a **job description** for a new position at your internship site. The position may be part- or full-time and you should justify the need for this position. The job posting should include a title as well as an estimated budget, including compensation and other supplies.
4. Identify potential **funding sources** for your internship site. Include 2-3 specific grant programs and propose projects that could be accomplished. Review eligibility requirements and key deadlines.

Assignment 5: Summary for Internship Site

Develop a 1-2 page concise summary of the work completed over the course of the internship. Be sure to include links to pertinent documents, or list them as attachments and submit to the site via email. This document should be a road map for a successor to move forward on the next phase of work after your internship has concluded and also support the development of your professional portfolio and/or resume.

Assignment 6: Internship Evaluation Survey

At the end of the internship, each student will complete a survey detailing their experiences. The MIAP Department also requires that students submit two digital photos with descriptive labels, which document their activities at the internship site.

Note: Internship supervisors will also complete an Evaluation of MIAP Student Performance for review by the instructor. These evaluations -- in which supervisors rate your performance, work habits, as well as attendance and punctuality -- will be factored into final grades.

GRADING CRITERIA: To pass this class, students must successfully complete the required 210 internship hours. ***Assignments received after the due date without permission will result in a full grade lower for each day late.***

Category	% of Final Grade	Details
<i>Attendance and Active Participation</i>	25%	Class participation reflects active engagement in learning Preparedness, which may include initiating and contributing to discussions Unexcused absences and more than one excused absence will impact your grade
<i>Internship Agreement</i>	15%	Develop with supervisor; must be approved by supervisor
<i>Individual Meeting with Instructor</i>	10%	Participate in scheduled meeting; be prepared to answer questions about current internship and identify topics of concern
<i>Summary for Internship Site</i>	15%	Submit to both supervisor and course instructor
<i>Final Paper</i>	20%	Submit to both supervisor and course instructor

Internship Site Evaluation	5%	Complete survey (link to be emailed from department); submit required photos to MIAP
Supervisor Evaluation	10%	Internship supervisor will complete a survey reporting on the intern's performance, attendance/punctuality, and work habits

MIAP INTERNSHIP REQUIREMENTS: Over the course of two part-time semester internships and one full-time summer internship, each MIAP student is required to complete work that involves:

- extensive work with at least two of these media format categories: film, audio or video, digital assets
- an aspect of collection management (e.g., inventorying, cataloging, media inspection, metadata enhancement, accessioning/deaccessioning, collection curation, facilitating access)
- an aspect of media preservation (e.g., preservation planning, media reformatting, researching/collaborating with preservation vendors, working to secure resources for preservation projects)

By the time they complete the program, MIAP students should have interned in different types of institutions engaging in a range of tasks and activities.

If any internship hours are missed during this 14-week period due to MIAP class trips or for another reason, the supervisor and student are expected to determine if and how those hours will be made up. For additional information, please see [Internship Guide for Students & Supervisors](#).

PLAGIARISM AND ACADEMIC INTEGRITY: Any student guilty of plagiarism will be assigned a course grade of F. Ensure that any information taken from another source is properly attributed. Please enroll in a library course if additional support is needed (<https://guides.nyu.edu/grads>).

Tisch Policy on Academic Integrity

The core of the educational experience at the Tisch School of the Arts is the creation of original work by students for the critical review of faculty members. Any attempt to evade that essential transaction through plagiarism or cheating is educationally self-defeating and a grave violation of Tisch's community standards. Plagiarism is presenting someone else's original work as if it were your own; cheating is an attempt to deceive a faculty member into believing that your mastery of a subject or discipline is greater than it really is. Penalties for violations of Tisch's Academic Integrity Policy may range from being required to redo an assignment to dismissal from the School. For more information on the policy--including academic integrity resources, investigation procedures, and penalties--please refer to the [Policies and Procedures Handbook](#) (tisch.nyu.edu/student-affairs/important-resources/tisch-policies-and-handbooks) on the website of the Tisch Office of Student Affairs.

Health & Wellness Resources

Your health and safety are a priority at NYU. If you experience any health or mental health issues during

this course, we encourage you to utilize the support services of the 24/7 NYU Wellness Exchange 212-443-9999. Also, all students who may require an academic accommodation due to a qualified disability, physical or mental, please register with the Moses Center 212-998-4980. Please let your instructor know if you need help connecting to these resources. Students may also contact MIAP Director Juana Suárez (juana@nyu.edu) for help connecting to resources.

Sexual Misconduct, Relationship Violence, and Stalking Policy & Reporting Procedures

NYU seeks to maintain a safe learning, living, and working environment. To that end, sexual misconduct, including sexual or gender-based harassment, sexual assault, and sexual exploitation, are prohibited. Relationship violence, stalking, and retaliation against an individual for making a good faith report of sexual misconduct are also prohibited. These prohibited forms of conduct are emotionally and physically traumatic and a violation of one's rights. They are unlawful, undermine the character and purpose of NYU, and will not be tolerated. A student or employee determined by NYU to have committed an act of prohibited conduct is subject to disciplinary action, up to and including separation from NYU. Students are encouraged to consult the online [Sexual Misconduct, Relationship Violence, and Stalking Resource Guide for Students](https://nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/sexual-misconduct--relationship-violence--and-stalking-resource-.html) (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/sexual-misconduct--relationship-violence--and-stalking-resource-.html) for detailed information about on-campus and community support services, resources, and reporting procedures. Students are also welcome to report any concerns to MIAP Director Juana Suárez (juana@nyu.edu).

Non-Discrimination and Anti-Harassment Policy & Reporting Procedures

NYU is committed to equal treatment and opportunity for its students and to maintaining an environment that is free of bias, prejudice, discrimination, and harassment. Prohibited discrimination includes adverse treatment of any student based on race, gender and/or gender identity or expression, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, or citizenship status, rather than on the basis of his/her individual merit. Prohibited harassment is unwelcome verbal or physical conduct based on race, gender and/or gender identity or expression, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, or citizenship status. Prohibited discrimination and harassment undermine the character and purpose of NYU and may violate the law. They will not be tolerated. NYU strongly encourages members of the University Community who have been victims of prohibited discrimination or prohibited harassment to report the conduct. MIAP students may make such reports to MIAP Director Juana Suárez (juana@nyu.edu) or directly to Marc Wais, Senior Vice President for Student Affairs. Students should refer to the University's [Non-Discrimination and Anti-Harassment Policy and Complaint Procedures](https://nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/non-discrimination-and-anti-harassment-policy-and-complaint-proc.html) (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/non-discrimination-and-anti-harassment-policy-and-complaint-proc.html) for detailed information about on-campus and community support services, resources, and reporting procedures.

NYU Guidelines for Compliance with the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) was enacted to protect the privacy of students' education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have inaccurate or misleading information in their education records corrected. In general, personally identifiable information from a student's education records, including grades, may not be shared without a student's written consent. However, such consent is not needed for disclosure of such information between school officials with legitimate educational interests, which includes any University employee acting within the scope of their University

employment. See [here](https://nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/FERPA.html) (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/FERPA.html) for full policy guidelines.

NYU Academic Support Services

NYU offers a wide range of academic support services to help students with research, writing, study skills, learning disability accommodation, and more. Here is a brief summary:

NYU Libraries

Main Site: library.nyu.edu; Ask A Librarian: library.nyu.edu/ask

70 Washington Square S, New York, NY 10012

Staff at NYU Libraries has prepared a guide (<http://guides.nyu.edu/c.php?g=276579&p=1844806>) covering services and resources of particular relevance to graduate students. These include research services and guides by topic area, subject specialists, library classes, individual consultations, data services, and more. There's also a range of study spaces, collaborative work spaces, and media rooms at Bobst, the library's main branch.

The Writing Center

nyu.mywconline.com

411 Lafayette, 4th Floor, 212-998-8860, writingcenter@nyu.edu

The Writing Center is open to all NYU students. There, students can meet with a faculty writing consultant or a senior peer tutor at any stage of the writing process, about any piece of writing (except exams). Appointments can be scheduled online. Students for whom English is a second language can get additional help with their writing through a monthly workshop series scheduled by the Writing Center (cas.nyu.edu/content/nyu-as/cas/ewp/writing-resources/rise-workshops.html).

The University Learning Center (ULC)

nyu.edu/ulc; Academic Resource Center (18 Washington Pl, 212-998-8085) or University Hall (110 East 14th St, 212-998-9047)

Peer Writing Support: All students may request peer support on their writing during drop-in tutoring hours for "Writing the Essay / General Writing" at the University Learning Center (ULC), which has two locations noted above. Students for whom English is a second language may wish to utilize drop-in tutoring geared towards international student writers (see schedule for "International Writing Workshop").

Academic Skills Workshops: The ULC's Lunchtime Learning Series: Academic Skills Workshops focus on building general skills to help students succeed at NYU. Skills covered can help with work in a variety of courses. Workshops are kept small and discuss topics include proofreading, close reading to develop a thesis, study strategies, and more. All Lunchtime Learning Series workshops are run by Peer Academic Coaches.

Moses Center for Students with Disabilities

nyu.edu/students/communities-and-groups/students-with-disabilities.html

726 Broadway, 3rd Floor, 212-998-4980, mosescsd@nyu.edu

All students who may require an academic accommodation due to a qualified disability, physical or mental, are encouraged to register with the Moses Center. The Moses Center's mission is to facilitate equal access to programs and services for students with disabilities and to foster independent decision making skills necessary for personal and academic success. The Moses Center determines qualified

disability status and assists students in obtaining appropriate accommodations and services. To obtain a reasonable accommodation, students must register with the Moses Center (visit the Moses Center website for instructions).