

NYU MOVING IMAGE ARCHIVING AND PRESERVATION PROGRAM
Spring 2021 Course Syllabus
(version 1.1)

DIRECTED INTERNSHIP (CINE-GT 2911; 4 units)
Wednesday 12:30 – 2:00 PM

Instructor: Kimberly Tarr
Email: kimberlytarr@nyu.edu
Class Room: Virtual; via Zoom

Office Hours: By appointment; email to schedule
Office: Virtual; via Zoom or phone

CLASS DATES: This class meets in person six times and students also participate in an individual meeting with instructor mid-way through the semester.

Class Meetings: 12:30 - 2:00 PM

- February 10
- February 24
- March 17
- March 31
- April 21
- May 5

Individual Student Meetings (*note: appointment times will be scheduled during the class of 2/10*)

- Week of March 1-5, 2021

SCOPE: This course is centered on MIAP student internships at cultural institutions in the New York metropolitan area. The internships may be hosted on site in the NYC metropolitan area, conducted remotely, or via a hybrid of remote and in-person work. The internships provide experience with moving image and audio materials, as well as exposure to the various types of organizations that acquire, process, describe, preserve, and exhibit these materials.

Students meet as a group to contextualize the internship experience; discuss archiving and preservation approaches; assess the field's theoretical foundation and assess its practical implications in a real-world setting; and identify issues or concerns related to their internship work.

GOALS: The goal of this course is to increase students' knowledge and understanding through collaboration and the sharing of experiences. An emphasis will be placed on learning from the experience of others, as well as learning through the teaching of others. Students will gain a stronger understanding of the current field of film, video, and audio archiving and preservation and consider various 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 make substantial contributions to group discussions. Students are expected to arrive to 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. When guest speakers are scheduled to visit, all students will be expected to ask informed questions.

Unexcused absences will affect final grades. An excused absence may be related to illness or emergency, in which the instructor is notified prior to class. 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.

ASSIGNMENTS FOR DIRECTED INTERNSHIP (CINE-GT 2911):

1. Internship Agreement, due January 20
2. Mid-Term Check-in Meeting, week of March 15 (dates/times to be selected)
3. Internship Presentation, dates to be selected
4. Summary for Internship Site, due by 5 PM EST on Wednesday, May 12
5. Final Report, due Friday, due by 5 PM EST on Wednesday, May 12
6. Internship Evaluation Survey (link to survey will be disseminated via email by MIAP Program Manager in late April/early May), must be completed by 5 PM EST on Wednesday, May 12

Assignment 1: Internship Agreement

Prior to beginning your internship, students must negotiate a written agreement with the internship supervisor. The Internship Agreement must outline: the goals of the internship, tasks to be performed, and a work schedule (including start and end dates). The internship supervisor must submit the agreement in electronic form as acknowledgement that the agreement meets their approval.

Note: Internship Agreements must be approved by your supervisor by the due date of 1/20/21

Assignment 2: Mid-Term Check-in

Halfway through the semester, 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 Update Presentation

On the date selected, please come to class prepared to provide an update on your internship to the group. 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. The computer and monitor will be available for sharing images, web pages, and slides.

Assignment 4: Final Internship Report

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

- Background and overview of the institution;
- Overview and history of the collection;
- Physical description of the collection;
- Description of intern projects and tasks performed;
- Skills developed or strengthened;

- What you hope to get out of future internships;
- The internship requirement(s) fulfilled; and
- If goals and/or tasks differed from the Internship Agreement, the reasons for the changes should be documented.

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 your internship site to move forward on the next phase of work after your internship has concluded. This document must be submitted to both your supervisor and the course instructor.

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, attendance/punctuality, and work habits -- will be factored into final grades.

CLASS MEETING DATES

Class 1: February 10

Class Readings:

- BitCuratorEdu Guidelines for Hosting Remote Internships
(<https://docs.google.com/document/d/15lqIRCr331t2UjadpJnDuOIYpqqFrBICciH-BUIOTM/edit?usp=sharing>)

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](#)
- Review of Internship Agreements
- Scheduling: Internship Class Presentation and Mid-Term Check-In

Class 2: February 24

Class Activities:

- Discussion -- Spring 2021 internships
- Student Presentations
 - Student #1

- Student #2

Class 3: March 3

Class Activities:

- Discussion -- Spring 2021 internships
- Student Presentations
 - Student #3
 - Student #4

Mid-Term Meetings: Week of March 15-18

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

Class 4: March 31

Class Activities:

- Discussion -- Spring 2021 internships
- Student Presentations
 - Student #5
 - Student #6
- Summer 2021 Internships: selection and placement

Class 5: April 21

Class Activities:

- Student Presentations
 - #7
 - #8
- Virtual Visit

Class 6: May 5

Class Activities:

- Discussion -- Spring 2021 internships
- Student Presentations
 - #9
- Preparing for Fall 2021 Internships
- Course Evaluations

*Final Report, Site Summary, and Internship Evaluation Survey
(Assignments 4, 5, and 6) Due: Wednesday, May 12th*

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:

- 20s = spring 2021
- 2911 = class number
- Last name = author's last name
- a1 = assignment number 1
- x = restricted work designation

Example:

- Standard naming convention: 20s_2911_lastname_a1.docx
- Restricted naming convention: 20s_2911_lastname_a1_x.docx

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.

Attendance and Active Participation (25%)

- Class participation reflects active engagement in learning and discussing issues related to archiving and preservation
- Preparedness, which may include initiating discussion and asking questions of guest speakers
- Unexcused absences and more than one excused absence will impact your grade

Internship Agreement – approved by supervisor (15%)

Mid-Term Check-in Meeting (10%)

Summary for Internship Site (15%)

Final Paper (20%)

Internship Evaluation Survey (5%)

- Complete by due date
- Submit required photos to MIAP

Supervisor Satisfaction (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](#).

Important Policies and Resources

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) and/or Academic Program Manager, Jess Cayer (jess.cayer@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](#) (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) and/or Academic Program Manager, Jess Cayer (jess.cayer@nyu.edu).

NYU Title IX Policy

Tisch School of the Arts is dedicated to providing its students with a learning environment that is rigorous, respectful, supportive and nurturing so that they can engage in the free exchange of ideas and commit themselves fully to the study of their discipline. To that end Tisch is committed to enforcing University policies prohibiting all forms of sexual misconduct as well as discrimination on the basis of sex and gender. Detailed information regarding these policies and the resources that are available to students through the Title IX office can be found by using the [this link](#).

<https://www.nyu.edu/about/policies-guidelines-compliance/equal-opportunity/title9.html>

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) and/or Academic Program Manager, Jess Cayer (jess.cayer@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](#) (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](#) (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/FERPA.html) for full policy guidelines.

NYU Student Religious Observance Policy

See [here](#) for the University Calendar Policy on Religious Holidays.

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).