Experiential Learning II

Class code EXLI-UF 9301

Class Details

Experiential Learning II
Weekly seminar on Tuesdays 5:15-6:45 pm, starting on February 12, 2016.
Classroom: TBA

Prerequisites
The EL II course is mandatory for LS-students

Class Description
This course is designed as a biweekly seminar and combines classroom meetings, individual tutoring with the instructor, and internship placement in organizations and companies in Argentina. The internship experience together with the seminar part is meant to serve the student’s academic and professional development. The focus is primarily on the internship placement. The community placement, which the student actively participates in securing with guidance from the relevant site or professional personnel, falls within the area defined by the student’s GLS concentration and, as much as possible, relate to their individual academic interests.

Desired Outcomes
By the end of the semester, students in EL I will have:
- Sought out, secured, and completed an experiential learning project(s) (an internship or volunteer opportunity) in a professional setting
- Built a personal network of resources and contacts to support their junior year Experiential Learning projects
- Used language to engage in study and experiential learning and reflected on the manner in which language reflects social and cultural practices and assumptions
- Understood that formal classroom and informal learning are part of a continuum

Assessment Components
The course evaluation is a 2 credit Pass/Fail grade.
Failure to submit or fulfill any required course component results in failure of the class.

Exams and Submission of work
Final Exam dates cannot be changed under any circumstance.
Written work due in class must be submitted during the class time to the professor.

Final essays must be submitted to the professor in print and electronic copy. If the student is not in Buenos Aires, he / she must send a printed copy via express postal mail (i.e. FeDEX, DHL, UPS, etc) to the NYU Center in Buenos Aires – Anchorena 1314 - (C1425ELF) Argentina. This copy must arrive before or on the date of established deadline.

Attendance Policy
- NYU Buenos Aires has a strict policy about course attendance.
- Students should contact their class teachers to catch up on missed work but should NOT approach them for excused absences.
- Absences due to illness must be discussed with the Assistant Director for Academics Affairs, Maria Pirovano Peña within one week of your return to class.
- A doctor note excusing your absence is mandatory.
- **The date on the doctor’s note must be the date of the missed class or exam**
- Absence requests for non-illness purposes must be discussed with the Assistant Director for Academics Affairs, María Pirovano Peña prior to the date(s) in question.
- If students have more than two unexcused absences they will be penalized by deducting 50% of the class participation grade. Please be aware that in most of the courses the class participation grade is 20% of the final grade. So the 50% of the class participation grade would mean 10% of the final grade.
- If students have more than four unexcused absences they will fail the course.
- Intensive Languages Courses: students who have more than three unexcused absences will be penalized by deducting 50% of the class participation grade. Please be aware that in most of the courses the class participation grade is 20% of the final grade. So the 50% of the class participation grade would mean 10% of the final grade. Those students who have more than five unexcused absences will fail the course.
- Each class has a duration of one hour and half or two hours. **Missing one class represents one absence. For those courses that meet once a week (three hours block), missing one class represents two absences.**
- Students are responsible for making up any work missed due to absence.
- NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or earlier departures (10 minutes after the starting time or before the ending time) will be considered one absence.
- Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.
- Holidays’ make up classes are mandatory as regular scheduled classes.

**Late Submission of Work**

Late work should be submitted in person to the Assistant Director for Academics Affairs during office hours (Mon – Fri, 9.30 am to 5 pm), who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff can accept the work, in person, in the absence of the Assistant Director for Academics Affairs and will write the date and time of submission on the work, as above.

Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale.

Written work submitted after 5 weekdays after the submission date without an agreed extension fails and is given a zero.

**Please note** end of semester essays must be submitted on time

**Plagiarism Policy**

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.

All your written work must be submitted as a hard copy AND in electronic form to the instructor.

It is expected that the student follows the rules on academic honesty and intellectual integrity established by NYU University.

**Required Text(s)**

Any common readings focus on issues of workplace culture and the best means for defining an academic project that grows out of a workplace or volunteer experience. Instructors assign students individual readings based on their placements and the projects they develop in conjunction with the placement.

Jay Roberts. *Beyond Learning by Doing. Theoretical Currents in Experiential Education.*

http://ezproxy.library.nyu.edu:2067/lib/nyulibrary/detail.action?docID=10531810
Supplemental Texts(s)
The instructor will provide specific readings on your Internship placement.

Internet Research Guidelines
Students are encouraged to read daily newspapers and look at how the media is covering the topics the internship organization is working with. Readings from English-speaking newspapers in Argentina are also recommended, Buenos Aires Herald and Argentina Independent, The Bubble, The Buenos Aires Review.

Additional Required Equipment
Internship journal (students chose the format: blog, note pad, google doc.), recorder for interviews (mobile phone, I-phone, or interview recorder).

Week 1
February 12
Make-up class
Class 1: Introduction to Experiential Learning II and Instructions on Internship Placements Fall 2014
During the first session students will be introduced to the course requirements and dynamic. During the semester each student will hand-in graded informal writings (3 Assignments), and one individual presentation in class on their research topic, related to their internship experience and their final project and senior thesis. By the end of the semester students also present a Final Essay of 8-10 pages and a 10-minute oral presentation of their Internship placement. Students will be introduced to ethnographic methodology for participant observation at their internship organizations.

Mini-exursion: Diego de Aduriz exhibition at Mite Gallery

Co-curricular activities: Students meet with their Internship organization and set a schedule and preliminary work plan for the semester.

Week 2
February 16
Instructor available for individual tutoring During the weeks without EL II class students can meet individually with the course instructor to discuss internship tasks and activities for the Spring 2014 semester.

Co-curricular activities: Students meet with their Internship organization, start their internships and set schedule for the semester.

Week 3
February 23
Class 2: Excursion: Museo de la memoria (TBC)
During this session we will discuss the current conditions of labor and its relation with economic policies and globalization. Students receive instructions for doing a thick description of labor issues in Argentina, based on an interview with a local worker (Assignment 1)

Readings: TBA


Published by: University of Texas Press
Co-curricular activities: Students meet with their Internship organization and set up a schedule for the semester.

**Week 4**  
*Instructor available for individual tutoring*

**March 1**  
*Instructions to students:*

- Students hand-in assignment to the course instructor (**Assignment 1**).

**Week 5**  
*Class 3: Excursion to March 8th International Women’s Day Rally*

**Issues of gender and inequality in Argentina**

**March 8**  
During this excursion students are invited to reflect on their experiences on Argentine workplace culture. We will discuss issues such as gender relations, working in multicultural environments, using a foreign language as a work language, and how to build networks. We will compare students' experiences from Internship and volunteering experiences in Buenos Aires. Is interning the same as volunteering? We will also explore the concepts of “machismo” and “paternalism” vs. “equality”.

Sebastián Lacunza. "Argentina: The Gender Roots of Labour Inequality"  


**Week 6**  
*Instructor available for individual tutoring*

**March 15**  
*Students receive instruction for blog writing: Participating in Argentina’s Political Life (**Assignment 2**)*

**Week 7**  
*Spring Break*
Week 8
Instructor available for individual tutoring.

March 30

Instructions to students:

- Students hand-in assignment to the course instructor (Assignment 2).

Week 9
Class 5: Participant Observation as a tool to reflect on your Internship Experience

March 29

Students will acquire knowledge on how participant observation can be used as a tool to reflect on an internship experience. What is participant observation? How can I carry out a participant observation while at my internship? The Instructor will expose her own experience as a student doing participant observation.

Readings:

Readings:
Jay Roberts. *Beyond Learning by Doing. Theoretical Currents in Experiential Education.*
http://ezproxy.library.nyu.edu:2067/lib/nyulibrary/detail.action?docID=10531810

http://assessment.aas.duke.edu/documents/ParticipantObservationFieldGuide.pdf

“Desbunde y felicidad. De la cartonera a Perlongher”
http://issuu.com/nyu_esferas/docs/esferas_issue_four_spring_2015_red

Instructions to students:

- Students will make group presentations on the book’s chapters.

Students receive instructions to do a participant observation at their Internship placements (Assignment 3)

Week 10
Instructor available for individual tutoring.

April 12

Week 10
Guest speaker: Agustina Paz Frontera.

April 19

Reading: Agustina Paz Frontera. *Una excursion a los mapunkies*
Week 12

*Instructor available for individual tutoring*

April 26

Instructions to students:

- Students hand-in assignment to the course instructor *(Assignment 3).*

Week 13

Class 7: Contemporary debates on capitalism and ecology. Screening of *This changes everything.* Dir. Avi Lewis (2015). Readings: Naomi Klein. *This changes everything.* (excerpts)

May 3

Week 14

*Instructor available for individual tutoring*

May 10

Co-curricular activities: Students attend their Internship placements for the last time.

Instructions to students:

- Students hand-in a short (1 page) proposal for the final essay and meet individually with the course Instructor to discuss their final essay proposals.

Week 15

Class 8: Final Exam and Course Evaluation

May 17

Oral Presentation: Students make a 10 minutes oral presentation in class on the semester’s internship experience.

In class: assessment of Jay Roberts’ conclusion on Experiential Learning *(Beyond learning from experience)*, contrasted with the student’s own experience on the field.

Handing in Final written project: A final project of 8-10 pages that involves some use of secondary sources. The final project builds directly on the community placement and acts as a capstone to the student’s year-long process of place-based experiential learning.

Classroom Etiquette

The use of Blackberrys, I-phones and IPods in class are forbidden

Required Co-curricular Activities

- Minimum 8 and a maximum of 18 hours per week at the placement site.
- 2 Community Excursions
  - City of Buenos Aires (with the instructor)
  - Community excursion for thick description (individually)

Suggested Co-curricular Activities

- Participation at NYU BA Lecture and Outings Seminars and Community Excursions organized by NYU BA.