Class details

NODEP-UA9982002 or 007/INDIV-UG9600001 or 002 Internship Seminar & Fieldwork, Spring 2015
NODEP-UA9982002/INDIV-UG9600001 Tuesdays, 6:15pm-7:45pm*
NODEP-UA9982007/INDIV-UG9600002 Tuesdays, 8:00pm-9:30pm*
*Please follow the syllabus carefully as there are some days when the timing will change.
Location to be confirmed.

Instructor Details

David Gottesman
Office:   Mobile:   
Office hours available by appointment

Prerequisites

N/A

Class Description

This 2-credit course is designed to complement the 2-credit internship fieldwork experience. We will explore many different aspects of your internship site. The goal is to finish the semester with an in-depth understanding of the organization or company, including its mission, approach, policies, and the context in which it operates. We will also discuss more generally the state of the contemporary workplace and ourselves as workers. Finally, you will use the seminar to reflect critically and analytically on the internship experience as a way to refine your own personal and professional goals.

Desired Outcomes

- Student will be able to articulate, apply, and analyze their internship site, including its mission, structure, policies, and context in which it operates.
- Student will explore career options and reflect upon their professional aspirations.
- Student will be able to use theoretical constructs to view organizations and better understand the complex nature of the workplace.
- Students will gain self-understanding, self-confidence, and interpersonal skills.
- Students will complete assignments that encourage in-depth reflection of the internship experience to better understand their personal and professional goals.
Assessment Components

Attendance and Participation (30%): As this course is taught as a seminar, your active, informed, and thoughtful class discussion is expected. All assigned readings must be completed before the date for which it is assigned; please come to class ready to participate in the discussion. The success of this course is dependent upon students’ preparedness to engage with the course material, ability to connect course material to their internship experiences and their own personal and professional goals. In other words, the success of this course depends on you.

NYUClasses Postings (20%): Students are expected to post a 150–250 word response to the week’s readings and their internship experience. Discussion board postings are due by 3:00 p.m. the day before class. Prompts are provided each week in the syllabus.

Final Blog Audit (Due: April 28, 2015)
- This is a final reflection of your blog posts and assignments throughout the semester and is to help you reflect on what you have learned, thus far, in the internship course. In 500-750 words, write a final blog post by analyzing your written work this semester.
  - Begin by reading all of your posts and comments. As you review them, take notes and critically consider your entries.
  - Compose a short analysis and reflection of your posts. This reflective blog post is open-ended and the exact content is up to you, although it should be thoughtful. Feel free to quote briefly from your own posts and/or to refer to specific ideas from the readings we’ve studied.
  - Some questions to consider might include:
    - What do you usually write about in your posts?
    - Are there broad themes or specific concerns that reoccur in your writing?
    - Has the nature of your posts changed over the semester? What changes do you notice, and how might you account for those changes?
    - What surprised you as you reread your work?
    - What ideas or threads in your posts do you see as worth revisiting?
    - What else do you notice?
    - What aspects of the weekly reflecting do you value most, and how does it show up in your posts?

Reflection Papers (20%): There will be two, three-page (750 words) reflection papers throughout the semester. The first paper will focus on your organization’s mission, purpose, culture, and environment (Due February 24, 2015, uploaded to NYU Classes before the start of your class that evening). The second paper will focus on research questions related to your internship; these questions will guide the research and writing of your final paper (Due March 20, 2015, uploaded to NYU Classes by midnight).

1 Blog Assignments and Rubric as adapted from Dr. Mark Sample and can be found at: http://www.samplereality.com/2009/08/14/pedagogy-and-the-class-blog/
**Final Paper and Presentation (30%)**: At the conclusion of the semester, students are expected to write a six to eight (6-8) page (1500-2000 word) paper through the lens of the issues presented in this course and complemented by your research questions. Students will develop a research question related to their internship site and using the tools/lenses of the semester with outside resources, will analyze and study one specific aspect of their internship site. We will discuss this assignment thoroughly in class.

Each student will be expected to give a related presentation at the end of the semester. The final paper and presentation count for a combined 30% of the seminar grade.

**Fieldwork Evaluation and Grading**: Fieldwork is graded pass/fail. Students need to complete their internship hours, submit learning outcomes and goals, as well as sign and uphold internship honor code.

**Electronic Devices Policy**: This class requires communication, reflection, and thoughtful conversation and discussion. Therefore, electronic devices that impede such conversation are not permitted. This includes but is not limited to laptops, iPads, iPhones/smartphones, etc.

Failure to submit or fulfill any required course component results in failure of the class.

**Assessment Expectations**

**Grade A**: The student makes excellent use of empirical and theoretical material and offers well-structured arguments in his/her work. The student writes comprehensive essays / exam questions and his/her work shows strong evidence of critical thought and extensive reading.

**Grade B**: The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

**Grade C**: The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

**Grade D**: The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

**Grade F**: The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.
Grade conversion

NYU Washington, DC uses the following scale of numerical equivalents to letter grades:

<table>
<thead>
<tr>
<th>Numerical Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
</tr>
<tr>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>65-66</td>
<td>D</td>
</tr>
<tr>
<td>below 65</td>
<td>F</td>
</tr>
</tbody>
</table>

Attendance Policy

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 affect students’ semester grades. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure. At all Global Academic Centers, unexcused absences will be penalized with a two percent deduction from the student’s final course grade.

To seek an excused absence for medical reasons, students must email or discuss with the Academic Program Coordinator in advance of their missed class. For an excused absence, students must produce a doctor’s note dated with the exact dates of the missed class and/or exam.

Non-medical absences must be discussed with the Academic Program Coordinator prior to the date(s) in question, who will communicate the absence to all relevant faculty members. If faculty members do receive notification, the student has not procured an excused absence.

NYU Washington, DC expects students to arrive to class promptly (both at the beginning and after any breaks), to be attentive, and to remain for the duration of the class. If full class attendance and participation becomes a problem, it is the prerogative of each instructor to apply the rule for unexcused absences, which may include a two percent deduction from the student’s final course grade.

Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

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 the announced meeting point in a punctual and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.
Late Submission of Work

1) Written work due in class must be submitted during the class time to the professor.

2) Late work should be emailed to the faculty as soon as it is completed. (If the assignment must be submitted in person, the Academic Program Coordinator can collect on behalf of the faculty between the hours of 9–5, M–F.)

3) Late work will be reduced for a fraction of a letter grade (e.g., A to A-, A- to B+, etc.) for every day it is late, including weekends.

4) Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.

5) Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.

6) Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.

7) Assignments due during finals week that are submitted more than 3 days without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.

Students with Disabilities

Accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at +1-212-998-4980 or see their website (http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information.

Plagiarism Policy

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 Washington, DC 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 instructor. Your instructor 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:

http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

http://gls.nyu.edu/page/gls.academicintegrity

http://cas.nyu.edu/page/academicintegrity


Required Text(s)

Additional Required Equipment

N/A
UNIT 1: Introduction to the Course, Research Methods, and Fieldwork

Session 1 – 2/3/15: Overview of Seminar and Fieldwork Requirements, and Introductions

This session will introduce the common themes for the semester and include a discussion about the connections between experiential learning at your internship site and the reflection, analysis, and readings during the seminar. Also, today’s class will include an activity on learning outcomes to help students identify their personal, professional, and intellectual learning goals for the semester.

Required Readings:


Blog Prompt: What are your goals for your internship this semester? What skills, knowledge, or experiences do you want to gain during your time in Washington, DC?

Session 2 – 2/10/15: Orientation, Training, and Doing Fieldwork in the Workplace

As part of your internship, you will be acting as both a researcher and a worker – a participant-observer in social science research methodology. In this seminar, you will be expected to observe, analyze and contextualize various aspects of your internship site. Today we will discuss how social science methods can deepen and expand your understanding of your internship experience.

This week’s class session will include a discussion of your first weeks at the office and a participant observation activity.

Required Reading:


Blog Prompt: Please discuss why fieldnotes are important to your internship. How will you take notes and record your internship experiences? What will be important for you to observe?
Federal and state laws are designed to protect workers, provide equal opportunity for all and to create safe environments. Many laws and protections are afforded American workers – this week will discuss why these protections are important and how you can make sure your rights are being protected. There will be a special emphasis on the emerging social media landscape.

Required Readings:

• Company or agency’s employee handbook and/or company website

Guest Speaker: Edward Loughlin, Senior Trial Attorney, Equal Employment Opportunity Commission

Blog Prompt: What are the policies in your organization about discrimination, harassment, and worker’s rights? Why are these important? What about social media? How will you ensure your rights and the rights of others are protected?
UNIT 2: Understanding Your Organization

Session 4 – 2/24/15: Organizational Mission, Vision, and Values

What is the mission of your organization? What philosophy, ideals, or values are expressed (implicitly or explicitly) on its website, promotional materials, and internal documents? How is the company or agency’s ethos expressed and communicated within the physical spaces and daily practices of the workplace? What is the culture of your organization?

Required Readings:

- Company or agency’s website, promotional materials, official literature, strategic plans etc.
- Bolman & Deal, Chapter 1: Introduction

ASSIGNMENT DUE: Agency Mission, Philosophy, and Culture (750-1000 words)

Your first paper explores key questions of mission, philosophy, and culture. Write an analysis of your fieldwork placement that address the following three areas:

**Mission, Philosophy, and Goals:** Analyze a copy of the official organizational mission statement. If none exists, interview colleagues – do not create one by yourself. Compare the mission statement to other sources. How do the organizations’ espoused values compare to the website, promotional materials, your own observations, etc.?

**Organizational Activity:** What does your organization do? What department are you a part of? What does it do and how does it fit into the larger organization? Who are your stakeholders (whom does your agency serve?)? Focus on internal stakeholders – clients, constituents, public, members, interns, professionals, board.

**Culture:** Using Schein’s framework – what are the levels of culture within your organization? Do the espoused values, the underlying assumptions, and artifacts relate to one another? What does this say about your organization’s culture?

No blog post due for this session
Session 5 – 3/3/15: *JOINT CLASS SESSION 6:15pm - 8:15pm* Career Week Guest Speaker Trudy Steinfeld will address the class prior to moderating the “Careers in a Global Economy” Panel

This week we will have the opportunity to hear from Trudy Steinfeld, Assistant Vice President and Executive Director of NYU’s Wasserman Center for Career Development. A nationally recognized expert on the job market and employment trends, she will be sharing her insights on strategies for college students and graduates beginning their careers. Following her remarks to our class, Ms. Steinfeld will be moderating the panel of professionals providing career advice to students and young alumni in the “Careers in a Global Economy” event as part of NYU DC’s Career Week programming.


No blog post due for this session

Session 6 – 3/10/15: The Structural Frame: Understanding the Workplace

This week we will discuss organizations through the structures they employ and how structures shape organizations.

**Required Readings:**

- Bolman & Deal, *Reframing Organizations*, Chapters 3-5

**Blog Prompt:** Please describe how you see your organization’s structure at work. (How do you see structure at your placement? Does the structure work well from your perspective? If you could recommend a change to structure, what do you think would benefit your organization?)

Session 7 – 3/17/15: The Human Resources Frame: Understanding the Workplace

This week we will discuss organizations through the lens of human resources with a focus on human nature and abilities. These frames help define the role of relationships in the workplace.

**Required Readings:**

- Bolman & Deal, *Reframing Organizations*, Chapters 6-7

**ASSIGNMENT DUE 3/20/15: Internship Research Questions (750-1000 words)**

Describe a research question that has arisen at your internship that requires outside, scholarly reading to deepen, contextualize, and help you better understand your internship experience. These research questions will guide your final paper. We will discuss this assignment further in class. No blog post due for this session.
Session 8 – 3/31/15: The Political Frame: Understanding the Workplace *
JOINT CLASS SESSION
6:15pm - 7:45pm*

This week we will discuss organizations through the lens of the political frame, or organizations as arenas and places of power. This frame influences decision-making and relates to leadership.

Guest Speaker: Brent Cohen, Advisor to the Assistant Attorney General for Justice Programs at U.S. Department of Justice

Required Readings:

- Bolman & Deal, *Reframing Organizations*, Chapters 9 and 11

Blog Prompt (CHOOSE ONE):
(A) Please describe how you see the human resources frame at your placement. (What strategies does your organization use to capitalize on the talents of staff and promote development? What could be done to enhance the supports for workers from your perspective?)

-OR-

(B) Please describe how you see the political frame and politics at work within your placement. (Who has power? Why? What kinds of power do they have? What does it mean to be political?)

4/7/15: Special Event: Weissberg Forum

Class is not meeting this week and there is no blog post due to a special Global Orientations event.

Session 9 – 4/14/15: The Symbolic Frame: Understanding the Workplace

This week we will discuss organizations through the lens of symbolism – the myths, metaphors, stories, and rituals of organizations. The symbolic frame helps us to better understand organizational culture.

Required Readings:

- Bolman & Deal, *Reframing Organizations*, Chapters 12 and 14

Blog Prompt: Please describe how you experience and witness rituals, customs, or symbols at your organization (What do the symbols mean? Where do they come from? Why are they important? How might you describe these symbols to people outside your organization?)
UNIT 3: Internships, Careers, and You


The contemporary workplace is challenging, changing, and complex, especially for women. This class will focus on the role of women in the workplace and feature a discussion with professional women about their experiences. Guest speakers TBA.

Required Readings:


Blog Prompt: How is the world of work changing? What are some of the hallmarks of work and labor in our economy? How are women’s roles changing in the workplace and in our communities?

Session 11 – 4/28/15: Internships to Employment: Exploring DC Jobs and Opportunities *JOINT CLASS SESSION 6:15pm - 7:45pm*

What are some of the legal, sociological, and ethical issues surrounding the unpaid intern in the workplace? With all these issues, why are internships worthwhile? How can internships relate to your long-term personal and professional goals? Guest speakers TBA.

Required Readings:


***FINAL BLOG AUDIT DUE TODAY, uploaded to NYU Classes before the start of class***
Session 12 – 5/5/15  FINAL PRESENTATIONS
Session 13 – 5/12/15  FINAL PRESENTATIONS

5/19/15 (FINAL EXAM WEEK SESSION)

FINAL PAPERS DUE TODAY by 5:00pm, submitted via NYU Classes

Recommended Co-curricular Activities

It is recommended that you schedule an individual career counseling session with James Kostenblatt, Assistant Director of NYU’s Wasserman Center for Career Development, when he visits the NYU DC site and/or attend his information sessions/workshops. The specific dates he will be visiting our site will be announced. Virtual career counseling sessions with Mr. Kostenblatt may also be an option.

Your Instructor

Dave Gottesman is the CountyStat Manager within the Offices of the Montgomery County Executive. CountyStat is Montgomery County, Maryland’s performance measurement and management system designed to drive accountability, transparency, and the strategic use of data to monitor and improve the performance, effectiveness, and efficiency of County services. Prior to joining Montgomery County, Dave served from 2008 to 2012 as the Director of Budget and Performance Management for the Town of North Hempstead, New York.

He is a member of the Government Finance Officers Association of the U.S. and Canada and sits on their Committee on Governmental Budgeting and Fiscal Policy, and is a frequent presenter at their national conferences and other forums on issues relating to public sector performance measurement and management. He also serves as a founding member and co-chair of Mid-Atlantic StatNet, a consortium of performance management practitioners from across the National Capital Region.

Dave is a native of the Washington, DC area and holds an MPA in Public and Nonprofit Management from NYU’s Robert F. Wagner Graduate School of Public Service and a BA in Journalism from the University of Maryland, College Park, and is currently pursuing a Certified Public Manager designation from the Metropolitan Washington Council of Government’s Institute for Regional Excellence.