CAS Internship Fieldwork Seminar (NODEP-UA 9982)
Spring 2013, Mondays, 6:15-7:45
Room B-205

Instructor Details
Melissa S. Fisher
Msf4@nyu.edu
Office hours by appt

Prerequisites
N/A

Class Description
The seminar is designed to complement the internship fieldwork experience. In it we explore many different aspects of your internship site. The goal is to finish the semester with an in-depth understanding of the company or organization, including its approach, its 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 and as a way to refine your own personal and professional goals.

Desired Outcomes
1) You will develop the skills to understand and analyze your internship site, including its approach, its policies, and the context in which it operates.
2) You will develop the skills to identify and analyze changes in the structure of the workplace and work in relation to the global economy.
3) You will learn to consider the changes in the meaning of work and being a worker in relation to shifts in the economy.
4) You will begin to learn major themes and debates about the world of work, including the definition(s) of work, labor, capitalism, neoliberalism, as well as the impact of work life on family, and family life on work life.
5) You will begin to understand how the workplace is grounded in structures of inequality and power, and how workers individually and collective reproduce, resist, and sometimes changes such structures through everyday practices.

Assessment
Participation and Attendance (20%): As this is a seminar, your active and informed
Components

participation in class discussion is expected. All assigned reading must be completed by the
date for which it is assigned, and you should come to each class prepared to participate in the
discussion.
Students will be asked to keep a journal of their internship experiences and will be expected
to submit one writing sample from the journal to Professor Fisher during the semester.
Three of our classes will include speakers. Students will be expected to read about each
speaker prior to class http://www.nyu.edu/brademas/mann-ornstein-book-event/and to
submit one question for the speaker, on NYU Classes – by the Sunday prior to our class
meeting.
Each student will also act as a discussion leader for one of the week’s readings. The discussion
leader schedule will be determined in class. Your effectiveness and preparation as a
discussion leader will be reflected in your participation grade

ATTENDANCE AT TWO OUTSIDE LECTURES (10%) – You will be expected to attend two events (your choosing) in Washington DC. For example, you might want to attend a talk at Brookings. You are required to submit a paragraph (summary and thoughts) about each event you attend during the semester. Blurbs will be shared on NYU Classes.

Two Reflection Papers (30%): There will be two brief, 3-page papers (750 words) that address
questions and issues relevant to the internship experience.

Final paper and presentation (40%):

A 10 page paper that summarizes your internship experience through the lens of the range of
issues discussed throughout the semester. You will be expected not only to give an overview of
your experience, but also to analyze it as a researcher using the readings, discussions and
methods covered in the seminar as well as scholarly secondary. Each student will also give a
related presentation at the end of the semester. The final paper and presentation combined
account for 40% of the seminar grade.

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.

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

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<thead>
<tr>
<th>Numerical Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-94</td>
<td>A</td>
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<td>93-90</td>
<td>A-</td>
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<tr>
<td>89-87</td>
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<td>86-84</td>
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<td>76-74</td>
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<td>73-70</td>
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<td>69-67</td>
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<tr>
<td>65-66</td>
<td>D</td>
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<td>below 65</td>
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Attendance Policy

Students are permitted one unexcused absence across the course of the semester. To seek an excused absence for medical reasons, students must email or discuss with Lauren 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 Lauren prior to the date(s) in question. Lauren will communicate the absence to all relevant faculty. If you have not received notification from Lauren, the student has not procured an excused absence.

If students have more than one unexcused absence they will be penalized by deducting 50% of the class participation grade (e.g.: If the class participation grade is 20% of the final grade, the final participation grade would be reduced by 50%. 80%--> 40%)

If students have more than two unexcused absences they will fail the course. 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.

NYU Washington, DC 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 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, Lauren Sinclair can collect on behalf of the faculty between the hours of 10-6, 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.

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**Students with Disabilities**

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

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**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.

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

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**Required Text(s).**
Supplemental Texts(s) (not required for purchase)

Internet Research Guidelines

Additional Required Equipment

NYU-NYC ORIENTATION: January 31, 2013

Session 1
Overview of Seminar & Fieldwork Requirements, Introductions
Monday, Feb 4
Discussion of the dynamic between experiential learning at internship site and reflection and analysis in seminar. Also: What are the features of a successful internship? What are your intellectual, professional, and personal goals for the internship & seminar?

NO Readings.

Session 2
Orientation, Training, and Doing Fieldwork in the Workplace:
Monday, Feb 11
Discussion of your first weeks at the office. How can you go about learning about the organizati and its structure? How can you be pro-active about your internship? Start an internship journal your experiences to keep track of what you learn over time, and to reflect upon what you are learning, and what you still need and want to learn.


Session 3  
Holiday: Presidents Day

**THURSDAY**  
**Monday Feb 18**

Session 4  
**Journaling about and Assessing Your Internship: Preparing your Global Story**

This semester, you will be acting as both a worker and a researcher at your internship site. In this seminar, you will be expected to closely observe, analyze, contextualize, and assess various aspects of your internship site. Keeping a field journal with notes for each week spent at your internship will help you achieve this goal. This week’s readings address the following questions: How can social scientific research methods such as participant observation deepen and expand your understanding of your internship experience? How can keeping a journal of your experience help prepare you to create your global story and your resume?


Kutsche, Paul “Working with Informants,” in Kutsche’s *Field Ethnography*


Session 5  
**Internships, Contacts, and Career Pathing**

**Monday, March 4**

What is a career? What kinds of career paths do professionals build today? What is your career path? What is the relationship between contacts and careers? What kind of contacts are you making at work? How can you begin to map the ties and networks you are forming?

**READINGS:**


University of Iowa Pomerantz Career Center – Internship Team “Making the Most of Your Internship Experience”

New York University College of Arts and Sciences: “Experiential Education Internships: Information for Agencies”

Korkki, Phyllis, (March 25, 2011) NY Times “The Internship as Inside Track”

Perlin, Ross (April 2, 2011) NY Times “Unpaid Interns, Complicit Colleges”

Guest Speaker: Horvath, Albert, Under Secretary for Finance and Administration and Chief Financial Officer of the Smithsonian,

**NYU-NYC: MID-TERM EVALUATION CHATS WITH INDIVIDUAL STUDENTS** during the week

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**Session 6**

Monday, March 11

**Organizational Mission, Philosophy and Corporate Culture**

What is your employer’s mission and identity? What philosophy or ideology is explicit or implicit in the mission as articulated on its website? How does the company or agency ethos get communicated in the physical environment and daily practices of the workplace?


First papers due: **Student presentations based on first paper:**

**FIRST PAPER: Agency Mission, Philosophy, and Stakeholders (3-4 pages)**

Your first paper briefly explores key questions regarding your agency’s mission, philosophy, goals, and stakeholders. Write an analysis of your agency that addresses these areas.

--- **Mission, Philosophy, & Goals:** Include an official mission statement. If none exists, create one through interviews with colleagues; don’t create one by yourself. Compare the mission statement to other sources. What philosophy is represented by official texts (e.g., the website in its entirety)? What goals? Has this changed over time? How and why?

--- **What does your organization do?** What department are you a part of? What does it do, and where does it fit within the larger agency? Are there any recent changes that have had an impact on the agency/department (e.g., new leadership, loss of income)?

--- **Stakeholders:** Who are they? Whom does your agency serve? Focus on internal stakeholders (i.e., clients/constituents/public/members, interns, professionals, board). What defines each group? What subgroups are there among these? Explore and give examples of the perspectives of these different groups.

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**Session 7**

Monday, March 18

**NOTE: SPRING BREAK, NO CLASS MEETING**
Session 8
Monday, March 25
(Passover – NO CLASS)

FRIDAY MARCH 29TH – WASSERMAN NYU-DC DINNER

Institutional Structures and Power in the Workplace: Moral Mazes

What is the structure of power in your organization? What is the formal hierarchy? What is the informal hierarchy? Who are the clients, constituents, public, and markets for your organization? What impact do they have on the organization? Who are the professionals? What other groups need to be understood? How do the various groups/players/networks understand and try to affect one another? For private companies, how do they understand their competition, their market(s), and their brand identity?


Session 9
Monday, April 1

Labor Policies: Worker Protections, Equal Opportunity and Anti-Discrimination Policies

What are the policies in your organization about discrimination and harassment? How are these communicated to workers? What are the policies about recruitment, advancement, promotion benefits and leave, and how do they compare to those at other organizations? Additionally, what are the policies for dismissal and grievances? What are the federal and state laws governing employment practices and worker protections? What is the meaning of equal opportunity and diversity? How are these terms translated into organizational policy? What kinds of formal networking and/or mentoring programs are in place in your internship site? Have you been the recipient of any formal or informal mentoring during your internship?

Readings:

The harassment and anti-discrimination policies of your workplace. (Hint: Employee handbook and/or company websites are places to look.)

Dobbin, Frank. 2009. Inventing Equal Opportunity. Chapter 1


REFLECTION PAPER #2 DUE: INTERNSHIP RESEARCH QUESTIONS
3 pages (750 words) describing a research question that has arisen from your internship, but that requires outside, scholarly reading to deepen or contextualize aspects of your internship experience. These questions will guide the research and writing of your final paper. We will discuss this further in class.

Session 10
Monday, April 8

Corporate Lobbyists, Policy, and Power in Washington DC

What is corporate power? What is lobbying? What is a lobbyist? Are men and women lobbyists different? Are male and female workers in general different? Do you observe similarities or differences in terms of gendered behavior at your internship site? How do executives (women and men) balance work and family life?


Recommended: Mary Blair-Loy. 2005. *Competing Devotions: Career and Family among Women Executives*

**SPEAKERS:**
**JULIE SUSMAN, PRESIDENT/CEO, JEFFERSON CONSULTING GROUP** - confirmed

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**Session 11**

Monday, April 15

**Global Financial Institutions in Washington DC**

What are global financial institutions? What is the role of global financial institutions in Washington DC – in relation to the global economy? What is global governance? What is the FED, World Bank? How does money play a role in your organization?


Articles and Blogs by Michael Lewis on Finance: http://www.bloomberg.com/view/bios/michael-lewis/


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**Session 12**

Monday, April 22

**Think Tanks in Washington DC**

What are think tanks? What is the role of think tanks in Washington DC? The nation? In relation to politics? To global institutions and the global economy?

*** GUEST SPEAKERS:

Tom Mann, BROOKINGS

Norm Ornstein AEI

http://www.nyu.edu/brademas/mann-ornstein-book-event/

**Garsten, Christina.** Forthcoming. Global swirl at Dupont Circle: Think tanks, connectivity, and the making of 'the global'. In Anthropology Now and Next: Diversity
Forging Careers and Communities in the Global Workplace

How is the world of work changing? What are the effects of the financial crisis and subsequent recession on our lives as workers? What are some of the hallmarks of work and labor in the new economy? What do the terms flexibility, precarity, and contingency mean in the context of the new workplace? How do we define the meaning and trajectory of careers in the new workplace?

Ross, Andrew (2009) Introduction (pp. 1-10). *Nice Work if You Can Get it: Life and Labor in Precarious Times*


http://opinionator.blogs.nytimes.com/2013/01/26/the-rise-of-the-permanent-temp-economy/?smid=fb-share

**NYU-NYC: Telling Your Global Story** (WASSERMAN)

**READINGS AND ASSIGNMENTS TBA**

**Session 14**

**NYU-NYC: Telling Your Global Story** (WASSERMAN)

**READINGS AND ASSIGNMENTS TBA**

**Session 15**

Reflecting on and Evaluating the Internship: Class Presentations

Monday, May 13

**Classroom Etiquette**

**Electronic Devices Policy:** This class is once in which face-to-face conversation is the mode of communication. Therefore, electronic devices that impede such interaction are not permitted in the seminar. This includes, but is not limited to, laptop computers, iPhones, and Blackberries.

**Required Co-curricular Activities**

There will be one required class trip: Busboys and Poets: Monday, September 17. There may also be guest speakers speaking to our class throughout the semester.

**Suggested Co-curricular Activities**
Your Instructor