Course Title
Experiential Learning II

Course Number
EXLII-UF 9302D01

Spring 2019

Syllabus last updated on: 04-Feb-2019

Lecturer Contact Information
Annette Loeseke
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Course Details
Wednesdays, 1:30pm to 4:15pm (see session plan for mandatory and optional one-on-one consultations and co-curricular activities – please make sure you enter all these dates into your calendar planner)

Location: Rooms will be posted in Albert before your first class. Please double check whether your class takes place at the Academic Center (BLAC – Schönhauser Allee 36, 10435 Berlin) or at St. Agnes (SNTA – Alexandrinenstraße 118-121, 10969 Berlin).

Prerequisites
Successful completion of ExL I. The course is limited to GLS students.

Units earned
2

Course Description
The second semester of experiential learning is a two-credit, Pass/Fail course focused primarily on the community placement. Students independently reflect on and formulate concepts relating directly to their placement. The course consists of the work placement and 8 sessions, a combination of in-class sessions, professional training sessions and field trips. ExLII aims to support the students in reflecting on their experience of a (local) work environment, exploring their role during the work placement, and enhancing their communication skills by sharing their experiences and presenting their reflections to a group of fellow students/colleagues.

Course Objective
Students in EXL II will:
- Learn the conventions of self-presentation and conduct expected for their placement and consider how they relate to the social and cultural milieu of the site.
- Learn to present effectively in writing the skills acquired through their placement experience in intellectual, personal, or professional terms.
- Learn to deliver an effective oral presentation about a salient aspect of their placement or research.

**Assessment Components**

In order to pass the course, students must be committed to their placement and achieve a passing grade in each of the assessment categories.

**Blog posts:** 50%
**Final Project:** 50%

**Blog posts: 50%**
Students are expected to write five 250-500-word blog posts about their work placement experience.

**Blog post 1. YOUR WORK PLACEMENT:** Briefly present your organization and its vision/mission/aims, and explore what you are interested in, why this professional field, why in Berlin?

**Blog post 2. FIRST EXPERIENCES:** Explore your first impressions during your work placement, for example by reflecting on the following questions: What have you expected, and have your expectations been met so far? Have your expectations changed? How are you dealing with positive or negative experiences? Briefly describe the team and their different roles. What is your role in the team? How do you collaborate with colleagues? What is the typical daily working process?

**Blog post 3. PLACE & SPACE:** Describe your organization as a (physical) place and (mental) space. Describe the building infrastructure and office space, drawing on Hillier/Tzortzi and their interpretation of place and space (s. ExL 1, Non-places field trip): What does the office space tell you about hierarchies, working culture, (collaborative vs hierarchical) working styles, communication culture and practice, etc.? Describe different areas in your working space that encourage and support, or hinder team work, collaboration, exchange etc.

**Blog post 4. LOCAL/GLOBAL:** Explore your organization's local as well as global connections. Describe a) your organization's location within Berlin and how this relates to their (local) aims; and b) your organization's Berlin location in relation to its global network or environment. Assess your organization's HR management and diversity policy. How diverse is the team (in terms of gender and ethnic background)? What does "diversity" mean in Germany, as opposed to the US, for example? Have you experienced any cultural differences in working and communication styles?

**Blog post 5. FROM STUDENT TO PROFESSIONAL:** Explore your learning process from student to professional. How has your experiential learning experience at work been different from academic learning at university? How could you relate both? Have you perceived (and overcome) any difficulties in relating your academic experience and your professional performance? What have you gained from your work placement experience and your stay in Berlin? What have you learned about a) working abroad, and b) yourself? How has your work placement and your experience in Berlin shaped your career objectives? Could you imagine working abroad and or in a global organization?

**Final Project: 50%**
Presentation of yourself and your organization, work placement, role and experience:
Oral presentation and hand-out of 5-7 pages (double-spaced), to be handed in via email.
The final project (10-min. PowerPoint presentation, equivalent to a 5-7 pages or 1500-2000 words long written paper) is an individual in-class presentation. It builds directly on the work placement and involves the use of at least two secondary sources. Students introduce themselves in an elevator pitch style (30 sec.). They are further required to assess their organization within its global as well as local market or environment, explore their experience and learning process, and reflect their own role within the organization during the placement. The final paper should draw on a market analysis (SWOT analysis) of the organization and the student’s placement and role. Students are expected to reflect on how to interpret their placement from the disciplinary standpoint of their concentration and how the experience in turn informs the student’s understanding of their respective academic interests.

Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments

Required Text(s)

*Beyond Learning by Doing: Theoretical Currents in Experiential Education*, Jay Roberts (Routledge, 2011) (one copy is available at NYU Berlin’s Reading Room).

Electronic Resources (via NYU Classes / NYU Library).

Please follow this link for the [NYU Berlin Library Catalogue](#) or the link on NYU Berlin’s website (Academics/Facilities & Services).

Supplemental Text(s) (not required to purchase)


GoinGlobal: online Career Guides for Germany and Berlin, accessible through NYU Library (if you cannot get to the GG page through the link, go via NYU Libraries - BobCat - Databases A-Z - GoinGlobal).

Internet Research Guidelines
To be discussed in class.

Session 1 – 6 Feb 2019: Cultural Vistas + Research Methods + Culture Map
In the first session, Cultural Vistas will join us in class for an introductory session about your work placements. In the second part of the session, we discuss research methods such as ethnographic methods (participation and participatory observation; experiential learning) and
market analysis methods (such as SWOT analysis: Strengths, Weaknesses, Opportunities, Threats), as well as cultural differences in working and communication styles.


**Session 2 – 20 Feb 2019: Field trip to an arts organization (tbc)**
We go on a field trip to an arts organization, such as Savvy Contemporary or the Jewish Museum Berlin. We meet with the respective director or outreach manager (tbc) and discuss their diversity, equity and inclusion policy by exploring their exhibitions, programming, education and outreach programs and or HR policy. How does the arts organization narrate “German identities/diversities” and address issues of migration, exile, as well as diversity, equity and inclusion in the specific historical and current contexts of Germany and Berlin? How does the arts organization address (so-called) new audiences such as local communities or refugees?

Homework due today: Blog entry 1.

**27 Feb 2019 – Optional Office Hours** for individual feedback: 1:00-3:00pm (AC, room tba).

**Session 3 – 6 Mar 2019: Field trip to the Danish Embassy**
The field trip to the Danish Embassy in Berlin is a joint session with the Internship Course by Gabriella Etmektsoglou and Roland Pietsch. Talk with Friis Arne Petersen, Denmark’s ambassador to Germany (and formerly to the US and China) on current political and economic issues concerning the EU, and on global and US-European relations.

Exact meeting times and place will be announced in due time.

Homework due today: Blog entry 2.

**13 Mar 2019 – Optional Office Hours** for individual feedback: 1:00-3:00pm (AC, room tba).

**Session 4 – 20 Mar 2019: Individual Meeting with Cultural Vistas**
Cultural Vistas will join us at the AC for individual one-on-one feedback sessions about the work placements. PLEASE NOTE: Individual time-slots will be shared via NYU Classes.

**SPRING BREAK – 25 to 31 Mar 2019 – NO CLASS**

**Session 5 – 10 Apr 2019: Berlin/German Literature**
In this session we explore examples of German literature centering around migration and labor. Topics might include, for example, German literature about Berlin and its diverse neighborhoods and communities, literature about migration and exile, Berliners with a (so-called) “migration background” working in literature and publishing, or “post-migration” theater projects. How have writers from various backgrounds narrated “Berlin” and its diverse neighborhoods and communities? How do new edition houses such as binooki Verlag
("Türkische Literatur in deutscher Sprache") contribute to the production of a new, diverse German literature? How do well-established institutions such as Maxim Gorki Theater in Mitte or off-theaters like Ballhaus Naunynstraße in Kreuzberg define the "post-migration" theater? How do publicly funded institutions such as the Literaturhaus in Charlottenburg shape young German literature?

Homework due today: Blog entry 3.

17 April 2019 – Optional Office Hours for individual feedback: 1:00-3:00pm (AC, room tba).

Session 6 – 24 April 2019: Professional Training Session: Intercultural Negotiation, Conflict Management and Difficult Conversations. Joint session with the Internship Course led by Gabriella Etmehtsoglou and Roland Pietsch. Workshop with guest lecturer Dr. Franziska Frank (key note speaker and Affiliate Program Director ESMT Berlin) covering the core issues of successful negotiations, influencing conversations and reducing conflicts in intercultural settings.

Homework due today: Blog entry 4.

Follow-up Readings (not mandatory)
- Shonk, Katie. "How to Resolve Cultural Conflict: Overcoming Cultural Barriers at the Negotiation Table" (https://www.pon.harvard.edu/daily/conflict-resolution/a-cross-cultural-negotiation-example-how-to-overcome-cultural-barriers/).

Session 7 – 8 May 2019: Field trip to Berlin-Neukölln
Today’s field trip leads us to Neukölln, Berlin’s most diverse neighborhood located south of Kreuzberg. We explore one of Neukölln’s central places, Hermannplatz, and two of its key alleys, Arabic-Berlin Sonnenallee and Turkish-Berlin Karl-Marx-Straße to try out delicious street food and browse nearby Reuterkiez for its small bakeries and cafés that offer Spanish, French or German-style snacks, cakes and cookies. We further explore the area around Kottbusser Damm that connects Neukölln and Kreuzberg ("Kreuzkölln") and offers a range of Arabic-/Turkish-Berlin fashion stores and small flower, furniture and bicycle shops. The field trip concludes with a walk through adjacent Schillerkiez where we visit an art gallery and printing workshop, a newly built Hindu temple and one of Berlin’s biggest Mosques. Key topics include Neukölln’s diverse communities and how they have shaped the borough. Exploring political debates from the 1980s and 1990s, we also address the longterm impact of a failed immigration policy on criminal records and tensions within the borough and beyond, and discuss how policies of equity and inclusion might encourage a wide range of stakeholders to collaborate and build a diverse and inclusive local neighborhood. We finally explore how stylish cafés, bars, small shops and art galleries as well as community centers might on the one hand serve a vibrant community while on the other hand indicate processes of gentrification.

Homework due today: Blog entry 5.
15 May 2019 – Optional Office Hours for individual feedback: 1:00-3:00pm (AC, room tba).

Session 8 – 22 May 2019: Final Presentation
Presentation of yourself and your organization, work placement, role and experience:
Oral presentation and hand-out of 5-7 pages (double-spaced).

The final project (10-min. PowerPoint presentation) is an individual in-class presentation. It builds directly on the work placement and involves the use of at least two secondary sources. Students introduce themselves in an elevator pitch style (30 sec.). They are further required to assess their organization within its global as well as local market or environment, explore their experience and learning process, and reflect their own role within the organization during the placement. The final paper should draw on a market analysis (SWOT analysis) of the organization and the student’s placement and role. Students are expected to reflect on how to interpret their placement from the disciplinary standpoint of their concentration and how the experience in turn informs the student’s understanding of their respective academic interests.

Assignment due today: Oral presentation and hand-out of 5-7 pages (double-spaced) via email.

Classroom Etiquette
No eating during class. No getting up during a presentation from a fellow student.
In the classroom and during field trips, smartphones must not be used to read or write emails and text messages. Smartphones and laptops should only be used for taking notes.

Suggested Co-Curricular Activities
To be announced in class.

Your Lecturer
Dr. Annette Loeseke is an art historian and works in the fields of museum studies, curatorial studies and empirical visitor studies. She has been a faculty member at NYU Berlin since 2015 and NYU Berlin’s lecturer representative in NYU’s Global Equity Diversity Inclusion Advisory Council since 2017. She has taught courses at universities in Berlin, Heidelberg, Frankfurt, Amsterdam and Moscow, and has carried out numerous empirical visitor studies for the National Museums in Berlin, the British Museum, Whitechapel Gallery in London, Shanghai Museum, and the Rijksmuseum in Amsterdam. She was a Scholar-in-Residence at Cornell University, Ithaca, NY in the summer of 2015, and a Senior Visiting Fellow at University College London in Doha, Qatar in January 2019. Her research interests include postcolonial and intercultural museum studies and curating, reception processes and practices, museums’ strategies to frame their image, and the role of activists in the cultural sector. She co-organized the conference “Rethinking Museums Politically” at Technical University Berlin in May 2017 and the panel discussion “Decolonize Mittel Humboldt Forum, Museum Island and the Schloss” at NYU Berlin in November 2018. Recent publications include “Experimental Exhibition Models: Curating, Designing and Managing Experiments” (in Suzanne McLeod et al (eds), The Future of Museum and Gallery Design, Routledge: London 2018), “Transhistoricism. Using the Past to Critique the Present” (in Simon Knell (ed), The Contemporary Museum: Shaped by the Here and Now, Routledge: London 2018), and “Studying International Visitors at Shanghai Museum” (in Caroline Lang and John Reeve (eds), New Museum Practice in Asia, Lund Humphries: London 2018).
Academic Policies

Assessment Expectations

**Grade A:** The student makes excellent use of empirical and theoretical material and offers well-structured arguments in their work. The student writes comprehensive essays / answers to exam questions and their 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**

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

- A = 94-100 or 4.0
- A- = 90-93 or 3.7
- B+ = 87-89 or 3.3
- B = 84-86 or 3.0
- B- = 80-83 or 2.7
- C+ = 77-79 or 2.3
- C = 74-76 or 2.0
- C- = 70-73 or 1.7
- D+ = 67-69 or 1.3
- D = 65-66 or 1.0
- F = below 65 or 0

Attendance Policy

Participation in all classes is essential for your academic success, especially in courses that meet only once per week. Your attendance in both content and language courses is required and will be checked at each class meeting. As soon as it becomes clear that you cannot attend a class, you must inform your professor by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, religious observance or emergencies. Your professor or NYU Berlin's administration may ask you to present a doctor's note or an exceptional permission from NYU Berlin's Director or Wellness Counselor as proof. Emergencies or other exceptional circumstances must be presented to the Director. Doctor's notes need to be submitted to the Academics Office, who will inform your professors. Doctor's notes need to be from a local doctor and carry a signature and a stamp. If you want the reasons for your absence to be treated confidentially, please approach NYU Berlin's Director or Wellness Counselor.
Unexcused absences affect students' grades: In content courses each unexcused absence (equaling one week's worth of classes) leads to a deduction of 2% of the overall grade and may negatively affect your class participation grade. In German Language classes two or three (consecutive or non-consecutive) unexcused absences (equaling one week's worth of classes) lead to a 2% deduction of the overall grade. Three unexcused absences in one content course and five unexcused absences in your German language course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequent late arrival or late arrival back from in-class breaks. Please note that for classes involving a field trip, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive in time at the announced meeting point.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to the Academics Office; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

**Attendance Rules on Religious Holidays**
Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU Berlin's Academics Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#).

**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 submitted in person to the lecturer or to the Academics Office, 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 may also personally accept the work and will write the date and time of submission on the work, as above.

(3) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (excluding weekends and public or religious holidays), unless an extension has been approved (with a doctor's note or by approval of NYU Berlin's administration), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.

(4) Without an approved extension, written work submitted more than 5 days (excluding weekends and public or religious holidays) following the submission date receives an F.

(5) End of semester essays must be submitted on time.
(6) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.

(7) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Provisions for 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 for further information.

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. Proper referencing of your sources avoids plagiarism (see as one possible help the NYU library guide to referencing styles.

NYU Berlin takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer 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 a summary please follow the link to NYU Global's academic policies.