

**Course Title**

# Experiential Learning Seminar

**Course Number**

NODEP-UA.9982D01; INDIV-UG.9100D01

**Fall 2019**

**Syllabus last updated on: 15 Aug 2019**

**Lecturer Contact Information**

Gabriella Etmektsoglou (ge377@nyu.edu)  
Roland Pietsch (rp99@nyu.edu)

**Course Details**

Tuesdays, 3:30pm to 6:15pm (see session plan for classroom sessions, one-on-one consultations, and co-curricular activities - please make sure you enter all these dates into your calendar planner).

Location: BLAC 103 (Academic Center).

**Prerequisites**

The course is limited to students accepted in the academic internship course.

**Units earned**

4

**Course Description**

As the academic component of the internship experience, this seminar helps students reflect critically on their internships as a way to further their individual academic and professional goals. This includes evaluating various aspects of the internship site, such as its mission, approach, policies, and the local, regional and international contexts in which it operates. Students will be challenged to think analytically about their internships and host organizations and to connect their internship experiences to past and present academic work.

The course first aims to familiarize students with the social, economic and cultural past and present of their host city and make them aware of differences to the work environments they are used to. It then moves on to workplace skills such as job interviews, mastering difficult conversations, and making use of mindfulness techniques. Finally, the course turns to the research and writing of an academic paper (and the presentation of it) related to the internship. Students will be graded on the academic work produced in this course.

**Course Objective**

This course, which is required for all students undertaking an internship for credit at NYU's study away sites, has two goals. First, it provides an opportunity for students to integrate their internship experience with relevant academic research and debates. Second, the course helps students learn and enhance professional skills - including writing, communication, and presentation skills - needed for future work experiences and academic study.

### **Assessment Components**

Class Participation:	15%
Reading Response:	10%
Written Research Proposal:	10%
Presentation of Research Proposal:	10%
Final Research Presentation:	20%
Final Research Paper:	35%

In consultation with the lecturers, the presentations and papers may be done in German, if a student wishes to do so.

### **Reading Response (2 pages): 08 October 2019**

See detailed description in the session plan.

### **Research Project**

The goal of the research project is to help students integrate their workplace experiences with academic research and knowledge. The Research Paper has to be related to their placement, but it should go beyond their workplace experience and be relevant for the entire industry. Sample research project questions/topics include:

1. Conduct a market scan and analysis in which your organization is situated.
2. Conduct a strategic analysis of your organization's lobbying and advocacy strategy.
3. Conduct an audience satisfaction survey or observation (if museum, gallery, library or archive, e.g.).
4. Conduct a labor analysis of your workplace, including how employees are recruited and hired, and an analysis of gender, racial, ethnic and class diversity.
5. Analyze specific marketing plan actions and their intended impact versus actual results.
6. Examine a social media strategy and its resulting impact on readership or content direction for a music publication.

**The Research Project consists of a written research proposal and the presentation of the same, a research presentation, and a final research paper:**

#### **Presentation of Research Proposal (5 minutes): 05 Nov 2019**

Regarding the contents and structure of your presentation, please follow the guidance given below for the written Research Proposal! Use visual aids for your presentation but no more than five slides. Supply your lecturers with the slides that you wish to use at least four hours before the start of class. Number your slides. You can stand up or sit down during your presentation. The audience you are addressing are your fellow students, i.e. not specialists in your field. An alarm will ring after five minutes – you should then wrap up within a minute at maximum. If you like, prepare and share with the audience a very brief outline (half page) of your proposal at the start of your presentation. Note that at this stage you should have already consulted the first sources and formed an idea of likely conclusions.

#### **Written Research Proposal (3-5 pages, 1,000-1,500 words): 12 Nov 2019**

The proposal should include questions, methodology, primary and secondary sources that will inform the project, and potential interviewees. The research proposal should address the connections between your topic and your internship site/experience. A minimum of 5 peer-reviewed sources (not included in the course syllabus) should be used for your proposal, and you should already be aware of the information gained from these five sources. Other reputable subject-specific periodicals, blogs or personal interviews can be used, in consultation with the lecturers. When conducting interviews, please make your interviewee aware that this is a formal interview, agree on a specific time for the interview (i.e. not a casual office chat), have a set of questions ready, minute and date your interview. Please submit your paper via NYU Classes before the end of the day.

**Research Presentation (10 minutes): 10 Dec 2019**

The Final Research Presentation expands and completes your Research Proposal. Regarding the contents and structure of your presentation please follow the guidance given below for the written Research Paper! Use visual aids for your presentation. Supply your lecturers with the slides that you wish to use at least four hours before the start of class. Number your slides. You can stand up or sit down during your presentation. The audience you are addressing are your fellow students **and** invited experts in the field. Stick to the ten minutes. If you like, prepare and share with the audience a brief outline (no more than one page) of your research at the start of your presentation. Note that at this stage your research should be completed, and the Final Research Paper should only be the written version of this project plus incorporated feedback and inspirations from the audience at the presentation.

**Final Research Paper (12-15 pages, 3,000 to 5,000 words): 17 Dec 2019**

The Final Research Paper expands and completes your Written Research Proposal. The final project should include explanation and analysis of sources informing conclusions, i.e. field notes, data sets, interviews (who was willing or accessible to talk and who was not, how did researcher obtain informants), and surveys (in how many languages was it drafted and where was it handed out). It should ask how conclusions were shaped or hindered by availability of sources or informants. In as many ways as relevant or salient, students should be connecting what they have learned at the internship with components of their academic experiences at university. A minimum of 10 peer-reviewed sources (not included in the course syllabus) should be used for your paper (this includes the 5 sources that already featured in your Research Proposal). Other reputable subject-specific periodicals, blogs or personal interviews can be used, in consultation with the lecturers. When conducting interviews, please make your interviewee aware that this is a formal interview, agree on a specific time for the interview (i.e. not a casual office chat), have a set of questions ready, minute and date your interview. Please submit your paper via NYU Classes before the end of the day.

Please use Times New Roman as a font (12pt) and double-space, leaving standard margins. For references please use MLA or another widely recognized standard citation style (see also [NYU Libraries Citation Style Guide](#)).

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)**

All required readings are available on NYU classes and/or online. Please see each session to find out which texts you need to read in preparation. Complete books are available in NYU Berlin's Reading Room ([NYU Berlin Library Catalogue](#) or follow the link on NYU Berlin's website). The lecturers will aid you in finding suitable literature for your research project. Do

also make use of NYU's library services (when contacting them, mention that you are inquiring from a global site). The following site gives you an overview of [NYU's specialist subject librarians](#).

### **Internet Research Guidelines**

To be discussed in class.

### **Additional Required Equipment**

None.

### **Session 1- 03 Sept 2019**

#### **Introduction to Course, Workplace Cultures in Germany & Berlin, and Meeting with Cultural Vistas Berlin**

Introductions: the course, the instructors, and the students with their academic and professional interests. Presentation by Cultural Vistas Berlin representatives: updates on placements & discussion of interview experiences. German workplace cultures (professional etiquettes, cultural norms, communication styles) and current trends.

Towards the end of the session you are asked to identify 3-5 personal learning objectives for this course, i.e. how do you see the course complementing your internship, long-term academic and career goals?

#### Recommended Follow-up Reading:

- On traditional German workplace culture: Graff, Joachim & Schaupp, Gretchen. *More than Manners: The Business Professional's Guide to Success in Germany*. Medien, 2010, pp.15-69 (on NYU Classes), 121-139, 148-152, 162-166, 173-176, 181-189 (a copy of the book is available in NYU Berlin's Reading Room).
- [A more recent German workplace-culture experience](#) by a student placed through Cultural Vistas.
- *GoinGlobal*: online Career Guides for Germany and Berlin, accessible [through NYU Library](#) (if you cannot get to GoinGlobal through the link, go via NYU Libraries - BobCat - Databases A-Z - GoinGlobal).
- (If you read in German) On the future of women in the workplace and leadership roles: Christiane Funken. *Sheconomy: Warum die Zukunft der Arbeitswelt weiblich ist*. Bertelsmann, 2016 (available in NYU Berlin's Reading Room). See also the [interview](#) with Christiane Funken in *Die Zeit*, 14 November 2016.
- On Berlin's start-up businesses: Berlin Startup Monitor - [https://deutscherstartupmonitor.de/fileadmin/bsm/bsm\\_2018/Studie%20Berlin%20Startup%20Monitor%202018.pdf](https://deutscherstartupmonitor.de/fileadmin/bsm/bsm_2018/Studie%20Berlin%20Startup%20Monitor%202018.pdf)

### **Session 2 – 17 Sept 2019**

#### **Mindfulness Training; Work, Politics and Culture in Germany since 1945 (Part 1)**

First part of session: Mindfulness (introduction and beginner lesson). Practicing Mindfulness as an aid to being able to focus and for coping with stress. With certified business coach and television journalist Tina Dauster.

Second part of session: Part 1 of socio-economic history of post-1945 Germany. The impact of the different ideologies and political systems (Social Market Economy vs Socialism) on work-life and culture in West and East Germany. Migrant workers in East and West. Women in the workplace.

#### Reading for this Session (on NYU Classes):

- Chin, Rita. *The Guest Worker Question in Post-war Germany*. CUP, 2007, pp.1-29.
- Fulbrook, Mary. *A Concise History of Germany*. CUP, 2003, pp.230-243.
- Fulbrook, Mary. *A History of Germany, 1918-2014: The Divided Nation*. Wiley, 2015, pp.308-318.

Suggested Additional Readings for this Session (on NYU Classes):

- Miller, Jennifer. *Turkish Guest Workers in Germany: Hidden Lives and Contested Borders, 1960s to 1980s*. University of Toronto Press, 2018, pp.162-179 (NYU Classes; entire book available in NYU Berlin Reading Room or via NYU Library - Ebook Central).
- Speckesser, Stefan. "The Immigrant Workforce in Germany: Formal and Informal Barriers to Addressing Skills Deficits". *Migration Policy Institute*, 2013.

**Session 3 – 01 Oct 2019**

**Work, Politics and Culture in Germany since 1945 (Part 2) & Brief Presentations of Internship Placements & Introduction of Research Project**

**First part** of the session: Conclusion of the socio-economic history of post-1945 Germany. German unification and the challenging economic and cultural transition in the East. Comparative look at the "Welfare State" in Germany, Europe and the US.

Reading for this Part of the Session (on NYU Classes):

- Alesina, Alberto; Glaeser, Edward L. ["Why are Welfare States in the US and Europe so different?"](#). *Horizon Stratégiques*, 2006/2.

Guiding Questions when reading the Alesina & Glaeser text: The authors propose two main reasons why the Welfare States in the US and Europe are so different. They also discard many other possible reasons for the differences. See if you agree with them. Please also check if the authors' theories about the development of social services and labor market regulations are applicable to the country that you are most familiar with (if this is not the US).

Suggested Additional Readings (on NYU Classes):

- Holmberg, Susan. "Workers on Corporate Boards? Germany Had Them for Decades". *The New York Times*. 06 January 2019.
- Sarva, Amol. "Why Germans Work Fewer Hours but Produce More: A Study in Culture". *HuffPost*, 2017.

**Second part** of session: Each student briefly introduces their internship site and responsibilities, followed by a group discussion comparing aspects (communication culture, dress codes) of workplace cultures (e.g. is there a "9-5 culture", do colleagues address each other with "Du" or "Sie", or even in English etc.).

Assignment for this Part of the Session:

Prepare a five-minute presentation on your first impressions of your internship site and responsibilities, using 1 to 3 slides at maximum. What is a striking or unexpected element of your internship? What is the workplace culture? Use this opportunity to also reflect on your learning objectives. Supply your lecturers with the slides that you wish to use at least three hours before the start of class. You can stand up or sit down during your presentation. The audience you are addressing are your fellow students, i.e. not specialists in your field. An alarm will ring after five minutes – you should then wrap up within a minute at maximum. We will also give each other feedback on our presentation styles. See also "How to structure a presentation" on NYU Classes.

**Third part** of session: Requirements of your research project. Brainstorming on topics. Academic research and writing techniques.

## **08 Oct 2019: Optional consultations on student research proposal**

**Reading Response due on Oct 8:** Contextualized Reading Response (2 pages) on any of the readings that the course has covered so far. To be submitted via NYU Classes. This Reading Response is a contextualized reaction to the readings; your task is to set the reading in relation to our discussions in class. The Reading Response can focus on one or two aspects that appeared to emerge as the most important take-away from the respective session and the readings.

**- FALL BREAK 14 to 18 Oct 2019 -**

### **Session 4 – 22 Oct 2019**

Part 1: Earlier Start: 1:45pm (Room BLAC 102 till 3:15pm)

**Leadership Lab: How Mindfulness and Challenging Conversations Go Together — A Workshop with Mel Carter.**

Suggested Additional Reading on Negotiations:

- Fisher, Roger, Ury, William, & Patton. *Getting to Yes: Negotiating Agreement without Giving in*. Random House, 2012, pp.151-194 (on NYU Classes).
- Fisher, Roger, & Shapiro, Daniel. *Building Agreement: Using Emotions As You Negotiate*. Random House, 2007 (available at NYU Berlin's Reading Room).

Part 2 (3:30pm): **Individual Midterm Meetings with Representatives of Cultural Vistas Berlin & Consultations on Student Research Proposal with Roland Pietsch.**

Evaluation of the internship experiences so far with Cultural Vistas, addressing any concerns, as well as progress check on research project with Roland Pietsch. Time-slots (30 minutes each) for both consultations will be shared via NYU Classes.

**29 Oct 2019: Optional One-on-One Consultations on Student Research Proposal with Gabriella Etmektsoglou.**

### **Session 5 – 05 Nov 2019**

#### **Presentation of Research Proposals**

Please carefully read the detailed instructions for the presentation and written Research Proposal under the Assessment Components above.

Reading & Viewing on Public Speaking (on NYU Classes; not mandatory):

- Anderson, Chris. *TED Talks: The Official TED Guide to Public Speaking*. Brealey Publishing, 2016, pp.113-155.
- Berkun, Scott. *Confessions of a Public Speaker*. O'Reilly, 2011, pp.12-23.
- For the importance of performance during a presentation, see Will Stephen's humoristic take on [how to sound smart in your TEDx Talk](#).

**12 Nov 2019: Submission of Written Research Proposal**

### **Session 6 – 19 Nov 2019**

**Interview Training, Mock Interviews & One-on-One Feedback on Written Research Proposal**

The session begins with a discussion of the interviews below by Adam Bryant from the *New York Times* "Corner Office" series of conversations with successful CEOs/entrepreneurs on leadership, management and hiring strategies. Please be prepared to give a brief informal presentation (no audio-visuals) on the interviews.

- [Want to know me? Just Read My User Manual](#)
- [If I Hire You, What's your 100-Day Plan?](#)
- [Sure, Your References Like You. But What Would Your Critics Say?](#)
- [Jessie Woolley-Wilson on Creating Benevolent Friction at Work](#)
- [Lisa Su on the Art of Setting Ambitious Goals](#)
- [Freeman A. Hrabowski III on the Value of Resilience](#)

Suggested Additional Reading on Job Interviews (online):

- [NYU Wagner: Interview Guide](#)
- [Harvard Office of Career Services: Interviewing](#)
- [UC Berkley Career Center: Interviewing](#)

Suggest Additional Reading in Leadership:

- Brodbeck, Felix C.; Frese, Michael; Javidan, Mansour. "Leadership made in Germany: Low in Compassion, high on Performance". *Academic of Management Executive*, vol.16, no.1, 2002, pp.16-29 (NYU Classes).

The second part of the session (4:15pm to 6:15pm) splits into one-on-one feedback on your Written Research Proposal with either Gabriella Etmektsoglou or Roland Pietsch, and parallel to that interview training: each student will have a mock interview with business coach and television journalist Tina Dauster. Rather than going into the details of your specialism, these interviews are about you presenting yourself and in particular how your international experience and intercultural knowledge (including languages) acquired through study-abroad make you a desirable candidate. Of course, it is also about how you present your passions and interests, and how you envision your professional future. The aspect when the coach's television experience comes in is to also give you feedback on your body language, gestures and expression (dress will not be commented on). Each interview and feedback will last 20 to 30 minutes. Time slots will be shared via NYU Classes. **Please supply your lecturers with a very brief description of an entry-level job/trainee position you would apply for (e.g. "marketing executive at a publishing house") or a real advertised job.**

**26 Nov 2019: Optional One-on-One Consultations on Research Project.**

**Session 7 - 03 Dec 2019**

**Required One-on-One Consultations with either Gabriella Etmektsoglou or Roland Pietsch on Research Project.**

**Session 8 – 10 Dec 2019**

**Final Research Presentations & Feedback Round**

Please carefully read the detailed instructions for the presentation under the Assessment Components above. External guests from relevant industries will attend and give feedback.

**17 Dec 2019: Final Research Paper due**

**Classroom Etiquette**

No eating during class. No getting up during a presentation from a fellow student.

**Suggested Co-Curricular Activities**

Make use of NYU Berlin's extra-curricular seminars and learning journeys, which familiarize you with Berlin and Germany, as well as specific career events such as the *Leadership Initiatives*, *Career Week* events and student initiatives (every Monday you receive an electronic student newsletter with event information). We particularly recommend the series of Milestones Walks on:

Friday, Sept 13: Brief Introduction of Milestones + "Jewish Berlin" Walk

Friday, Oct 4: "Vietnamese Berlin" Walk

Friday, Nov 1 or 15: "Black, African and African Diaspora Berlin" Walk

Friday, Nov 22: "Turkish Berlin" Walk

Tuesday, Nov 26: Concluding Milestones Conversation

**Your Lecturers**

Gabriella Etmektsoglou is Director of NYU Berlin since 2010 and Gallatin Global Faculty. She holds a PhD in European history from Emory University. The principal concerns of her research and writing are the Holocaust in Greece, narratives of self-victimization in present-day Germany, and questions of reparations and transitional justice in the context of postwar Europe. Before joining NYU, she taught subjects in Modern European History, Balkan History, and Civil Wars in universities in the U.S., Europe, and Australia. She is a founding member of the US National Peace Academy and committed to reshaping higher education, especially global education, so that it becomes a central driver in creating a more humane and sustainable world. In addition to teaching at NYU Berlin, she continues to participate in conflict resolution projects in Greece and Cyprus.

Roland Pietsch is Assistant Director for Academics at NYU Berlin. Before joining NYU in 2011, he taught modern history at the University of London (Queen Mary), worked as a historian for television documentaries and as a manager of an award-winning music venue, thus gaining insights into a variety of workplace cultures. He received his PhD in history from the University of London, and his M.A. in Economics and History from the Technische Universität Berlin. He has published widely on early modern maritime and youth history.

## 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.

Note that some assignments in the course may be checked for plagiarism by using TurnItIn or other another software designed to detect offences against academic integrity.

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](#).