NYU Madrid
EXLI-UF.9302.M01
Experiential Learning II

Instructor Information

- Name: Dr. Jason Xidias
- Office hours: Wednesdays 3:30-4:30PM
- Email address: jasonxidias@nyu.edu

Course Description

EXLII is a two-credit pass/fail course that shifts the focus from place to placement. With the guidance of the course instructor, students independently reflect on and discuss their internship experiences.

This placement, which the student actively participates in securing with guidance from the relevant site or professional personnel, should fall within the area defined by the student’s GLS concentration and, as much as possible, pertain to their individual academic interests.

EXLII consists of seven sessions—a combination of seminars and individual meetings—that support GLS students with their placement and the development of their final projects. The main focus is on intercultural workplace skills, the exchange of experiences, and the improvement of research, writing, and communication skills.

- Co-requisite or prerequisite: GLS Juniors
- Class meeting days and times: alternate Wednesdays, 9:30-10:50AM, and one make-up Friday, 9:30-10:50AM

- Two mandatory meetings with EUSA:
  EUSA Orientation: Thursday, January 31st, 5:30-7:00pm
  EUSA Cultural Differences Workshop: Thursday, February 14th, 5:30-7:00pm
Desired Outcomes

Upon Completion of this Course, students will be able to:

- 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.
- Learn to relate the work culture of their placement to an aspect of the global field with which it is associated.
- Learn to test the theoretical understanding of place they have developed in EXLI in light of their placement experience in EXLII.

Assessment Components

Class Participation

A: The student participates in all classes and demonstrates an informed understanding of the course readings and content.
B: The student participates in most classes and demonstrates an informed understanding of the course readings and content.
C: The student participates in some classes and demonstrates an informed understanding of the course readings and content.
D: The student rarely participates in class and demonstrates a minimal understanding of the course readings and content.
F: The student does not participate, or very rarely participates, in class and therefore does not demonstrate an understanding of the course readings and content.

Blogs

Students are expected to publish six 250-300 word blog posts (https://wp.nyu.edu/experientiallearning2018/) and comment on at least two of their peers’ blogs per assignment. These will be graded in accordance with the Blog Rubric, located in the Resources section of NYU Classes (nyu.edu/its/classes).

Blog 1: Did you have a distorted vision of Spain and Madrid before you arrived? If so, what shaped this distortion? What were your first impressions of the country and city when you arrived? How did these change during the course of fall semester? Have you taken off your “American goggles” (or another nationality, if applicable)? In what ways? What conclusions have you drawn from reflecting on last semester? What are your goals for semester two of your study abroad experience?
Blog 2: What are your first impressions of your placement site? How would you describe the atmosphere? Is there a discrepancy between the image your organization presents on its website and the reality as you currently perceive it? How have your professional and social interactions gone so far? How have your co-workers behaved toward you? How do you perceive your image among them? Have you modified yourself in any ways in an effort to adapt to this new cultural space?

Blog 3: Describe the place in which you work. Provide a picture of the location and building, and describe how the space is organized, how it looks inside. What is your position within this space? How does the space make you feel? Do professional and social interactions take place in different spaces, or do they free flow within the same space? What have you observed during lunch breaks? Does your work space match the expectations you had before you started? Is it similar or different from other work spaces you have experienced? What does the organization of the space tell you about your organization?

Blog 4: Describe the work team at your placement. Is there a visible hierarchy? Are responsibilities fixed or flexible? Is there much (behavioral and spatial) distance between the different hierarchical levels? How would you describe the power relations within the organization? How are interns treated? How are you, in particular, treated by others? Do you feel respected and valued? Do the attitudes and hierarchies within the organization match your expectations, or did you expect otherwise? What might explain these behavioral and/or spatial distances? Are gender and age relevant to understanding certain hierarchies and attitudes within the company?

Blog 5: Do you feel like an insider, outsider, or hybrid at your placement site? What shapes your perception of this? How much of this is related to language? Do you find it difficult to be yourself in Spanish? If so, in what ways? How does language relate to self-confidence, self-image and status? Are you proficient enough in the language to do your work well? Are you able to interact effectively in informal situations within the workplace? Apart from language, what cultural codes shape your insider/outsider status?

Blog 6: Describe your evolution as a study abroad student in Spain. What have you gained most from the overall experience? What have you gained most from your placement? What have you found most gratifying? What might you have done differently? What are your feelings about leaving Spain? Do you have any regrets? In what ways do you view Spain and Madrid differently from when you arrived? What does this say about you as an individual? How might your study abroad experience shape your future? Could you ever imagine yourself living abroad in the future? Might what you have learned in Spain and Madrid be transferable to another place?

Oral Presentations
Students will make two PowerPoint presentations on their placement experiences (Wednesday, February 27th and Wednesday, April 10th). These should be five minutes (plus time for questions). The presentations will be graded in accordance with the Oral
Presentation rubric, located in the Resources section of NYU Classes (nyu.edu/its/classes).

Students should send their presentations to jasonxidias@nyu.edu by the close of Tuesday, February 26th and Tuesday, April 9th.

**Final Project Proposal**

Students will submit a one-page final project proposal to jasonxidias@nyu.edu by the close of Wednesday, February 27th. It should be in Word format (Times New Roman, 12-font, 1.5-spaced), and should be labeled EXLII_OUTLINE_FIRST AND LAST NAME. Students will discuss this in individual meetings with their instructor on Wednesday, March 13th.

**Final Project**

The final project should be 5-7 pages (1500-2000 words), or the equivalent in another medium, and should include a combination of primary research and secondary sources (a minimum of five books and/or journal articles). This should build on the students' placement and act as a capstone to the year-long process of place-based experiential learning. The final project should also, in some way, relate to the broader global context in which we live. It will be graded in accordance with the Final Project Rubric, located in the Resources section of NYU Classes (nyu.edu/its/classes).

Please submit the final project in Word format (12-font, Times New Roman, double-spaced) to jasonxidias@nyu.edu by the close of Friday, May 10th. It should be labeled EXLII_FINAL PROJECT_FIRST AND LAST NAME.

**Final Project Presentation**

Students will present their final projects on Wednesday, May 8th. The PowerPoint should be five minutes (plus time for questions).

Students should send their presentations to jasonxidias@nyu.edu by the close of Tuesday, May 7th. These will be graded in accordance with the Final Presentation Rubric, located in the Resources section of NYU Classes (nyu.edu/its/classes).

**Grading of Assignments**

The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
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<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Blogs</td>
<td>20%</td>
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<tr>
<td>Blog Presentations</td>
<td>20%</td>
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<tr>
<td>Final Project</td>
<td>30%</td>
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<tr>
<td>Final Project Presentation</td>
<td>10%</td>
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This course is pass/fail. In order to pass the course, students must receive a passing grade in each area above and a passing grade overall. In addition, students must maintain regular attendance at their placement.

## Course Schedule

### Topics and Assignments

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<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td></td>
<td>Further reflections on Experiential Learning</td>
<td>Blog 1 is due by the close of today.</td>
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<td><strong>Class 2</strong>, Wednesday, February 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Further reflections on the concept of Place</td>
<td>Required Reading</td>
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<td>Blog 2 is due by the close of today.</td>
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<td><strong>Class 3</strong>, Wednesday, February 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Student Presentations: Placement Site and Responsibilities</td>
<td>Students will give a five-minute PowerPoint presentation (plus time for questions) about their placement site and responsibilities. This will include an overview of the organization and its structure, mission, and strategy. The presentation should also discuss the domestic and, if applicable, international context in which it operates.</td>
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<td>Week/Date</td>
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<td>Reading</td>
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<td>Blog 3 is due by the close of today.</td>
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<td>One-page final project proposal due by the close of today. This should be in Word format (Times New Roman, 12-font, 1.5-spaced), and should be labeled EXLII_OUTLINE_FIRST AND LAST NAME. Students will discuss this in individual meetings with their instructor on Wednesday, March 13th (Class 4).</td>
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<td>Class 4, Wednesday, March 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Individual Meetings (Schedule TBA)</td>
<td>Blog 4 is due by the close of today.</td>
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<td>Blog 5 is due by the close of today.</td>
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<td>Session 6, Wednesday, April 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Student Presentations: Cultural and Workplace Differences</td>
<td>Students will give a five-minute presentation (plus time for questions) on the most satisfying elements and biggest challenges thus far at their placement site. Students will also discuss the most important cultural and business differences they have observed.</td>
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<td>Blog 6 is due by the close of today.</td>
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<td>Session 7, Wednesday, May 8th</td>
<td>Final Project Presentation and Discussion</td>
<td>Students will give a five-minute PowerPoint presentation of their final project (plus time for questions). This will consist of the research question, methodology, and findings.</td>
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**Required Co-Curricular Activities**
None.

**Suggested Co-Curricular Activities**

Professor Isabel Cadenas Cañón. Feminist Mobilizations in Contemporary Spain: Towards the 8-M Strike. Monday, February 18, 2:30-3:30, Sala de Actos.

Professor Aída Bueno. Las formas del prejuicio, el racismo y la xenofobia: la cultura española como contexto. Wednesday, February 20, 2:00-3:00, Sala de Actos.

Professor Lee Douglas. The Valley of the Fallen: The Politics of Remembering Violence in Contemporary Spain. Wednesday, March 27, 2:30-3:30, Sala de Actos.

**Course Materials**

**Required Textbooks & Materials in Print Form**
There are no required textbooks in print form.

**Required Textbooks & Materials in NYU Classes**
All journal articles for the course can be found in the Resources folder of [NYU Classes](nyu.edu/its/classes). All book chapters can be found in the [Bobst Library](library.nyu.edu).


**Optional Textbooks & Materials**
Thomas, Gary. *How To Do Your Research Project*. London: Sage, 2013 (There is a copy of this book at the NYU Madrid library.).

**Resources**

- **Access your course materials:** [NYU Classes](nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](nyu.edu/it/servicedesk)

**Course Policies**

**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 be penalized with a two percent deduction from the student’s final course grade for every week’s worth of classes missed. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in harsher penalties including failure.

Unexcused absences affect students’ grades: In classes meeting once a week, a 2% deduction from the student’s final course grade occurs on the occasion of an unexcused absence. The same applies to required co-curricular activities.

Absences are excused only for illness, religious observance, and emergencies.

**Illness:** For a single absence, students may be required to provide a doctor’s note, at the discretion of the Assistant Directors of Academics. In the case of two consecutive absences, students must provide a doctor’s note. Exams, quizzes, and presentations will not be made up without a doctor’s note.

**Religious Observance:** Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their instructor and the Academic Office in writing via email one week in advance before being absent for this purpose. If exams, quizzes, and presentations are scheduled on a holiday a student will observe, the Assistant Directors, in coordination with the instructor, will reschedule them.
Please note: if you are unable to attend class, you are required to email your professors directly and notify them.

Late Submission of Work
One letter grade per day is deducted for late written assignments. Oral presentations can only be made up if a student has an excused absence.

Academic Honesty/Plagiarism
At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community.

Plagiarism: presenting others' work without adequate acknowledgement of its source, as though it were one’s own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:

- a sequence of words incorporated without quotation marks
- an unacknowledged passage paraphrased from another's work
- the use of ideas, sound recordings, computer data or images created by others as though it were one’s own
- submitting evaluations of group members’ work for an assigned group project which misrepresent the work that was performed by another group member
- altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.
- using language translation software.

For further information, students are encouraged to check NYU Policies and Guidelines on Academic Integrity (about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html).

Disability Disclosure Statement
Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. For more information, see Study Away and Disability (https://www.nyu.edu/students/communities-and-groups/students-with-disabilities/study-away.html)