EXPERIENTIAL LEARNING II

Class code: EXLII-UF 9302.001

Instructor Details
Instructor: Carolina Fernández Castrillo, PhD
Email: cf98@nyu.edu
Office Hours: Wednesdays 11.00-11.30 am.

Class Details
Class will meet seven times during the semester; once per week every other week. Alternate Wednesdays: 9:30-10:50 am.

Prerequisites
Open only to GLS Juniors.

Class Description
The second semester of Experiential Learning is a two-credit, Pass/Fail course designed to complement the community placement by exploring different aspects of this experience through observation and research in order to produce reflective essays and creative audiovisual outputs. Therefore, the seminars serve as a bridge between theory and practice to understand how the internship connects to broader academic and professional contexts within a global scale.

Special attention will be paid to the impact of new technologies on our societies and the innovative processes developed in Spain (especially related to Madrid). The use of case studies from several areas (economics, politics, education, culture, media, etc.) will help to illustrate the current situation and future directions. The success of the course will depend on the capacity of students to integrate their own experiences in an interdisciplinary, international and transhistorical overview.

Desired Outcomes

● Apply a methodological approach from the concentration to a project. [A]

● Demonstrate the ability to transfer place-based learning into new contexts. Seeks out and completes experiential learning project(s) (internship) in a professional setting. [A, D, P]

● Build a personal network of resources and contacts to support junior year Experiential Learning projects. [A, D, P]

● Apply observational skills to develop a nuanced understanding of their own preferences and experiences regarding place. [A, D]
• Develop a self-conscious understanding of place as contingent product of historical processes, not essential expressions of inalterable national or regional character by engaging in specific cultural/social practices of the site. [A, D]

• Use language to engage in study and experiential learning at study away site. [A, D, P]

• Understand that formal classroom and informal learning are part of a continuum. Use travel as a means of participatory learning. [A, D]

A = Academic Goal  D = Developmental Goal  P = Professional Goal

1) Punctuality and individual participation in class (20%)

Each student will be responsible for presenting a reading and leading class discussion; other students will be asked to respond to the presenter connecting course material to their placement experiences and their own personal and professional goals.

All assigned readings must be completed before each session. The less students are familiar with the topic, the more it is suggested to read them in advance to prepare the discussion in class.

Participation is graded using the criteria below. The average level of participation should satisfy the criteria for a “B” ¹.

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<th>Grade</th>
<th>Criteria</th>
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<tr>
<td>(D)</td>
<td>Absent.</td>
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| (C+)  | Present, not disruptive.  
|       | Tries to respond when called on but does not offer much.  
|       | Demonstrates very infrequent involvement in discussion.  |
| (B-)  | Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them.  
|       | Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class).  
|       | Does not offer to contribute to discussion, but contributes to a moderate degree when called on.  
|       | Demonstrates sporadic involvement.  |
| (B/B+) | Demonstrates good preparation: knows reading facts well, has thought through implications of them.  
|       | Offers interpretations and analysis of reading material (more than just facts) to class.  
|       | Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
|       | Demonstrates consistent ongoing involvement.  |

2) Reflection Papers (20%)  

Reflection Papers should be uploaded via NYU Classes (assignment statements, other instructions and feedbacks will be provided via this platform). There will be three assignments throughout the semester (500-750 words + visual material).  

Students receive a grade and a written comment on each assignment within one week of its submission.

See evaluation criteria below 3).

3) Final Project (30%)  

Each student will write a paper of 5-7 pages (1,500-2,000 words, bibliography not included) that will involve the use of secondary sources. This contribution must focus on the particularities of the local culture and the co-presence of universalizing tendencies from a glocal approach. The overmentioned impact of new technologies in Spanish society is another key concept to take into account from a crossdisciplinary position.

The final project builds directly on the community placement and acts as a capstone to the student’s year-long process of place-based experiential learning. The topic for the essay is determined by the student in consultation with the instructor.

It should concern an issue or phenomenon relating closely an aspect of the student’s site experience, and should thus be distinct from the JIRS project.

Suggested Subject Areas:

- Media and Culture
- Business and Economics
- Politics and Advocacy
- Social Services

Terms to interrogate:

- Authenticity
- Experience (also daily v special experience)
- Culture/cultural
4) Presentation (30%)

Each student will be assigned 5 minutes of the last class session for the presentation and then, there will be introduced some questions to help us begin and focus our discussion in order to draw out their significance and connections to other issues.

The presentation consists of an original selection of audiovisual material related to the final project topic. It will be made by choosing pre-existing media sources + pictures/images/audios recorded by the student in Madrid/placement.

The main task in the first part of the presentation is to summarize and illustrate the most important points of the final project. Finally, there will be introduced some questions to help us begin and focus our discussion in order to draw out their significance and connections to other issues. It is recommended to make the presentation as dynamic and appealing as possible, making use of illustrative audiovisual material.
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<th>Grade</th>
<th>Comments</th>
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| C+    | - The presentation lacks organization and coherence.  
- Discussion questions lack pertinence.  
- Fails to provide an analysis of the significance of readings. |
| B-    | - Adequate understanding of some of the points conveyed by the readings.  
- Lacks connections to other class materials.  
- Fails to distinguish between more and less important aspects. |
| B/B+  | - Solid understanding of the most important facts and arguments presented in the readings.  
- Makes effective links to class discussions.  
- Goes beyond the readings by engaging in some analysis, synthesis, and/or evaluation of the author’s claims.  
- The presentation style is engaging and lively.  
- Audio-visual support materials are used effectively.  
- Discussion questions go to the heart of the issues raised by the readings and are designed to provoke thought and discussion. |
| A-/A  | - Excellent synthesis and illustration of the ideas presented in the readings to demonstrate a sophisticated understanding of their implications.  
- The analysis is lucid and incisive.  
- The presentation is lively, focused, and coherent, giving the class fresh insight into the issues discussed.  
- Discussion questions are carefully calibrated for further student’s understanding of key aspects of the readings and stimulate fruitful discussion. |

Please note: Failure to submit or fulfill any required course component will result in failure of the class, regardless of grades achieved in other assignments.

Grading Policy

Statement on Provisions to 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.

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see Study Away and Disability.

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 the first unexcused absence.

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.

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**Late Submission of Work**

Assignments must be submitted on time, unless you have received an explicit extension. In that case, the work may receive a grade reduction at the sole discretion of the instructor.

Any late submission without an agreed extension fails and is given a zero.

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**Plagiarism Policy**

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

Required Text(s) in Print

- Baudelaire, Charles (1868): “À une passante (To a Passerby)” (English version) in Les Fleurs du Mal (Flowers of Evil).
- Shaw, Jeffrey (1992): “Modalities of Interactivity and Virtuality” in Randall Packer and Ken Jordan, Multimedia: from Wagner to Virtual Reality, New
Optional Readings:


Session 1
February 1st

INTRODUCTION: LIFE AS A CYCLE OF EXPERIENCE

Contents:

- Welcome and Course Introduction: Presentation of the aims and expectations for this course regarding contents, assignments and grading.

- The Notion of “Experience”: Etymology, origins, evolution and current status.

- From Experience to Experiential Learning: Challenges, contradictions and possibilities beyond learning by doing.

Assignment*: (DL: February 1st, during class time)

- Film viewing and discussion: It is required to watch the film Captain Fantastic (2016) before the first class. It is available on DVD in the library.
Readings:


  - Chapter 2: Headwaters: From Experience to Experiential Education. 12-26.

* Assignment statements, other instructions and feedbacks will be provided via NYU Classes all over the course.

Session 2
February 15th

HERE AND NOW: FROM MODERNITY TO GLOCALIZATION

Contents:

- The Shock of Modernity: The origins of “mass society” in the late 19th century in Europe, the heroism of modern life and the role of the flâneur.


- Global Village and new media: From Globalization to Glocalization.

Assignment:

- Abstract Final Paper: (DL: February 12th, 11.55 pm.)

  Students submit a short (1 page) proposal and receive feedback from the instructor before having their topic approved. Students with a sufficient command of the site language are encouraged to integrate sources in that language along with those in English.

Readings:

- Baudelaire, Charles (1868): “À une passante (To a Passerby)” (English version) in Les Fleurs du Mal (Flowers of Evil).

Optional Readings:

CIVIC ENGAGEMENT: TOWARDS A PARTICIPATORY SOCIETY

Contents:

- Cosmopolitanism and Community Belonging: Evolution of the relation between heritage, individual memory, public memory and society. The creation of individual and communal meaning in response to the intersections of local, regional, national, and global institutions, forces, and events.

- Web 2.0, Civic Engagement: Citizenship participation across online networks and the impact of innovations in technology in civic life.

- Cyberactivism: New ways for the conceptualization of relationships between the collective imagination of the community and real life to generate political pressure.

Assignment:

- Reflection Paper: (DL: February 26th, 11.55 pm.)

Readings:


Optional Readings:

Session 4
March 15th

SOCIAL NETWORKING: ENTREPRENEURSHIP AND POWER RELATIONS

Contents:

- **Digital Entrepreneurship**: The socioeconomic impact of marketing strategies based on the potential impact of crowdsourcing processes.

- **Social Impact**: Renegotiation of power relationships between content producers, advertisers and consumers in emerging markets and the enterprise world.

Assignment:

- **Reflection Paper**: (DL: March 12th, 11.55 pm.)

Readings:


Optional Readings:


Session 5
March 29th

EXPERIENTIAL ART: IMMERSION AND INTERACTION

Contents:

- **The Avant-Garde Legacy**: The Construction of Experience.

- **Immersion and Interaction in Media Arts**: Cases of study and artists.

Assignment:

- **Reflection Paper**: (DL: March 26th, 11.55 pm.)

Readings:


Optional Readings:


BUILDING A DIGITAL CULTURE: LEGAL CHALLENGES AND PRACTICES

Contents:

- Internet Regulation and Governance: Policy issues on global Internet regulation, institutions and processes for global and local governance.

- Copyright and Copyleft: Intellectual property rights on content creation, access and distribution.

- User Privacy Rights: Risks and Opportunities of User Generated Content.

Assignment:

- Final Presentation: (DL: April 16th, 11.55 pm.)

Readings:


Optional Readings:

CONCLUSIONS: BEYOND A MERE EXPERIENCE

Contents:

- **Conclusions**: Personal development, fields of application and ideas for innovation.

- **Final presentations**: Presentation + discussion.

Assignment:

- **Final Paper**: (DL: May 7th, 11.55 pm.)

Classroom Etiquette

Please do not use computers or other devices except for directly class-related purposes.

Required Co-curricular Activities

Suggested Co-curricular Activities

Students should include different aspects of their experience in Madrid, Spain and Europe in their observations and reflections: travels, trips to work and school, interaction with co-workers or people they meet and try to contrast different points of view about life, work, expectations, politics, etc. It is suggested to keep a journal and regard pictures and videos as part of that. It can be very useful for posts, presentations and class discussions.