



Internship Seminar and Fieldwork

Class code

NODEP-UA 9982004 or INDIV-UG 9350001

Instructor Details

Anna LESNE
anna.lesne@nyu.edu
Office hours: Monday 2-4pm, Tuesday, 11am-2pm

Class Details

Internship Seminar
Meeting time: Monday 6:30-8pm
Location: TBC

Prerequisites

Enrollment by permission only. Application required.

Class Description

This course will be the academic component of your internship experience. You will use the seminar to reflect critically and analytically on your internship as a way to further your academic goals. You will be asked to evaluate various aspects of your internship site, including but not limited to its mission, approach, policies, and the local, regional and international contexts in which it operates. You will also be asked to reflect critically on the state of the contemporary workplace (in the U.S. and abroad) and on ourselves as workers. You will be graded on the academic work produced in this course.

Desired Outcomes

- Students will be able to articulate, apply, and analyze their internship site, including its mission, structure, policies, and local, regional and international contexts in which it operates.
- Students will explore career options and reflect upon their academic and professional aspirations.
- Students will be able to use theoretical constructs to view organizations and better understand and evaluate the complex nature of the workplace in the U.S. and abroad.
- Students will gain self-understanding, self-confidence, and interpersonal skills regarding academic and career trajectories.
- Students will complete academic assignments that encourage critical evaluation of the internship experience to better understand their intellectual and professional goals.

Assessment Components

-Attendance and Participation (20%): As this course is taught as a seminar, your active, informed, and thoughtful class discussion is expected. All assigned readings must be completed before the date for which it is assigned; please come to class ready to participate in the discussion. The success of this course is dependent upon students' preparedness to engage with the course material, ability to connect course material to their internship experiences and their own personal and professional goals. In other words, the success of this course depends on you.

-Classes Postings (20%): Students are expected to post a 150–250 word response to the week's readings and their internship experience. Prompts are provided on NYU Classes and responses are uploaded to NYU Classes before class.

-Reflection Papers (20%): There will be two, three-page (750 words) reflection papers throughout the semester. The first paper will focus on your organization's mission, purpose, culture, and environment (Due February 20th, uploaded to NYU Classes). The second paper will focus on research questions related to your internship; these questions will guide the research and writing of your final paper (Due March 7th, uploaded to NYU Classes).

-Final Paper and Presentation (40%): At the conclusion of the semester, students are expected to write a six to eight page (1500-2000 word) paper through the lens of the issues presented in this course and complemented by specific research questions (Paper due on May 6th, uploaded to NYU Classes). Students will develop a research question related to their internship site and using the tools/lenses of the semester with outside resources, will analyze and study one specific aspect of their internship site. We will discuss this assignment thoroughly in class. Each student will be expected to give a related presentation at the end of the semester (sessions 13 and 14). The final paper and presentation count for a combined 40% of the seminar grade.

Fieldwork Evaluation and Grading: Fieldwork is graded pass/fail. Students need to complete their internship hours, submit learning outcomes and goals, as well as sign and uphold internship honor code.

REQUIRED CO-CURRICULAR ACTIVITIES:

Students will fulfill course requirements through reflection and analysis on the learning opportunities presented by their community placements in Paris.

Grade conversion

A	=	16	Félicitations
A-	=	15	Excellent
B+	=	14	Très bien
B	=	13	Bien
B-	=	12	Encourageant/Assez bien
C+	=	11	Moyen plus
C	=	10	Moyen
C-	=	9	Passable
D+	=	8	
D	=	7	
D-	=	6	

Attendance Policy

Here is NYU's Attendance Policy for students studying away at a Global Academic Center :

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 affect students' semester grades. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

Beginning Fall 2014, at all Global Academic Centers, unexcused absences will be penalized with a two percent deduction from the student's final course grade¹.

Other guidelines specific to NYU Paris include:

- Attendance to class and all course-related events, even outside of regularly scheduled course times, is expected and mandatory. Some class outings/make-up classes take place on Fridays
- Under no circumstances will non-University-related travel constitute an excused absence from class. DO NOT book travel until you have received and carefully studied the syllabus of each of your classes.
- If you are not sick enough to go to the doctor, you are well enough to go to class. Doctor's notes will be expected for all medical-related absences.
- No tests, quizzes, or exams will be made up. A missed test, quiz, or exam will result in a zero. Questions about this policy should be directed to the Academic Affairs team, not your professor.

Plagiarism Policy

New York University in Paris, as an academic community, is committed to free and open inquiry, to creating an intellectual and social environment that promotes this, and to upholding the highest standards of personal and academic integrity.

All NYUP students have the responsibility to uphold these stated objectives. As a member of this community, you accept the responsibility for upholding and maintaining these standards, which include refraining from all forms of plagiarism and cheating as detailed below.

Cases of plagiarism at NYUParis will be brought to the attention of NYUParis academic administration as well as the implicated student's home school Dean.

PLAGIARISM: a form of fraud, presenting someone else's work as though it were your own²

- A sequence of words from another writer who you have not quoted and referenced in footnotes³
- A paraphrased passage from another writer's work that you have not cited.
- Facts or ideas gathered and reported by someone else⁴
- Another student's work that you claim as your own

¹ NYU's "Policies and procedures for students studying away at a Global Academic Center"

² NYU's Expository Writing Department's [Statement on Plagiarism](#)

³ NYU [Statement on Plagiarism](#)

⁴ NYU [Statement on Plagiarism](#)

- A paper that is purchased or “researched” for money
- A paper that is downloaded free of charge from the Internet

CHEATING

- Copying from another student’s exam or quiz
- Giving or receiving unauthorized assistance (crib sheets, internet, etc.) during an exam or quiz
- Having someone take your exam
- Accessing an exam or quiz in an unauthorized fashion prior to its administration
- Collaborating with other students or unauthorized persons on a take home exam
- Using the same written material for two courses without the express permission of both instructors
- Fabricating or falsifying data

Classroom Etiquette

- No eating in class.
- No cell phones in class.
- No laptop computers in class unless permission is expressly given by your professors.
- Leaving class to go to the bathroom or yawning in class is considered rude in France.

Session 1

Introduction

January 18

- Overview of the syllabus: program, readings and assignments
- Learning from your placement and from the seminar
- A presentation of Paris region economy

Session 2

Anglo-American perspectives on French people at work

January 25

- On strike, or enjoying the good life with long vacation, short work weeks, long breaks... images that could appear at odds with France high labor productivity, and fairly low unionization rate. So what’s myth, what’s reality? We’ll examine Cadillac’s “poolside” commercial and recent Anglophone press coverage on French labor laws and economy, and pay attention to one of their characteristics: a dimension of value conflict and rivalry, also obvious in French perspectives on Americans at work.
- Different visions of work ethic?

Tasks for this session:

1. Pick one article in the media, or blog post, or other web page relevant for this theme (bring it to class)
2. Browse through the OECD’s (Organisation for Economic Co-operation and Development) website and check their “Better Life Index”; find out how France and the US compare for “Income”, “Jobs” and “Work-life balance”. Take notes that you can use for class discussion.
3. Post a 150–250 word comment on your findings (NYU Classes, due Jan. 25th before class)

Session 3

Work in France: job market, employment and labor laws

February 1

Week 1 at placement

- Brief historical perspective: unions, great strikes, “Code du travail” and “conventions collectives”
- Rapid overview of the laws on working time and leave; benefits and social protection; new challenges: growing precarity and youth unemployment; Loi Macron
- Legal framework for internships in France

Task: Send me by email before class on February 1 your placement information form, including a summary of the research you have done on the organization you work for. A short extension is possible if you can’t answer all the questions, but the research must be done prior to the start of your placement.

Session 4

No class. Individual meetings on appointment

February 8

Week 2 at placement

One-on-one discussion on your placement in relation to your academic interests, and resources
This week’s reading: H. Sweitzer & Mary King, *The Successful Internship: Personal, Professional, and Civic Development*, Wadsworth Publishing, 2008 (available at NYUP library).
 Read the paragraphs and chapters that you feel are the most useful to you (minimum: 20 pages). Write a comment on why you chose this particular section(s) and what you learned from it. You will present your reading in class (session 5). Post expected between Feb. 8th and 13th, uploaded to NYU Classes (please

indicate which pages you read).

Session 5

Group discussion on your experience as an intern

February 15

-Level of autonomy and guidance, interest of tasks, communication with supervisor, workload and time management... Challenges and ways to solve problems.

-Hard and soft skills

-Implicit and explicit codes; tacit knowledge

-Learning styles

-Atmosphere, emotions and feelings at the workplace

Week 3 at placement

First reflection paper (3 pages / 750 words): Analyze your organization's mission, purpose, and environment. Due on Saturday, February the 20th, uploaded to NYU Classes.

Session 6

Working abroad, speaking a foreign language at work: an analysis of your experience

February 22

-Being yourself in a foreign language; language proficiency, status and self-image; shaken confidence, gain in self-confidence, or both?

-Language and processes of inclusion and exclusion in the workplace

-Translation and cultural translation

-The status of English at work

-Why are the French (said to be) so sensitive to linguistic issues?

Week 4 at placement

Reading: D. Lønsmann, "Linguistic Diversity in the International Workplace: Language Ideologies and Processes of Exclusion." *Multilingua*, 33:1-2, 2014, 89-116. Available on NYU Classes.

Post a comment on your reading and how it relates to your own experience (due Feb. 22 before class).

Session 7

Work culture, behaviors and values at your internship sites

February 29

-Further decode your internship sites: analyze the space, the power relations, the atmosphere, the "language"...

-Is there such a thing as a "French workplace culture"?

-The "start-up culture" and its possible influence in your workplace

Many of you work in start-ups or in small companies in the creative industries, where levels of formality, hierarchy, codes and interpersonal relationships may differ from those experienced in certain other sectors or in bigger and/or older companies.

Week 5 at placement
Midterm Week

Task: post on the culture at your site: reading TBC (dependent on your placement).

Session 8

Aspects of the new economy in Paris: visit of Numa

March 7

-La French Tech, The Paris region Lab incubators and other programs supported by the State and local governments

-Visit of Numa, the "Parisian temple for digital innovation", opened in November 2013 (co-working, start-up acceleration, community outreach and open innovation programs)

Week 6 at placement

Second reflection paper: Reflect on the most interesting aspect(s) of your internship so far. Relate this aspect to an academic or personal interest, see the linkages between classroom learning (Internship Seminar and other classes) and learning in a professional setting. Propose one or several research questions that could help you develop and enhance this new knowledge. Due on March 7 before class, uploaded to NYU Classes

Session 9

Paris art scene: guest speaker

March 14

-Paris place in the global art world: museums, art galleries and other institutions; the FIAC

-Paris vs the banlieue: two contrasted art scenes?

-Paris, center of the arts in France: the current process of metropolitanization versus the former process of decentralization

Week 7 at placement

Reading: S.W. Sawyer & M. Rouet, "Paris: A Process of Metropolitanization", in Anheier & Isar, *Cities, Cultural Policy and Governance*, Sage Publications, 2012, 265-272.

Session 10**A world without borders? Beyond language differences, the challenge of differing sets of laws and legal systems. Guest speaker**

March 21

Guest speaker: a lawyer from Gide, one of the leading international law firms (TBC)

*Week 8 at placement*Reading: J. Dainow, "The Civil Law and the Common Law: Some Points of Comparison", *The American Journal of Comparative Law*, vol. 15, n°3, 1966-7, p.419-435.**Session 11****Corporate France: the business district of La Défense. Walking tour**

March 29

(replaces March 28, which is a holiday)

Main highlights: architecture and art works; the particular atmosphere in Europe's largest purpose-built business district; facts and figures on corporations present in La Défense; Le Grand Paris

Depending on your academic interests, choose one among the following readings (TBC), post a comment on your reading (due before class):-L. Sklair, "Iconic architecture in globalizing cities", *International Critical Thought*, 2:3, 2012, 349-361.-C. Crouch & P. Le Galès, "Cities as national champions?", *Journal of European Public Policy*, 19:3, 2012, 405-419.

-Le Grand Paris: TBC

Session 12**Inequalities in employment**

April 4

-Inequalities in France: brief historical perspective

-Gender, ethnic and other inequalities in the workplace; "égalité des chances", "discrimination positive", "parité"; new law on sexual harassment

-Discussion: diversity in your workplace

Readings (TBC):-G. Allwood and K. Wadia, *Gender and policy in France*, Basingstoke/New York, Palgrave Macmillan, 2009, p.18-29 (workplace) and 60-70 (political life) (available online through NYU library).-I.P.A. Fofana, "Black, Blanc, Beur", in *Harvard International Review*, Oct. 26, 2009 (Web). (TBC)**Session 13****The Welfare State and social work in France: guest speaker**

April 11

Guest speaker: Emmanuel Jovelin (TBC)

Reading: E. Jovelin and E. Tully, "Social Protection and Social Work in France", in A. Adams, P. Erath, S. Shardlow (éd.), *Fundamentals of Social Work in Selected European Countries, Historical and political context, present theory, practice, perspectives*, Russell House Publishing, Dorset, 2000, p.37-48.**Session 14****Students' presentations**

May 2

Session 15**Wrap-up session (6:45-7:30pm)**

May 9

*Exam Week***Your Instructor**

This is my third year teaching at NYU Paris and I am also a researcher at the Institut d'Ethnologie Méditerranéenne, Européenne et Comparative in Aix-en-Provence (anthropology). Before that, I worked as a journalist in Paris for five years and taught at Tufts University, the University of Aberdeen and the Centre Parisien d'Etudes Critiques. I got a MA in Comparative Literature from the Sorbonne and a PhD in Anthropology from the University of Provence. I worked on identity discourses in the French Caribbean, and analyzed contemporary literature in particular. My current research interests include the writer and ethnographer Michel Leiris, the globalization of the French Enlightenment in the Caribbean, cross-disciplinary approaches to literary works and practices (literature and anthropology), and the anthropology of organizations. I have published mainly in French scientific journals (*Ethnologie Française*, *L'Homme*, *Cahiers de littérature orale*), and have a book forthcoming.