Experiential Learning

Course Number
EXL-UF 9302 - F01

Instruction Mode:
In-person

Brightspace course site
https://brightspace.nyu.edu/d2l/home/164485

Spring 2022

Syllabus last updated on: 31 January 2022

Lecturer Contact Information
Lisa Cesarani
Villa Ulivi - NYU Florence
Office Hours by Appointment Online or In Person

Prerequisites
Students are enrolled in Global Liberal Studies and have completed City as Text or Culture of the City

Units earned
2

Course Details
● Wednesday 9:30am to 11:30am on Feb. 9, Feb. 23, March 9, March 23, April 6, April 20, May 4, Final Presentation May 11.

● All times are Central European Time (CET) Please note that there is a gap in when Daylight Savings Time (DST) begins in Europe and the U.S. In the U.S., DST begins on Sunday, 13 March 2022 when clocks will be set 1 hour forward. In Europe, DST begins Sunday, 27 March 2022.

● Location: Rooms will be posted in Albert before your first class.

● Remote Participants: Your instructor will provide you with the Zoom link via NYU Brightspace.

● COVID-related details: In the interest of protecting the NYU Florence community, we are closely following CDC guidance around COVID-19 and adjusting our
recommendations and policies accordingly. Your health and well-being is our top priority.

Course Description

Last semester, with Professor Duni in Culture of the City you spent a good part of your class time trying to get to know Florence specifically and Italy in general.

This semester we will use, as a guiding metaphor, *The Interpreter*. One way we will examine the role of the interpreter is to look at acts of translation. This may be in the form of readings, films, songs, or art. You will be asked to translate, interpret, transpose and transcribe what you see, hear, taste and smell. There is movement between and across cultures and countries; we are constantly trying to understand the signs, symbols, sights and sounds we encounter. We use our current and past knowledge and experience to understand the world around us. It is important to recognize that we all are using a lens to read and understand the world. This semester you are asked to recognize or identify your lens, observe and report on what you see and experience in order to create your Global Story.

This course is two-credits and Pass/Fail. The focus is primarily on the experiential learning placement or independent project; with the guidance of the EXL instructor, students will be introduced to a series of texts in order to independently reflect on and formulate concepts relating directly to their community placement or independent project (normally, an internship or volunteer opportunity, but could also be a specific research project). The experiential learning placement or independent research, which the student actively participates in, falls within the area defined by the student’s GLS concentration and, as much as possible, relates to their individual academic interests.

Course Objectives

By the end of the semester, students in EXL will:

- Learn the conventions of self-presentation and conduct expected for their placement or guided research project 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 or guided research 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 or research to an aspect of the global field with which it is associated (e.g., broadcast media, micro-finance, refugee services, cultural education, historical or sociological inquiry, etc.).

Assessment Components

This course is graded Pass/Fail

You are expected to attend class in person or remote synchronously when health related circumstances prevent you from being in person. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.
• Course Engagement and Participation: 10%
• Weekly Journal about your placement experience (minimum 10 entries): 10%
• 3 Short Written Assignments: 40% total divided as follows -
  ○ One 1 page (500 words) response paper about 2022 Sanremo artist and/or song (10%)
  ○ One 1 page (500 words) response paper on any topic covered in class of your choosing for suggestions see the PRPTs listed for each week (10%)
  ○ One 2-3 page (1000-1500 words) response paper about your placement or guided research project (20%)
• Final Project: Telling Your Global Story (title from NYU Wasserman Ctr) 5-7pp or the equivalent (2500-3500 words) in a multimedia format: 30%
• Oral Presentation, telling your story of 8-10 minute length: 10%

All assignments must be uploaded to your individual student folder for this course in GDrive

Assessment Expectations:

Grade P: The student makes acceptable to excellent use of empirical and theoretical material and offers structured arguments regarding his/her/their work proposed topic of research. The student shows a good understanding of the problem(s) she/he/they has posited and has demonstrated the ability to formulate and execute a coherent research strategy grounded in a selected methodology. The student writes a comprehensive project proposal and executes a final project that shows strong evidence of critical thought and extensive reading. In addition, the student conducts themselves professionally at their on-site local placement (arrives on time, maintains a fixed schedule of hours, seeks feedback and guidance when needed from on site supervisor or faculty mentor) or maintains a consistent and productive guided research and carries out all course activities successfully.

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. The student does not respect the on-site placement schedule and does not successfully complete the assigned on site tasks

Attendance Policy: In order to keep each other safe, if you are not feeling well, we encourage you to remain in your residence and, if possible, attend class remotely. Please make sure to inform your professor in advance so that they can turn on Zoom. Remote attendance is counted as regular attendance. You will not be marked absent.

For a detailed explanation of the global attendance policy, see the NYU Florence Present vs. Absent Flowchart.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation.

The Global Attendance Policy is posted in the Academic Policies tab in Brightspace, on the NYU Florence Student Portal website, and is posted around campus.

After you have read and reviewed the policies, if there is anything that still needs further clarification or raises a question, please reach out to florence.academicsupport@nyu.edu.

Final Exams - Final Presentation
Final exams or in class final presentations must be done at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics
team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work
Please refer to Academic Policies in Brightspace.

Teaching & Learning Philosophy

My hope this semester is that you come to know that teaching and learning is reciprocal. It is an ongoing dialogue between teacher and student. Please be aware that the role of teacher and student are not as fixed as they may appear to be. When we enter into the classroom, both student and teacher bring their lived and learned experience. So, all this is to say, that I am not here to simply deliver information, but rather to create the conditions for us to engage in a discussion where we use our own critical and creative capacities to ask questions that may lead us to a deepened understanding of the socio-cultural context of Florence specifically and Italy in general. Perhaps this will provide each of us an even better sense of the place we call “home”. So, I encourage you to make connections between your own experiences or your previous knowledge, to ask questions that will animate our discussions and call us, myself included, to examine our beliefs. It’s a process; the metaphor of an interpreter or translator works well here. One who seeks to interpret or translate must first have some knowledge about more than one social and cultural context or language. One who closely examines the cultural and social production of people and place, and attempts to understand what they see or hear will gain deeper knowledge of the people of that place, and also of one’s self. Sometimes we are “lost in translation” or find ourselves struggling with the words or actions of others. The difficulties and gray areas may be many. Sometimes our translations are awkward or incomplete; other times they can be smooth or fluid. Sometimes we need to sort things out on our own and, sometimes we need the help of good company and diverse perspectives. This semester we are translating this socio-cultural context together in order to get a better sense of who and where we are. I look forward to parsing the words and deciphering the signs with each of you.

Required Text(s)

All readings are available online on the NYU Brightspace course site. Hard copies of some textbooks are available for consultation and semester-long loans in the Villa Ulivi Library. Please email florence.library@nyu.edu to reserve a copy. To request scans from books on reserve please fill out the Ulivi Library Book Scan Form.

Please purchase or borrow a copy of Carlo Collodi’s The Adventures of Pinocchio

Supplemental Text(s) (not required to purchase)
Suggested or supplemental readings can be found in the course Brightspace site

Additional Required Equipment
None

1 Sophia Coppola's 2003 Film title
Session 1 – Feb. 9
Welcome back! Let’s get started! Music is a Universal Language??
PRIOR TO OUR FIRST CLASS: Watch any one of the Sanremo evenings on Rai Play or go straight to the part of the Saremo website that lists “Artisti e Canzoni” Sanremo Music Festival Feb 1-5, 2022 – Please watch this via Raiplay.it you will need to create a free account in order to gain access. This is the better option given that the live broadcasts can be 4-5 hours long! It would be important to watch the 25 contestants and their songs in competition. Select one song or artist out of the 25 in competition and in a one page write up react to your choice. Why did you select it? Did the song or artist have a positive, negative, neutral effect on you? You could select the song or artist that intrigued you the most, or was the most surprising or most disappointing or that confused you.
Our first class will use the 72nd edition of Sanremo as a way to decode or translate Italian popular culture.
Possible Response Paper Topic (PRPT) write a response paper to how music is or is not “translatable” between cultures and countries.

Session 2- Feb 23
Discuss: Pinocchio – Transmutation, Transliteration, and Transformation, from a piece of wood to a real boy!
HW Read Collodi’s The Adventures of Pinocchio. This can be purchased in Italian or English (possible English translation by Anne Lawson Lucas or Nicolas Perella) Feltrinelli in Via Martelli and the Paperback Exchange in Via delle Oche have copies available. It can also be purchased on line at Amazon.it in Italian, in a Kindle version or in paperback in English or Italian
Possible Response Paper Topic (PRPT) watch the film by Garrone, Comencini, Benigni or Disney (all in the VU Library) and write a response paper that addresses the question, What does it mean to translate text to image or in the case of the Disney Pinocchio, what does it mean to translate a text cross-culturally?

Session 3-March 9
Discuss: What does Eco tell us about translation?
HW Read Umberto Eco’s Experiences in Translation pp 5-20 plus the two articles from the Wall Street Journal and The Guardian on translators, and the text by Tosi & Hunt on Alice and Pinocchio found in the lesson folder in BrightSpace
Possible Response Paper Topic (PRPT) write a response paper that uses The Adventures of Pinocchio as a case study for the observations that Umberto Eco sets forth in the sections that you read from Experiences in Translation

SPRING BREAK March 14-18, 2022

Session 4 – March 23
Discuss: Word on the street, what can we learn from Street Art?
HW During or after Spring Break please look for and take digital photos of street art you find. Select 1-3 photos to share and discuss together in class on March 23. Please document the country, city, and a brief description of the location. Please note what language any words are written in, what seems to be the material used to create the work. Note the surroundings; are there other works of street art nearby? Is it a high traffic or isolated location? Is it a large or
small work? Is it mostly words or mostly images or a combo of both? What is your reaction to the work?

Session 5- April 6

Discuss: Local, Global, Glocal - how do these terms affect our views regarding country and culture?

HW: Listen to the Reith Lecture podcasts by Kwame Anthony Appiah on Country and Culture, transcripts are posted along with a La Pietra Dialogue video, “Mistaken Identities” by Prof. Appiah these are all available in our BrightSpace Course Site

Possible Response Paper Topic (PRPT): Choose to listen to the BBC Reith podcast on Creed or Colour (found in our NYU Classes Resources folder) or choose to read the chapter on “Class” in Appiah’s book, The Lies that Bind: Rethinking Identity (available in the Villa Ulivi Library). Please note choose one of the podcasts or only the book chapter (not a combo of the three). Based upon your experiences this semester, in your opinion, does Globalization have a positive impact on our everyday lives? If you think it does, please give two examples of how we recognize it and see it working for the good in our daily lives. If you think it has a negative impact, give two examples and tell us what could be done to improve or change things? If your response is a mix of both negative and positive impacts, write what can be done to encourage the positive and minimize the negative impact of Globalization.

Individual Appointments to Discuss Response Paper on Your Placement or Guided Research - April 11-14 (by appointment)

Session 6- April 20

Discuss: Your Experiential Learning Placement, Let’s discuss. Use one or more of your Journal entries to share with the class regarding your placement experience.

HW REQUIRED: Response paper on your placement or guided research – Choose a setting or an object from your placement and take a photo of it. Describe in 2-3 pages how this image best illustrates a salient aspect of your placement. How would you use this image to help someone, who does not know you, understand better what you are experiencing at your placement this semester? DUE IN GDrive Folder by April 22

Session 7- May 4

Individual appointments: Each student will meet with the instructor and review their written outline/proposal for their final presentation “Telling My Global Story”

Session 8 – May 11

Final In-Class Presentations: Each student should have both a visual and spoken component to their presentation. This can be in the form of a slide show, video, or podcast with images. Each student will have 8-10 minutes to present their “Global Story”

IMPORTANT: All 3 response papers plus materials related to “Telling Your Global Story” must be uploaded and in your GDrive folder no later than May 16 at 5pm.

Suggested Co-Curricular Activities
TBA

Your Lecturer
Lisa Cesarani earned her PhD from the NYU Graduate School of Arts & Science in British and American Literature. She specialized in Antebellum American Literature. She has been researching connections between Italian and American children’s literature of the late 19th and
early 20th Century and has recently begun research on the image of Florence projected and perceived in art, cinema and literature. She has lived in Florence and worked as the NYU Florence Assistant Director of Academic Affairs since June of 2000. Her outside interests include, but are certainly not limited to, hiking, cooking, literature and film.

**Academic Honesty & Plagiarism**

As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU 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, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

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. 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 guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

- [NYU Academic Integrity Policies and Guidelines](#)
- [NYU Library Guides](#)

**Inclusivity Policies and Priorities**

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

**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 Office of Academic Support in writing via email 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](#)
Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the Pronouns and Name Pronunciation website.

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the Personalizing Zoom Display Names website.

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 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. Accommodations for this course are managed through NYU Florence.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University’s existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the Web Form (link)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- Local Telephone: 055 5007277