

F19 - Experiential Learning Seminar

NYU London: Fall 2019

Instructor Information

- Dr Jamie Woodcock
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Course Information

- Wednesday 6.30 – 9.30
 - room 106

Course Overview and Goals

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.

As the academic component of the internship experience, this course 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 and their internships and host organizations and to connect their internship experiences to past and present academic work. Students will be graded on the academic work produced in this course.

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

1. Students will be able to articulate, study, and analyze their internship site, including its mission, structure, policies, and local, regional and international contexts in which it operates.
2. Students will explore career options and reflect upon their academic and professional aspirations.
3. 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.
4. Students will gain self-understanding, self-confidence, and interpersonal skills regarding academic and career trajectories.
5. Students will complete academic assignments that encourage critical evaluation of the internship experience to better understand their intellectual and professional goals.

Course Requirements

Grading of Assignments

The grade for this course will be determined according to these assessment components:

Assignments/ Activities	Description of Assignment	% of Final Grade	Due
Attendance and Participation	As this course involves seminars, you are expected to attend and contribute. All assigned readings must be completed before the date for which it is assigned – please come to class ready to participate in the discussions.	10%	ongoing
Weekly Assignments	Students are expected to complete assignments for each class. Details are available on the syllabus.	50%	weekly
Research Presentation (10%)	Each student is expected to give a five-minute presentation related to their final research paper. Presentations should include time for Q&A from the audience. The presentations will take place in session 7.	10%	Session 7
Final Research Paper	<p>At the end of the semester, students are expected to write a ten to twelve page (3000 – 4,000 word) paper through the lens of the issues presented in this course and complemented by your research questions. The questions will be developed throughout the course and related to the internship. These will be discussed throughout the course. The research paper is due in week 15. The full details are available towards the end of the syllabus.</p> <p><u>GLOBAL PUBLIC HEALTH STUDENTS:</u> See the end of the syllabus for your specific research paper guidelines.</p> <p>Both the research proposal and the final research paper must be uploaded to NYU Classes.</p> <p>All written work will be submitted in 12 point Times New Roman font, double-spaced, with 1-inch margins.</p> <p>Failure to submit or fulfil any required course component results in failure of the class.</p>	30%	13th Dec, 5pm

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Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent	Description
A	Example: 93.5% and higher	Outstanding – work of exceptionally high quality. An ‘A’ is difficult to earn and requires substantial achievement above the norm. Even to be considered for an ‘A’, work must be polished, well presented, complete, on topic, and submitted on time. More importantly, beyond these base requirements, an ‘A’ signifies a degree of mastery of the topic or field being discussed, sophisticated analysis of materials, outstanding writing or presentation abilities, and a strong element of original thinking. Where applicable, sources will be used and documented with complete accuracy.
B	Example: 82.5% - 87.49%	Good – solid, substantial work, more than acceptable. A ‘B’ signifies good, solid work, above the norm. The work will show solid understanding of the assignment, good critical thinking, a sound grasp of the topic, and the promise of originality. The work must be polished, complete, and well presented and structured. Where applicable, sources will be well used and documented.
C	Example: 72.5% - 77.49%	Acceptable – adequate work, sufficient in meeting minimum standard. Work earning a ‘C’ may show a superficial response to the assignment, have a weak structure, omit important ideas or sources, be unclear in places, or lack a central idea to guide the work. It will show occasional insight and some understanding of the field or topic, and will meet minimum standards for the assignment.
D	Example: 62.5% - 67.49%	Inadequate – insufficient in meeting minimum standards, or incomplete. A ‘D’ will be awarded to work that does not demonstrate understanding of the assignment or of course materials, shows little evidence that the student has done the reading or necessary research, or struggles to communicate ideas effectively and clearly. The work is poorly presented and organized and lacks coherence.

Letter Grade	Percent	Description
F	Example: 59.99% and lower	Failing – an ‘F’ indicates that a student’s work does not demonstrate understanding of course materials, shows no evidence of having done the reading, and is extremely poorly written. The work is incomplete and/or incoherent, lacking any discernable plan or argument. Where applicable, source will be used and documented with no awareness at all of proper procedure. Plagiarized work will automatically receive an ‘F’ grade.

Course Materials

Required Textbooks & Materials

- [Fisher, Roger, William Ury, and Bruce Patton. *Getting to Yes: Negotiating Agreement Without Giving In*. 2nd ed. New York: Houghton Mifflin, 1991. Print. 1847940935.
- Bolton, Robert. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. New York: Simon & Schuster, Inc., 1986. Print. 9780671622480.

Optional Textbooks & Materials

- Robert, Henry M., Daniel H. Honemann, and Thomas J. Balch. *Robert’s Rules of Order Newly Revised in Brief*. Philadelphia: DeCapo, 2011. Print. 0306820196.

Resources

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

Course Schedule

Session/ Date	Topic	Reading	Assignment Due
Session 1: [Sept 9 th]	Introduction to Course	Strangleman, Tim. 'Sociological futures and the sociology of work.' Sociological Research Online. Volume 10, Issue 4. 2005. Online. Available at: http://www.socresonline.org.uk/10/4/strangleman.html Willis, Paul. 'Manifesto for Ethnography.' Cultural Studies ↔ Critical Methodologies. Volume 2 Number 3. 2002. pp. 394-402.	Next session
Session 2: [Sep 18 th]	Professional etiquette and the transition from student to professional	Willis, Paul 'Introduction' and 'Chapter 3: Class and institutional form of a culture.' In Learning to Labor. New York: Columbia University Press. 1981. Print. Gavett, Gretchen. 'What does professionalism look like?' Harvard Business Review. 20 th March 2014. Online. Available at: https://hbr.org/2014/03/what-does-professionalism-look-like	Next session
Session 3: [Sept 25 th]	Communications Module A: Writing and meeting in the workplace: policy memos, political cables, year-end reports, email efficiency.	Jay, Anthony. 'How to run a meeting'. Harvard Business Review, March, 1976. Mulgan, Geoff. 'Meaningful meetings: how can meetings be made better?' Nesta Report. 2015. Online. Available at: https://www.nesta.org.uk/sites/default/files/meaningful_meetings.pdf	Next session
Session 4: [Oct 2 nd]	Communications Module B: How to conduct an effective interview.	Bryman, Alan. 'Interviewing in qualitative research' in Social Research Methods. Oxford: Oxford University Press. Print. Back, Les. 'Introduction: Sociology as a listener's art' in The Art of Listening. London: Bloomsbury Academic. 2013.	Next session
Session 5: [Oct 30 th]	Communications Module C: Public Speaking.	Parker, Lynne. 2015. 'Seven top tips for mastering the art of public speaking.' The Guardian. 30 th April 2015. Online. Available at: https://www.theguardian.com/women-in-leadership/2015/apr/30/seven-top-tips-for-mastering-the-art-of-public-speaking Carrigan, Mark. 'The craft of giving (bad) presentations'. The Sociological Imagination. 7 th August 2013. Online. Available at: http://sociologicalimagination.org/archives/13625	Next session
Session 6: [Nov 13 th]	Professional networking: From informational interviews to leveraging social media as a professional	Fennell, Andrew. 'A Beginners guide to finding a job using social media'. The Guardian. 25 th August 2015. Online. Acas.org.uk. (2016). Social Media in the Workplace Advice & Guidance Acas. online. Available at: http://www.acas.org.uk/index.aspx?articleid=3375	Next Session
Session 7: [Nov 27 th]	Research Presentations.	Research Presentations.	

Session/ Date	Topic	Reading	Assignment Due
Final Assessment: [5pm, Dec 13th]	Research Paper Submission	Research Paper Submission	5pm, 13th Dec.

Classroom Etiquette

- Face-to-face conversation is the mode of communication in this class. Therefore, electronic devices must be put away in bags during class, except for if you are specifically asked to use them for class purposes.

NYUL Academic Policies

Attendance and Tardiness

- Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found here: <http://www.nyu.edu/london/academics/attendance-policy.html>

Assignments, Plagiarism, and Late Work

- **NYU London work submission policies** can be found here: <http://www.nyu.edu/london/academics/academic-policies.html> and on [the Policies and Procedures section of the NYU website](https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html) for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).
- The goal of the research project is to help students integrate their workplace experiences with academic research and knowledge. Sample research project questions/topics include:
 1. Conduct market scan and analysis in which your NGO or IGO etc. 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

The research project consists of a research proposal (due session 4), a research presentation (delivered in session 7) and a research paper (due Week 15).

1. Proposal (-3-5 pages)—the proposal should include questions, methodology, and an annotated bibliography of at least 5 peer-reviewed sources not included on the course syllabus. . The research proposal should address the connections between your topic and your internship site/experience. Due session 4.

2. Final paper (ten to twelve page, 3,000 - 4,000 word) and presentation (5 minutes)—the final projects should include explanation and analysis of sources informing conclusions—field notes, data sets, interviews (who was willing or accessible to talk and who was not, how did researcher obtain informants), 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. A minimum of 10 peer-reviewed sources not included on the course syllabus are required. 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 NYU. Due Week 15.

Public Health Students Final Paper Guidelines:

The research paper should focus on a public health related question that ties into the internship experience. The research question may be related to a public health issue observed during the EL fieldwork experience or an issue that pertains to the organization's mission, vision or relevant public health topic that is a focus for the organization. For example, students may want to construct a critical question that relates to a statement of need within the organization in the area of:

- A. Policy Issue
- B. Area of Unmet Needs
- C. Barriers of access to care
- D. Sustainability of Services
- E. Services to a target population not currently offered

The goal of the final paper is to deepen the student's knowledge and understanding of the public health topic or issue by using real-world experience, interviews and observations from the placement, and an investigation of the current scholarship.

Specific Tasks: Based on the agency and activities of the student's placement:

1. Students will identify an issue and develop a critical research question to guide their work.
2. Students will *compile a reading list of 10 sources* from the peer reviewed literature that will allow the student to explore this issue in greater depth and develop an Annotated Biography.
3. Students will construct a semi structured interview guide (set of questions that will help answer your overall research question) and *interview 2-3 key public health personnel* pertinent to their topic.
4. Students will make *observational notes* relevant to their topic (as possible and appropriate) while engaged in their internship.

Review the literature—Annotated Biography

Choose 10 articles/documents that relate to your approved question. They should be within the last 5 years, except for seminal works core to the research question posed. The literature chosen must provide various perspectives on the research question.

For each, provide an AMA formatted citation, a brief description and evaluation of the article as it pertains to your topic. For each citation, this description should be 1- no more than 2 succinct, substantive paragraphs (approximately 100 words)

Interviews (primary data collection)

Keep in mind the individuals to be interviewed should provide you with different insights and perspectives on the critical question you are exploring. Often it is best to choose one person within the organization and a person outside the organization with knowledge of the area of public health you're your critical question is exploring.

Identify and describe the roles of the two or three people you are interviewing, title, responsibilities, your observations and interactions with them. Construct a semi structured interview tool, consisting of 5-6 questions that address your critical question.

Observations

Based on your critical research question, make note of elements in the organization that can help in answering your question. Make note of the organizational structure of the agency; formal and informal communications between departments, programs, components; operationalization of agency mission, goals and objectives; population or groups served by the agency; work environment/climate; relationship of the agency to the larger public health system.

Points for writing the paper

1. *Statement of Need and Critical Question:* What was observed initially in your fieldwork that led you to the development and exploration of your research question?
2. *Methods:* What research methods (data collection strategies) did you use to address and answer the critical question posed?
3. What was observed during your fieldwork that are relevant to addressing the critical question?
4. What information did you obtain from the interviews that is relevant to addressing the critical question?
5. How did the scholarly research (lit review) contribute to your findings?
6. *Results:* Summary or description of findings as it relates to critical question and statement of need integrated with fieldwork experience, observation, research and interviews
7. *Recommendations:* How might the agency utilize your findings or how might the findings lead to improvement relevant to the public health issue or critical question?
Optional:
8. *Strategies:* Develop 2 feasible strategies that can be put into place that respond directly to the critical question.
9. Identify 2 objectives for each strategy that will address the issues.

Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the [NYU Disruptive Student Behavior Policy](#) for examples of disruptive behavior and guidelines for response and enforcement.

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.

Instructor Bio

Dr Jamie Woodcock is a researcher based in London. He is the author of *The Gig Economy* (Polity, Forthcoming), *Marx at the Arcade* (Haymarket, 2019), and *Working The Phones* (Pluto, 2017). His research is inspired by the workers' inquiry. His research focuses on labour, work, the gig economy, platforms, resistance, organising, and videogames. He is on the editorial board of *Notes from Below* and *Historical Materialism*.