

EXLII-UF 9302-002, Experiential Learning – London

NYU London: Spring 2020

Instructor Information

Consultation Times: Any time Monday-Friday by appointment

Course Information

Experiential Learning II

Mondays, 6-7:30 pm

Room 201

Open to GLS juniors only

Course Overview and Goals

The second semester of experiential learning is a two-credit, pass/fail course focused primarily on a community placement, usually an internship. It includes a semi-regular seminar and two full internship days per week.

The seminar portion of the course extends the knowledge of London gained in the Fall. Using the placement as a research site, we will explore various aspects of work culture in modern Britain, and you will become more adept at navigating British social and cultural life. You will develop an in-depth understanding of the organisation you work for, including its approach, its policies, and the context in which it operates. You will also reflect on yourselves as workers/researchers in a foreign cultural environment.

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

- Acquire a nuanced understanding of local workplace culture, especially as it relates to the social and cultural milieu of the city.

- Improve skills of observation, reflection, and critical thinking through analysis of the structure, mission, policies, and culture of the workplace environment.
- Contextualize the work placement experience in broader professional and academic terms and learn to effectively communicate these insights in formal and informal writing.
- Identify and develop an independent academic inquiry that grows out of the workplace experience
- Learn to deliver an effective oral presentation about a salient aspect of their placement or research.

Course Requirements

Grading of Assignments

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

Assignments/ Activities	% of Final Grade	Due
Experiential Learning Placement	50%	N/A
Visual Analysis	20%	March 15 th
Cultural Reflection	10%	April 29 th
Cover Letter	10%	May 4 th
Group interview	10%	May 11 th

This is a pass/fail course. Failure to submit or fulfil any required course component results in failure of the class.

Failure to submit or fulfill any required course component results in failure of the class

Resources

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

Course Schedule

Session/Date	Topic	Reading	Assignment Due
Session 1: Feb 3 rd	Welcome back!	Learning by Doing – The River of Experience	
Session 2: Feb 10 th	Preparing for the London Workplace	“Work to Rule” from Watching the English	
Session 3: March 2 nd	Encountering the British? Initial reflections	<i>Idiosyncrasies of the Brits at Work</i>	
Session 4: March 16 th	The Global Work Environment	Five Ways Work Will Change in the Future	Visual Analysis
Session 5: April 6 th	Independent Meeting	(Anytime during this week)	
Session 6: April 1 st	Representing Work	Reading: Learning by Doing – Experience and the Market	
Session 7: April 29 th	Independent Meeting	(Anytime during this week)	Cultural Reflection
Session 8: May 11 th	Conclusions and interviews		Cover Letter due May 6 th
Final Assessment:	Group interview		May 13 th

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 on our [website](http://www.nyu.edu/london/academics/attendance-policy.html) (http://www.nyu.edu/london/academics/attendance-policy.html)

Assignments, Plagiarism, and Late Work

- You can find details on these topics and more on this section of our NYUL [website](https://www.nyu.edu/london/academics/academic-policies.html) (<https://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>).

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 Student Conduct 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

Originally from Auckland, New Zealand, Chris has lived in London for several years and has taught at Brunel University and Birkbeck College, University of London, as well as Arcadia University's London center. Prior to arriving in London, Chris completed a BA in Psychology and Sociology, as well as an MA in Sociology and a PhD in Sociology from Massey University, New Zealand. His primary research interests are in critical pedagogy, irregular migration and national identity. Here he utilizes psychoanalytic political theory, particularly the work of Slavoj Žižek, to understand how language and ideas 'grip' our bodies and identities. He also has a strong interest in the theory and practice of pedagogy, particularly in relation to experiential education and shifts in student self-identity.