

NYU Madrid

NODEP-UA 9982.M01/INDIV-UG 9300.M01

Experiential Learning Seminar

Instructor Information

- Name: Dr. Jason Xidias
- Office hours: Wednesdays, 3:30-4:30PM
- Email address: jasonxidias@nyu.edu

Course Description

This course provides students with practical knowledge in order to help them better understand the local culture and interact effectively at their internship sites. Through presentations and discussions, it also encourages students to critically reflect on, and articulate, their internship experiences as a way to further their individual academic and professional goals. This includes assessing various aspects of the internship site, evaluating how different cultural behaviors shape work environments and interactions in Spain and the United States, and presenting a final assessment of the placement experience. Substantial time is also dedicated to job market skills—cover letters, resumes, interviews, communication, and networking. The course culminates in a final project and presentation that links an important aspect of the internship with academic research.

- Co-requisite or prerequisite: N/A
- Class meeting days and times: Thursdays, 9:30-10:50AM

Desired Outcomes

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

- Students will gain a deeper understanding of Spanish culture, politics, business, and society in comparison to the United States.
- Students will be able to analyze and explain their internship site, including its mission, structure, policies, and the local, regional and international contexts in which it operates.
- Students will reflect upon their academic and professional ambitions and develop practical skills that will help them reach their career 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 Spain.

- Students will complete academic assignments that encourage a critical evaluation of the internship experience to better understand their intellectual and professional goals.

Assessment Components

Class Participation

A: The student participates in all classes and demonstrates an informed understanding of the course readings and content.

B: The student participates in most classes and demonstrates an informed understanding of the course readings and content.

C: The student participates in some classes and demonstrates an informed understanding of the course readings and content.

D: The student rarely participates in class and demonstrates a minimal understanding of the course readings and content.

F: The student does not participate, or very rarely participates, in class and therefore does not demonstrate an understanding of the course readings and content.

Five Assignments

Each of the five assignments detailed in the weekly syllabus will be worth 10% of the course grade.

Mid-Semester Self-Evaluation

Your mid-semester self-evaluation (see Week 7) will be worth 10% of the course grade.

Research Project

Students will submit a (9-11 page) paper by Friday, **December 6th** that explores in depth the critical issue identified in their proposal and connects it to relevant scholarly research. A minimum of 8 peer-reviewed sources (books and/or journal articles) not included on the course syllabus are required.

Students are also expected to submit a research proposal by Friday, **October 4th**. In this 1,000-1,500-word (3-5 page) proposal, you will discuss a critical issue you have identified at your internship and how it integrates with current peer-reviewed literature on the topic; the proposal will include a research question, the methods to be employed in researching this issue, and an annotated bibliography of at least five academic sources (books and/or journal articles) not included on the course syllabus.

Please submit both the proposal and final paper in Word format, 12-point Times New Roman font, double spaced. Students' footnotes/endnotes and bibliography should follow the Chicago Manual of Style or MLA, both of which are available online. Please ensure that all data and direct quotes from secondary sources include both a source and page number. The essay will be graded in accordance with the Final Project

Presentation Rubric located in the Resources section of [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes).

Research Project Oral Presentation

Students are expected to deliver a 5-7-minute presentation (plus time for questions) of their final research paper in class on Thursday, **November 28th** or Thursday, **December 5th**. Please practice this beforehand to ensure that you do not exceed the maximum time. You will be graded in accordance with the Oral Presentation Rubric located in the Resources section of [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes).

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Class participation	10%
Five assignments	50%
Mid-semester self-evaluation	10%
Final Project	20%
Final Project Oral Presentation	10%

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

Letter Grades

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

Letter Grade	Points	Percent
A	4.0	100 – 93
A-	3.7	92 – 90
B+	3.3	89 – 87
B	3.0	86 – 83

Letter Grade	Points	Percent
B-	2.7	82 – 80
C+	2.3	79 – 77
C	2.0	76 – 73
C-	1.7	72 – 70
D+	1.3	69 – 67
D	1.0	66 – 60
F	0.0	59 – 0

Course Schedule

Topics and Assignments

Week/Date	Topic	Readings/Assignments
Session 1, Thursday, August 29 th	The Study Abroad Experience	<p>Hannerz, Ulf. "Cosmopolitans and Locals in World Culture." In <i>The Globalization Reader</i>, edited by Frank Lechner and John Boli. Oxford: John Wiley & Sons, 2014 (6 pp.).</p> <p>Green, Madeleine. "Global Citizenship. What Are We Talking About and Why Does It Matter?" <i>NAFSA Trends & Insights</i> (2012) (7 pp.)</p> <p>Young, Jennifer, Jason Platt, and Natrajan-Tyagi, Rajeswari. "Identity in Flux: Negotiating Identity While Studying Abroad." <i>Journal of Experiential Education</i>, volume 38, issue 2 (2014) (13 pp.).</p> <p>Hajo, Adam, et al. "How Living Abroad Helps You Develop A Clearer Sense of Self." <i>Harvard Business Review</i> (2018) (7 pp.).</p> <hr/> <p>—</p> <p>Assignment 1 is due by the close of Monday, September 2nd. Write a one-page paper (12-point Times New Roman, font, 1.5 spaced) explaining your expectations and goals for study abroad and your internship. Please send this assignment in Word format to jasonxidias@nyu.edu. It should be labeled Assignment 1_First and Last Name.</p>

Week/Date	Topic	Readings/Assignments
Session 2, Thursday, September 5 th	The Labor Market & Workers' Rights in the US & Spain	<p>Alesina, Alberto. "Why Are Welfare States in the US and Europe So Different?" <i>Horizons Stratégiques</i> (cairn.info/revue-horizons-strategiques-2006-2-page-51.htm).</p> <p>Fisher, Clifford, et al. "A Comparison Between the Labor Laws of the United States and the European Union." <i>The Business and Management Review</i>, volume 7, number 5 (2016) (8 pp.)</p> <hr/> <p>Assignment 2: Next Thursday (September 12th), you will give a five-minute PowerPoint presentation about your internship site and responsibilities. This will include an overview of the organization and its structure, mission, strategy, and vision. The presentation should also discuss the domestic and, if applicable, international context in which it operates.</p> <hr/> <p>There is a mandatory orientation session with EUSA on September 3rd from 4:00-5:20.</p>
Session 3, Thursday, September 12 th	Student Presentations: Internship Site & Responsibilities	<p>Assignment 2 due. Please send your PowerPoint presentation to jasonxidias@nyu.edu by the close of Wednesday, September 11th.</p>

Week/Date	Topic	Readings/Assignments
Session 4, Thursday, September 19 th	Cultural & Behavioral Differences in the U.S. & Spain	<p>Kooyers, Jessie. "The United States and Spain: A Comparison of Cultural Values and Behaviors and their Implications for the Multi-Cultural Workplace." <i>GVSU Scholarly Works</i> (2015) (23 pp.).</p> <hr/> <p>Assignment 3 is due next class. Prepare a five-minute presentation on the most satisfying elements and biggest challenges thus far at your internship site. Also, please discuss the most important cultural and business differences you have observed.</p> <hr/> <p>There is a mandatory workshop with EUSA on Tuesday, September 24th from 4:00-5:20.</p>
Session 5, Thursday, September 26 th	Student Presentations: Cultural and Workplace Differences	<p>Assignment 3 due. Please send your PowerPoint presentation to jasonxidias@nyu.edu by the close of Wednesday, September 25th.</p> <hr/> <p>Assignment 4 is due next class. Please bring an up-to-date, printed resume to class (that includes your current internship).</p>
Session 6, Thursday, October 3 rd	Cover Letters & Resumes	<p>Assignment 4 due.</p> <hr/> <p>Your final project proposal is due by the close of Friday, October 4th. Please send this in Word format, 12-point Times New Roman font, double spaced to jasonxidias@nyu.edu.</p>
Session 7, Thursday, October 10 th	Individual Final Project Meetings (schedule TBA)	<p>Mid-semester self-evaluation due by the close of Thursday, October 17. Write a one-page reflection essay on what you have learned and accomplished thus far at your internship in comparison to your expectations in Assignment 1. Are you achieving your goals? Have they changed at all? Now that the internship is halfway through, are there any ways in which you need to adjust your expectations? What do you hope to accomplish in the remaining weeks?</p>

Week/Date	Topic	Readings/Assignments
Session 8, Thursday, October 17 th	Job Interviews	<p>Mid-semester self-evaluation due.</p> <hr/> <p>“Interview Guide,” New York University (21 pp.) (wagner.nyu.edu/files/careers/2017%20Interviewing%20FINAL.PDF)</p> <p>“Interviewing,” Harvard University, Office of Career Services (11pp.) (ocs.fas.harvard.edu/files/ocs/files/interviewing.pdf).</p> <p>“Interviewing.” Job and Internship Guide, University of California, Berkeley Career Center (6 pp.) (career.berkeley.edu/sites/default/files/pdf/Guide/Interviewing.pdf).</p>
Session 9, Thursday, October 24 th	Job Interviews (cont.)	<p>In the next section below, there are two examples of individuals who were/are arguably great communicators. By the close of Sunday, October 27th, please send me a video-clip of someone who you believe fits this mold. Be prepared to discuss what distinguishes this speaker.</p>
Session 10, Thursday, November 7 th	Communication Skills	<p>Ted Talk: “The Seven Secrets of the Greatest Speakers in History” (youtube.com/watch?v=i0a61wFaF8A).</p> <p>Martin Luther King’s “I Have A Dream” speech (dailymotion.com/video/x833ml_martin-luther-king-i-have-a-dream-s_news).</p> <p>Barack Obama’s “Inauguration Speech” (youtube.com/watch?v=LBSUTPftN9E).</p> <hr/> <p>By Wednesday, November 13th, please set up a LinkedIn profile, or update an existing one. Send the link to jasonxidas@nyu.edu.</p>

Week/Date	Topic	Readings/Assignments
Session 11, Thursday, November 14 th	Social Media & Professional Networking	<p data-bbox="651 310 1412 380">“NYU LinkedIn Job Searching Tips”: (wagner.nyu.edu/files/careers/LinkedIn-Tips.pdf).</p> <hr data-bbox="651 409 1401 413"/> <p data-bbox="651 443 1370 474">LinkedIn profiles due. Please bring your laptop to class.</p> <hr data-bbox="651 504 1401 508"/> <p data-bbox="651 537 1421 730">Assignment 5 is due next class. Prepare a five-minute final reflection presentation on your internship experience. What were the most gratifying elements? What were the biggest challenges? Did you find the experience to be valuable overall? In what ways? How might this experience shape your future career path?</p>
Session 12, Thursday, November 21 st	Student Presentations: Final Reflections on your Internship Experience	<p data-bbox="651 974 1333 1066">Assignment 5 due. Please send your PowerPoint presentation to jasonxidias@nyu.edu by the close of Wednesday, November 20th.</p> <hr data-bbox="651 1096 1401 1100"/> <p data-bbox="651 1129 1305 1161">Your final project presentations are due next class.</p>
Session 13, Thursday, November 28 th	Final Project Presentations	<p data-bbox="651 1312 1333 1404">Final projects due. Please send your PowerPoint presentation to jasonxidias@nyu.edu by the close of Wednesday, November 27th.</p>
Session 14, Thursday, December 5 th	Final Project Presentations (cont.)	<p data-bbox="651 1507 1398 1572">Your final written essays are due via email by the close of Friday, December 6th.</p>

Required Co-curricular Activities

Regular attendance at your internship is required.

Suggested Co-curricular Activities

N/A

Course Materials

Required Textbooks & Materials in Print Form

There are no required textbooks in print form.

Required Textbooks & Materials in NYU Classes

All of the readings for the class whose links are not on the syllabus can be found in the Resources section of [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes).

Alesina, Alberto. "[Why Are Welfare States in the US and Europe So Different? Horizons Stratégiques 2006/2](http://cairn.info/revue-horizons-strategiques-2006-2-page-51.htm)" (cairn.info/revue-horizons-strategiques-2006-2-page-51.htm).

Barack Obama's "[Inauguration Speech](http://youtube.com/watch?v=LBSUtPftN9E)" (youtube.com/watch?v=LBSUtPftN9E).

Fisher, Clifford, et al. "A Comparison Between the Labor Laws of the United States and the European Union." *The Business and Management Review*, volume 7, number 5 (2016): 1-8.

Green, Madeleine. "Global Citizenship. What Are We Talking About and Why Does It Matter?" *NAFSA Trends & Insights* (2012).

Hajo, Adam, et al. "How Living Abroad Helps You Develop A Clearer Sense of Self." *Harvard Business Review* (2018).

Hannerz, Ulf. "Cosmopolitans and Locals in World Culture." In *The Globalization Reader*, edited by Frank Lechner and John Boli. Oxford: John Wiley and Sons, 2014: 486-91.

"[Interview Guide](http://wagner.nyu.edu/files/careers/2017%20Interviewing%20FINAL.pdf)," New York University (wagner.nyu.edu/files/careers/2017%20Interviewing%20FINAL.pdf)

"[Interviewing](http://ocs.fas.harvard.edu/files/ocs/files/interviewing.pdf)," Harvard University, Office of Career Services (ocs.fas.harvard.edu/files/ocs/files/interviewing.pdf).

"[Interviewing](http://career.berkeley.edu/sites/default/files/pdf/Guide/Interviewing.pdf)." Job and Internship Guide, University of California, Berkeley Career Center (career.berkeley.edu/sites/default/files/pdf/Guide/Interviewing.pdf).

Kooyers, Jessie. "The United States and Spain: A Comparison of Cultural Values and Behaviors and their Implications for the Multi-Cultural Workplace." *GVSU Scholarly Works* (2015): 1-23.

Martin Luther King's "[I Have A Dream](http://dailymotion.com/video/x833ml_martin-luther-king-i-have-a-dream-s_news)" speech (dailymotion.com/video/x833ml_martin-luther-king-i-have-a-dream-s_news).

[“NYU LinkedIn Job Searching Tips”](http://wagner.nyu.edu/files/careers/LinkedIn-Tips.pdf) (wagner.nyu.edu/files/careers/LinkedIn-Tips.pdf).

Ted Talk: [“The Seven Secrets of the Greatest Speakers in History”](https://www.youtube.com/watch?v=i0a61wFaF8A) (youtube.com/watch?v=i0a61wFaF8A).

Young, Jennifer, Jason Platt, and Natrajan-Tyagi, Rajeswari. “Identity in Flux: Negotiating Identity While Studying Abroad.” *Journal of Experiential Education*, volume 38, issue 2 (2014).

Optional Textbooks & Materials

N/A

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)
- **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 Policies

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 for each 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.

Late Submission of Work

One letter grade per day is deducted for late assignments. Oral presentations can only be made up if a student has an excused absence.

Academic Honesty/Plagiarism

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 [NYU Policies and Guidelines on Academic Integrity](https://www.nyu.edu/academic-integrity-for-students-at-nyu.html) (about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html).

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. For more information, see [Study Away and Disability](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities/study-away.html) (<https://www.nyu.edu/students/communities-and-groups/students-with-disabilities/study-away.html>)