

Course Title

Experiential Learning Seminar

Course Number
CP-UY.2002G**Instruction Mode: Remote****Summer 2021****Values in Practice: Inclusion, Diversity, Belonging, and Equity**

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity. As President Andrew Hamilton has stated, these values - in all their facets – are “... not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” NYU Berlin is committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously consider a wide range of perspectives and experiences;
- promotes an inclusive community in which diversity is valued and every member feels welcome, respected, and supported in their projects and endeavors.

This is also reflected in our approach to inclusive teaching and learning, which is guided by the following definition:

“Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all.”

Hockings, Christine. *Inclusive learning and teaching in higher education: A synthesis of research*. Higher Education Academy, 2010

Syllabus last updated on: 07-JUN-2021**Lecturer Contact Information**
TBD.

Course Details

Wednesdays, 6:00pm to 7:15pm (CEST)

The Zoom link is shared via NYU LMS (Brightspace)

Prerequisites

The course is limited to students accepted in the academic internship program.

Units earned

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Course Description

As the academic component of the internship/placement, this seminar 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, recruitment and the local, regional and international contexts in which it operates. The course furthermore provides students with practical knowledge in order to help them better understand the different workplace cultures in their host city and in Europe more broadly. Time is also dedicated to learning and enhancing professional skills (resume writing, interviews, presentations, networking). The course culminates in a final project and presentation that links an important aspect of the internship with academic research.

Course Learning Outcomes (CLOs)

Students will:

- Analyze and describe their internship/placement, including its mission, structure, policies, and the context in which it operates.
- Engage in group critical reflection about the study away internship experience, and draw international comparisons between workplace cultures in different locations and industries.
- Enhance practical skills for the job market, in particular presenting themselves and analyzing research findings in a professional environment.
- Link the practical workplace experiences to their academic studies and interests, and create and conduct a personal research project that is of relevance to the industry in which they are interning.
- Enhance self-understanding, self-confidence and interpersonal skills, particularly when placed in a different cultural environment than the students are used to.

Course Approach to Teaching & Learning (CATL)

We aim to create a structured and lively classroom environment in which students from diverse backgrounds have continual opportunities to actively share their observations and insights in group discussions. We act as facilitators encouraging critical evaluation and analytical skills in the framework of an interdisciplinary and global education. Together, we reflect on practical elements of local workplace cultures in relation to students' previous lived experiences in other cultural contexts. We are always open to student feedback throughout the semester and will conduct an anonymous survey half-way through the course.

Assessment Components

Students are graded on the academic work produced in this course, not for the placement performance. The grade is made up of the following components (the final project is

described in more detail, while the two earlier assignments are explained under the sessions when they are due).

- Class participation & homework: 20%
- Presentation of your placement as part your global story: 15% (June 9)
- Pitching your position to future interns: 15% (July 14)
- Final project presentation: 20% (July 28)
- Final project: 30% (August 2)

Final Project

The goal of the final project is to help students integrate their workplace experiences with academic research. The project has to be related to your placement, but it should also go beyond your workplace experience and be relevant for the entire industry. The starting point can be a critical issue you have identified at your internship and an analysis of how this integrates with current peer-reviewed literature on the topic. An example could be the question of how new technology changes the way your company and the entire industry operate. You may also conduct your own primary research – research projects with primary research could be, for example:

1. Conduct a market scan and analysis of the field in which your organization is situated.
2. Conduct a strategic analysis of your organization's lobbying and advocacy strategy.
3. Conduct an audience satisfaction survey or observation.
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.
5. Analyze specific marketing plan actions and their intended impact versus actual results.

The final project should be between 2000 to 2500 words long, including references & bibliography, and is due on August 2 (5pm CEST). In addition, students will give a 10-minute presentation (excluding questions) on July 28.

You should include an explanation and analysis of the sources informing your conclusions, i.e. literature, field notes, data sets, interviews (who was willing or accessible to talk and who was not, how did you find respondents), and surveys. The project should also address how the conclusions were shaped or hindered by the availability of sources or respondents. A minimum of 5 peer-reviewed sources should be used for your paper. When conducting interviews, please make your interviewees aware that this is a formal interview. Agree on a specific time for the interview (i.e. not a casual office chat), have a set of questions ready, and date and minute your interview.

You are expected to verify your research question/topic (via email) with your instructors beforehand, and submit a research proposal (500 to 1,000 words) on July 5 (5pm CEST). The proposal should include the research question/topic, a summary of the planned structure and content of the project, and an annotated bibliography of at least three academic sources (books and/or scholarly journal articles).

Please submit both the proposal and final paper in Word format, 12-point Times New Roman font, 1.5 spaced, labeling them proposal/final paper_last name. Footnotes/endnotes and bibliography should follow the [Chicago Manual of Style \(chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html\)](http://chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html) or any other widely recognized citation style (see also [NYU Libraries Citation Style Guide](#)). Please ensure that all data and direct quotes in the essay include both a source and page number (if applicable).

Students are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of the grades achieved on other assignments.

Required Text(s)

All required readings are available through NYU LMS (Brightspace), NYU Library (electronic), and/or online. Please see each session to find out which texts you need to read in preparation for the session. When searching for suitable literature for your research project, also make use of NYU's library services (when contacting them, mention that you are inquiring from a global site). The following site gives you an overview of [NYU's specialist subject librarians](#).

- Session Plan -

Session 1 – 02 June 2021

Making the most of your Internship Experience.

Introductions by professors and students. Course overview. Benefits of interning during study-away, the skills acquired, workplace cultures, working remotely and time management, providing feedback, and the particular Covid-19 challenges at present.

Learning outcomes: Understand the rationale of the course; gain insights into the benefits of interning abroad; learn to deal with the specific challenges of working remotely.

Recommended Follow-up Reading for this Session

- Gavett, Gretchen. [‘What does professionalism look like?’](#) *Harvard Business Review*. (2014) (7 pp.).
- University of Iowa's Pomerantz Career Center. [“Making the Most of Your Internship.”](#)

Session 2 – 09 Jun 2021

Presentation of your Placement as Part of your Global Story.

The Labor Market and Employees' Rights in the US vs Europe.

Presentations: Students give a 5-minute presentation about their internship site and responsibilities, and how their placement fits into their “global story.” This will include an overview of the organization and its structure and a description of its mission, strategy, and vision. The presentation should also discuss the domestic and, if applicable, international context in which this organization operates. It should finish with describing how your study-away internship and experiences of working and studying in different cultures help position you professionally in the future. You should use slides for your presentation, but you are also welcome to include additional, more creative elements to illustrate your talk, e.g. objects, images, moving images.

In the second half, we critically engage with the assigned readings that compare and contrast labor laws and the welfare states in the US and Europe.

Learning outcomes: Communicate key aspects of the internship to the class and how your current placement fits into your global story. Evaluate international differences in labor laws.

Reading for this Session:

- Alesina, Alberto, Edward L. Glaeser. "[Why are Welfare States in the US and Europe so different?](#)" *Horizon Stratégiques*, 2006/2 (10 pp.).
- Fisher, Clifford, Cara Putman & Alborz Al Hassani. "A Comparison Between the Labor Laws of the United States and the European Union." *The Business and Management Review*, volume 7, number 5 (2016) (8 pp.).
- Holmberg, Susan. "[Workers on Corporate Boards? Germany Had Them for Decades.](#)" *The New York Times* (2019).

Additional Voluntary Reading:

- European Migration Network. Attracting and protecting the rights of seasonal workers in the EU and the United Kingdom – Synthesis Report. Brussels: European Migration Network, 2020. (On the rights of seasonal non-EU workers.)

Session 3 – 16 June 2021

Navigating “Cosmopolitan” and Diverse Workplaces.

In relation to the assigned readings, we will discuss globalization, cosmopolitanism, global citizenship, negotiating identity while studying abroad, and developing a clear sense of self. You are furthermore asked to reflect on the most significant differences you observed so far with regards to communication and behavior at your internship location in comparison to the country/contexts you are most familiar with. We will also address how to best manage complex or difficult work environments. In addition, we will learn about current migration debates in Germany as well as efforts to create more inclusive work environments.

Learning outcomes: Understand and critically examine key concepts related to cosmopolitanism. Be able to contextualize adjustments in your own identity. Communicate observations regarding cultural, behavioral, and workplace differences to the class and relate these observations to academic literature on the topic. Understand the role of migration to Europe’s economic growth, with a special focus on Germany.

Reading for this Session:

- Boucher, F., I. Aubert & S. Guérard de Latour. “Approaches to Cosmopolitanism: Review Essay on Their History, Analysis and Application to the EU.” *NoVaMigra* (2019) - pp. 3-4, 7, 26-39, 38-9 (19 pp. - only read assigned pages).
- Eurostat. “Only 1 manager out of 3 in the EU is a woman... even less in senior management positions” (8 March 2019).
- “[German Cabinet Approves Gender Quota Bill for Company Boards.](#)” *Deutsche Welle* (2021).
- Hajo, Adam, Otilia Obodaru, Jackson G. Lu, William Maddux & Adam Galinsky. “How Living Abroad Helps You Develop A Clearer Sense of Self.” *Harvard Business Review* (2018) (7 pp.).
- Sarva, Amol. “[Why Germans Work Fewer Hours but Produce More: A Study in Culture.](#)” *HuffPost* (2017).
- Wall, Tony, Ly Thi Tran & Sri Soejatminah. “Inequalities and Agencies in Workplace Learning Experiences: International Student Perspectives.” *Vocations and Learning*, volume 10, issue 2 (2017) (16 pp.).

Additional Voluntary Reading:

- Appiah, Kwame Anthony. “Global Citizenship.” *Fordham Law Review*, vol. 75, no. 5 (2007) (26 pp.).

- Green, Madeleine. "Global Citizenship. What Are We Talking About and Why Does It Matter?" *NAFSA Trends & Insights* (2012) (7 pp.).
- Young, Jennifer, Rajeswari Natrajan-Tyagi & Jason Platt. "Identity in Flux: Negotiating Identity While Studying Abroad." *Journal of Experiential Education*, volume 38, issue 2 (2014) (13 pp.).
- You may also explore [GoinGlobal](#)'s career guides for countries and cities, accessible through the NYU Library (if you cannot get to GoinGlobal through the link, go via NYU Libraries - BobCat - Databases A-Z - GoinGlobal).

Homework: Please send an up-to-date resume that includes your current internship to the instructors by Jun 21 (5pm CEST). If you are preparing a cover letter for a future internship/job, please feel free to submit this as well. Furthermore, please share with your professors a link to your LinkedIn profile (if you have not set one up yet, please get in touch with us).

Session 4 – 23 June 2021

One-on-One Consultations: Cover Letters, Resumes, LinkedIn & Networking

Today's class will consist of one-on-one sessions with Jonathan Martinez (NYU New York) in which we discuss how to improve your resume, your LinkedIn profile, and your networking skills. Your professors will assign time slots for these meetings.

Learning outcomes: Understand how to best introduce yourself in your resume and your LinkedIn profile and learn techniques to maximize professional networking.

Reading for this Session:

- Casciaro, Tiziana, Francesca Gino & Maryam Kouchak. "[Learn to Love Networking.](#)" *Harvard Business Review* (2016) (4 pp.)
- "[NYU LinkedIn Job Searching Tips](#)" (3 pp.).
- Presentation by Jason Xidias (NYU Madrid) on cover letters and resumes (12 slides).

Final Project: If you have not done so already, please reach out to your professors to discuss ideas for a final project, so that they can prepare for the one-on-one sessions next week.

Session 5 – 30 June 2021

One-on-One Consultations on Final Project

Homework 1: By July 5 (5pm CEST), please send your professors either a job/position that you would like to apply for after graduating, or a real job advert that you saw.

Homework 2: The final project proposal (500 to 1,000 words) is also due on July 5 (5pm CEST). Please send this in Word format, 12-point Times New Roman font, 1.5 spaced, labeled finalprojectproposal_last name.

Session 6 – 07 July 2021

Job Interviews & Feedback on Final Project Proposal

Best practices for job interviews, and individual mock interviews. The lecturers will conduct 15-20 minute mock sessions with each student in which they will ask you some of the most

common questions posed in real internship/job interviews (questions will be shared with you in advance). Afterwards, individual feedback will be given on your final project proposals.

Learning outcomes: Gain insight on the Dos and Don'ts of job interviewing; use these insights to prepare effectively for future internship/job interviews; engage in critical self-evaluation; practice articulating your skills and experiences to an audience; practice effective non-verbal communication.

Reading on Interviews:
["NYU Interview Guide"](#) (9 pp.).

Session 7 – 14 July 2021 **Leadership Skills & Business Ethics.** **Pitching your Position to Future Interns.**

What are currently considered the most important leadership skills by people in such positions? How inclusive are today's perspectives on leadership? We discuss the interviews below by Adam Bryant from the *New York Times* "Corner Office" series of conversations with successful CEOs/entrepreneurs on leadership, management and hiring strategies (all interviews also on NYU LMS).

1. [Sure, Your References Like You. But What Would Your Critics Say?](#)
2. [Jessie Woolley-Wilson on Creating Benevolent Friction at Work](#)
3. [Lisa Su on the Art of Setting Ambitious Goals](#)
4. [Freeman A. Hrabowski III on the Value of Resilience](#)

Part two of the session is a brief introduction into business ethics. Companies, managers and employees may knowingly or unintentionally behave unethically, be it towards society and the environment as a whole, or towards their own company, colleagues, or customers. Junior employees facing potentially unethical behavior in their workplace may find it particularly difficult to assess and address these issues. Our discussion is based on the articles below, as well as any recent examples the students have picked up in the media.

- Bazerman, Max H., and Ann E. Tenbrunsel. "[Ethical Breakdowns.](#)" *Harvard Business Review* (2011) (15 pp.).
- Coleman, Peter T., and Robert Ferguson. "[What to Do If Your Boss Asks You to Break the Rules.](#)" *Harvard Business Review* (2016) (4 pp.).

In the final part of the session, students give a 5-minute pitch to a fictitious group of potential student interns, advertising their own placement position and how they can make the most out of the experience. Now that you have (almost) completed your internship, take time to reflect on the highlights and lessons learned, and advertise to your audience the opportunities, challenges, transferable skills gained, as well as more generally the positive effects an internship abroad can have on positioning yourself professionally in the future. You should use slides but are also welcome to additionally include any creative other means that illustrate your points (e.g. objects, images, moving images).

Learning outcomes: Deepen knowledge of leadership skills. Become aware of potential ethical challenges at work and how to address them. Engage in self-evaluation; critically assess the value of the internship; link your conclusions regarding the study abroad experience to your future career ambitions; revise your global story.

Session 8 – 21 July 2021

Individual Consultations on Final Project

Session 9 – 28 July 2021

Research Project Presentations

Presentations and discussion of final projects. Your 10-minute presentations should address the criteria described in the syllabus under the Assessment Components.

Learning outcomes: Articulate your research methodology and findings to an audience; effectively address any questions the audience poses; and consider the feedback provided when finalizing your essay.

Please submit your final written essay (in Word format, 12-point Times New Roman font, 1.5 spaced, labeled final paper_ last name) via NYU LMS (Brightspace) on August 2 (5pm CEST).

Recommendations for Teaching and Learning in Blended Learning Environment

To optimize the experience in a blended learning environment, please consider the following:

- Be mindful of your microphone and video display during synchronous class meetings. As research has shown, quiet and visually neutral backgrounds are conducive to learning.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If joining remotely, consider adding your preferred name and pronouns to your Zoom name.
- If deemed necessary by the study away site (i.e., a COVID-19 related necessity), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.

Your Lecturers

Gabriella Etmektsoglou is Director of NYU Berlin (since 2010) and a Gallatin Global Faculty member. She holds a PhD in European history from Emory University. The principal concerns of her research and writing are the Holocaust in Greece, narratives of self-victimization in present-day Germany, and questions of reparations and transitional justice in the context of postwar Europe. Before joining NYU, she taught subjects in Modern European History, Balkan History, and Civil Wars at universities in the U.S., Europe, and Australia. She is a founding member of the US National Peace Academy and committed to reshaping higher education, especially global education, so that it becomes a central driver in creating a more humane and sustainable world. In addition to teaching at NYU Berlin, she continues to participate in conflict resolution projects in Greece and Cyprus.

Roland Pietsch is Assistant Director for Academics at NYU Berlin. He received his PhD in history from the University of London, his M.A. in Economics & History from the Technische Universität Berlin, and has published on early modern maritime and youth history. Before

joining NYU in 2011, he taught modern history at the University of London (Queen Mary), worked as a historian for television documentaries, and as a manager of an award-winning music venue, which meant having to adapt to a great variety of workplace cultures. He has been fascinated by observing how geographical location, industry, co-workers, leadership and company philosophies create very different ways of working together, and is eager to share some of his experiences in this course but also gain new insights through accompanying the students' own workplace experiences.

Academic Policies

Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0
A- = 90-93 or 3.7
B+ = 87-89 or 3.3
B = 84-86 or 3.0
B- = 80-83 or 2.7
C+ = 77-79 or 2.3
C = 74-76 or 2.0
C- = 70-73 or 1.7
D+ = 67-69 or 1.3
D = 65-66 or 1.0
F = below 65 or 0

Attendance Policy

Studying 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, or online if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to berlin.academics@nyu.edu to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team (berlin.academics@nyu.edu) by email immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or NYU Berlin's administration may ask you to present a doctor's note or an exceptional permission from NYU Berlin's Director or Wellness Counselor as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to the Director. Doctor's notes must be submitted in person or by email to the Academics team, who will inform your professors.

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, and may negatively affect your class

participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor may deduct points for frequently joining the class late. Note that this also applies to online attendance, where punctual attendance is as vital as during your in-person courses.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to berlin.academics@nyu.edu. Until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

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 NYU Berlin's Academics Office 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](#)

Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team by writing to berlin.academics@nyu.edu. 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

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU Berlin's administration), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director Dr. Gabriella Etmektsoglou (ge377@nyu.edu).
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.

- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

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 Berlin (berlin.academics@nyu.edu).

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.

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.

NYU Berlin 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.

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](#)