

## NYU Prague

# INDIV-UG9400P01, NODEP-UA9982P01

## Experiential Learning Seminar

Fall 2020

In-Person

Time zone: CET (+ Daylight Savings)

### Fall 2020

We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you have completed the online academic orientation via NYU Classes so you are aware of site specific support structure, policies and procedures. Please contact the site academic staff ([vanda.thorne@nyu.edu](mailto:vanda.thorne@nyu.edu)) if you have trouble accessing the NYU Classes site.

If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.

### Instructor Information

### Course Information

- INDIV-UG9400P01–NODEP-UA9982P01
- Experiential Learning Seminar
- Wednesday (1:30 PM – 2:50 PM)
  - Dvorak room, BB
- [NYU Prague Academic Calendar](#)

### 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. 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 about 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 articulate, apply, and analyze their internship site, including its mission, structure, policies, and local, regional and international contexts in which it operates.

- Students will explore career options and reflect upon their academic and professional 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 abroad
- Students will gain self-understanding, self-confidence, and interpersonal skills regarding academic and career trajectories.
- Students will complete academic assignments that encourage critical evaluation of the internship experience to better understand their intellectual and professional goals.

## Course Requirements

### Class Participation

You are expected to attend class in person or remote synchronously. Your active participation in class and attendance will be reflected in this part of the course requirements.

As this course is taught as a seminar, your active, informed, and thoughtful class discussion is expected. All assigned readings must be completed before the date for which it is assigned; please come to class ready to participate in the discussion. The success of this course is dependent upon students' preparedness to engage with the course material, ability to connect course material to their internship experiences and their own personal and professional goals. In other words, the success of this course depends largely on you and your active involvement in class.

### Classes Postings

Students are expected to post a 150–250 word response to the week's readings and their internship experience. Discussion board postings are due by 3:00 p.m. the day before class. Prompts are provided each week in the syllabus.

### Reflection Papers

There will be two, three-page (750 words) reflection papers throughout the semester. The first paper will focus on your organization's mission, purpose, culture, and environment (**due Oct 3, 2020**, uploaded to NYU Classes by midnight). The second paper will focus on research questions related to your internship; these questions will guide the research and writing of your final paper (**due Nov 5, 2020**, uploaded to NYU Classes by midnight).

### Final Paper and Presentations

At the conclusion of the semester, students are expected to write an eight to ten (8-10) page (1500-2000 word) paper through the lens of the issues presented in this course and complemented by your research questions. The goal of the research project is to help students integrate their workplace experiences with academic research and knowledge. Students will develop a research question related to their internship site and using the tools/lenses of the semester with outside resources, will analyze and study one specific aspect of their internship site.

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 (students working for federal agencies can access surveys of employees by the federal Office of Personnel Management)
5. If working for an elected official, write a strategy memo for next re-election campaign: what are your candidate's strengths and weaknesses, who are potential opponents. Include demographic analysis of constituencies

The research project consists of a research proposal (due Session 10), a research paper and a research presentation (delivered in class during Sessions 13 and 14 for 20min + QAs). The final paper (**due Dec 5, 2020**, uploaded to NYU Classes by midnight) and presentation count for a combined 40% of the seminar grade.

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

## Grading of Assignments

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

Assignments/Activities	% of Final Grade
Attendance and Participation	10%
Class Postings	30%
Reflection Papers	20%
Final Paper and Presentation	40%

## Letter Grades

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

Letter Grade	Percent
<b>A</b>	92.5% and higher
<b>A-</b>	90.0 – 92.49%
<b>B+</b>	87.5% - 89.99%
<b>B</b>	82.5% - 87.49%
<b>B-</b>	80% - 82.49%
<b>C+</b>	77.5% - 79.99%
<b>C</b>	72.5% - 77.49%
<b>C-</b>	70% - 72.49%
<b>D+</b>	67.5% - 69.99%
<b>D</b>	62.5% - 67.49%
<b>D-</b>	60% - 62.49%
<b>F</b>	59.99% and lower

## Assessment Expectations

Grade A: Outstanding work.

Grade B: Good work, distinctly above the average.

Grade C: Acceptable Work.

Grade D: Work that is significantly below average.

Grade F: Work that does not meet the minimum standards for passing the course.

## Course Schedule

### Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Session 1 Wednesday, September 2	<p><b>Introductory session</b></p> <ul style="list-style-type: none"> <li>- Overview of the syllabus: program, readings and assignments</li> <li>- Expectations for the semester</li> <li>- Learning from your placement and from the seminar: how to achieve the most (out of both).</li> </ul> <p>Contextualizing the meaning of work in this location. Introduction to course expectations and site-specific discussion to ground internship in this location</p>	<p>1/ The Czechs and the Lands of the Bohemian crown by Hugh LeCaine Agnew (selected chapters, 2 pdf, 26 pages, available in NYU Classes).</p> <p>2/ <a href="#">CHARACTERISTIC OF THE CAPITAL CITY OF PRAGUE. published by the Czech Statistical Office (online. 4 pages)</a></p>	Discussion board postings (150-250 words) are due by 3:00 p.m. the day before next class.
Session 2 Wednesday, September 9	<p><b>On the Czech capital city of Prague</b></p> <p>Economy, population, labor market. What makes you feel abroad and what makes you feel at home in Prague? What does the statistics say about the Czech capital? Do you know the city of your placement? What to expect?</p>	<p>1/ <a href="#">The Czech National Identity / Kostelecký, Tomáš, Nedomová, Alena</a> in Czech Sociological Review (on-line, 14 pages).</p> <p>2/ <i>The Czechs and the lands of the Bohemian crown</i> by Hugh LeCaine Agnew (selected chapters, 2 pdf, 40 pages, available in NYU Classes).</p>	Discussion board postings (150-250 words) are due by 3:00 p.m. the day before next class.
Session 3 Wednesday, September 16	<p><b>Being an intern in the Czech Republic</b></p> <p>What are the typically Czech features of your placement? How do they differ from your home town/country?</p>	<p>1/ <a href="#">The Czechs: Jobs and Work by Petr Mareš in Czech Sociological Review (on-line. 15 pages).</a></p> <p>2/ <a href="#">Post-Communist Transformation Revisited by Michal Illner in Czech Sociological Review (on-line. 10 pages).</a></p>	Discussion board postings (150-250 words) are due by 3:00 p.m. the day before next class. Apart from the two texts do read (but do not reflect in your posting) <i>People Skills: How to Assert</i>

			<i>Yourself, Listen to Others, and Resolve Conflicts</i> by Robert Bolton (chapter afterword: Four Steps to Improved Communication, 5 pages, available in NYU Classes).
Session 4 Wednesday, September 23	<b>Professional etiquette and the transition from student to professional.</b> How would you define the Czech labor market and its typical features? What is a typical working day, week & year in the Czech Republic and why? How to run an effective meeting?	1/ <a href="#">On Trade License by Prague Expats (online. 1 page).</a>  2/ Eurobarometer: Discrimination in the EU 2015 – Report (pdf, available in NYU Classes, selected chapters to be specified in class).	The first Reflection Paper will focus on your organization’s mission, purpose, culture, and environment. <b>Due Oct 3, 2020</b> , uploaded to NYU Classes by midnight
Session 5 Wednesday, September 30	<b>Group discussion on the internship experience &amp; first papers presented by public speaking</b> Write memo analyzing strengths and weaknesses of the two presentations.	1/ <a href="#">Phantom Menace: The Politics and Policies of Migration in Central Europe</a> (on-line, p. 126-142; 16 pages). 2/ <a href="#">Could anti-immigrant sentiments radicalize Czech society?</a> , Czech Radio – Praha, (on-line, 1 page + audio). 3/ <a href="#">Migration Crisis in Germany: “We will manage!” A Chronology of Questions</a> by Simone Kraus in Aspen Review Central Europe (4/2015) (on-line, 4 pages).	Discussion board postings (150-250 words) are due by 3:00 p.m. the day before next class
Session 6 Wednesday, October 7	<b>What are (non)Czechs like and why?</b> Recent history of the region, the famous Czech beer and Soldier Švejk, personal experiences with discrimination and/or anti-migration issues, signs of an (in)tolerant, homogenous society; affirmative action;	<a href="#">Value Change and Demographic Behaviour in the Czech Republic / Ladislav Rabušic (on-line. 20 pages).</a>	Discussion board postings (150-250 words) are due by 3:00 p.m. the day before next class.

	Czech relation to religion(s).		
Session 7 Wednesday, October 14	<b>One-on-one meetings I.</b> (15 min each student, one by one in the alphabet order). Crafting and articulating a quick description of your internship, including accomplishments and skills		Draft of updated resume and sample cover letter, both of which reflect current internship and upload it to the NYU Classes.
Session 8 Wednesday, October 21	<b>Guest lecture</b> Tour around & panel discussion in the Prague Creative Center	<a href="#">On a small mother tongue as a barrier to intercultural policies: the Czech language</a> by Jakub Zouhar, University of Hradec Králové (on-line, 8 pages).	Discussion board postings (150-250 words) are due by 3:00 p.m. the day before next class.
Wednesday, October 28 <b>NATIONAL HOLIDAY</b>	<b>NO CLASSES</b>		
Session 9 Wednesday, November 4	<b>Language barrier</b> CzEnglish in the working routine and ways to cope with it. How to understand Czechs? What is your personal experience with your placement?	Velvet Revolutions: An Oral History of Czech Society by Miroslav Vaněk and Pavel Mücke (selected chapter, 1 pdf, 28 pages (169-197 p.), available in NYU Classes).	Discussion board postings (150-250 words) are due by 3:00 p.m. the day before next class.
Session 10 Wednesday, November 11	<b>One-on-one meetings II.</b> Individual meetings with instructor to discuss and finalize research question and project and presentation strategies. (15 min each student, one by one in the alphabet order).		Second paper will focus on research questions related to your internship; these questions will guide the research and writing of your final paper. <b>Due Nov 5, 2020</b> , uploaded to NYU Classes by midnight.)
Session 11 Wednesday, November 18	<b>Group discussion on the internship experience &amp; second papers presented by public speaking</b> Write memo analyzing strengths and weaknesses of		Analyze one of the recommended movies targeting Czech identity, humor & language barrier. As usual, discussion board postings (150-250 words) are due by

	the two presentations. First and continuing steps for creating your public image and career.		3:00 p.m. the day before next class. + The <b>final paper due Dec 5, 2020</b> , uploaded to NYU Classes by midnight).
Session 12 Wednesday, November 25	<b>Field trip: Prague unknown – guided tour around places of memory of the Velvet Revolution</b>	Those who do not present their papers next session): Analyze the coverage of the International Labor Day (May 1) and related events in Prague by three Czech media (writing/broadcasting in English).	Discussion board postings (150-250 words) are due by 3:00 p.m. the day before next class.
<b>Make-up Day</b> Friday, November 27 (9am-9pm)  Session 24	Make-up day for missed classes AND classes not held due to national holidays on <b>September 28, October 28</b> and <b>November 17</b>		
Session 13 Wednesday, December 2	<b>Students' presentations and focus on a field</b> Final paper and presentations of the first students & feedback. Student presentations of research projects (20 min for each paper + QA).	Those who do not present their papers next session): Analyze the coverage of the Liberty Day (May 8) and related events in Prague by three Czech media (writing/broadcasting in English).	Discussion board postings (150-250 words) are due by 3:00 p.m. the day before next class.
Session 14 Wednesday, December 9 (last day of classes)	<b>Students' presentations and focus on a field</b> Final paper and presentations of the last students & feedback. Student presentations of research projects (20 min for each paper + QA).		
Session 15 Wednesday, December 16	<b>Wrap-up session</b> Summary of the internship experience. Final evaluation & good bye.		

# Course Materials

## Required Textbooks & Materials

See the reading for each session.

Supplemental Text and Films (not required to purchase, copies available in NYU P Library)

### Recommended Books:

Bolton, Robert. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. New York: Simon & Schuster, Inc., 1986. (available in the NYU Prague library)

The Power of the Powerless by Václav Havel

The Good Soldier Švejk by Jaroslav Hašek

### Recommended Movies:

Miloš Forman: Hoří, má panenko (The Firemen's Ball)

David Ondříček: Samotáři (Loners)

Petr Zelenka: Knoflíkáři (Buttoners)

Radim Špaček: Pouta (Walking Too Fast)

Jan Hřebejk: Pelíšky (Cosy Dens)

### Recommended Websites:

American Friends of the Czech Republic – [Language Barrier](#) + [Czech Politics Business Info.cz](#)

[Czech Republic 2018 Human Rights Report](#)

[Prague TV](#)

Expat Arrivals – [Cultural Shock in the Czech Republic](#)

## 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)
- 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)
- NYU Prague library: [Tritius Catalog](https://nyu.tritius.cz/?lang=EN) (https://nyu.tritius.cz/?lang=EN)

## Course Policies

### Hygiene/Physical Distancing policies

- Students will be assigned/choose a seat on the first day of class. For NYU COVID-19 Safety protocols, please use the same seat for the duration of the semester.

### Attendance and Tardiness

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 through NYU Classes if the course is remote synchronous/blended, is expected promptly when class begins. Unexcused absences will affect students' semester participation grade. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic Center the remote course can be taken. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.



Absences only for medical reasons and for religious observance will be excused. To be excused for religious observance, you must contact the instructor and the Academic Director Vanda Thorne via e-mail one week in advance of the holiday. Your absence is excused for the holiday only and does not include days of travel associated with the holiday. Unexcused absences will be penalized with a 2% percent deduction from your final course grade for every week of classes missed.

**Please note that Friday, November 27 (9am – 5pm) is reserved as a make-up day for missed classes.**

**Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to address any missed lectures and assignments and arrange a timeline for submitting missed work.**

### Late Submission of Work

**Assignments and weekly tasks should be completed and submitted by the required submission date. Assignments and weekly tasks which are received late without a formal extension having been agreed will result in deduction of points prescribed for the task. Students who take extra time, beyond the deadline, to complete an assignment should never gain an advantage over those who completed the assigned work on time.**

### Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the site Academic representative as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

### Academic Honesty/Plagiarism

According to the Liberal Studies Program Student Handbook, plagiarism is defined as follows:

**Plagiarism is presenting someone else's work as though it were one's own. More specifically plagiarism is to present as one's own a sequence of words quoted without quotation marks from another writer, a paraphrased passage from another writer's work; facts or ideas gathered, organized and reported by someone else, orally and/or in writing. Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.**

The College of Arts and Science's Academic Handbook defines plagiarism similarly and also specifies the following:

**“presenting an oral report drawn without attribution from other sources (oral or written), writing a paragraph which, despite being in different words, expresses someone else's idea without a reference to the source of the idea, or submitting essentially the same paper in two different courses (unless both teachers have given their permission in advance).**

**Receiving help on a take-home examination or quiz is also cheating – and so is giving that help – unless expressly permitted by the teacher (as in collaborative projects). While all this looks like a lot to remember, all you need to do is give credit where it is due, take credit only for original ideas, and ask your teacher or advisor when in doubt.”**

**“Penalties for plagiarism range from failure for a paper, failure for the course or dismissal from the university.” (Liberal Studies Program Student Handbook)**

## **Classroom Etiquette**

### **No phones or tablets during each session.**

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- 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 deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or “raise hand” function in order to add your voice to class discussions especially if leaving the video on presents challenges.

## **Disability Disclosure Statement**

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Students with Disabilities (+ 1 212-998-4980 or [mosecsd@nyu.edu](mailto:mosecsd@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 the site sponsoring the class once you request it.