Berlin Internship Seminar

Instructor: Florian Duijsens
Time: Tuesday 9:30 – 11:00 am
Location: P98a.U.15
E-Mail: f.duijsens@berlin.bard.edu
Office hours: By appointment, after class.

Course Requirements and Grading

Reading responses (30%)
Each class participant submits a total of two short reading response papers over the course of the semester. The purpose of these responses is not to summarize the readings. Rather, they should engage the readings assigned for the chosen week and take positions either in support of or against the points of view expressed in the readings. Where possible, these responses should draw on the practical experiences of the students’ internship experience and use these to shed light on the reading materials. Class participants should confine themselves to the assigned readings and no further research is required. Students may choose to which two class readings they would like to respond. Each response should be no more than two pages, double-spaced in Times New Roman, size 12, and emailed to <f.duijsens@berlin.bard.edu> two days before the class session to which they pertain.

Class participation (30%)
Class attendance is mandatory and a class participation mark will be awarded on the basis of the class participant's engagement with class discussions. Students should come prepared to class. After reading the assigned texts, students will formulate a question or a concern that they would like to discuss in class and email it to all class participants (including the instructor) no later than 2 pm on the day before the class. All students should read all submitted questions or comments and prepare their responses.

Final Paper (40%)
The 4000-word paper (excluding footnotes and works cited) can be a standard essay or a case-study analysis. Interdisciplinary approaches and methodologies are encouraged. The following deadlines apply for the submission of various parts of the paper:

- paper topic or main question – November 17, 2013
- paper abstract (500 words) – November 24, 2013
- works cited – December 8, 2013
- paper deadline – December 20, 2013
Papers are to be submitted in **MLA style**. For more information follow the MLA formatting and style guide: [http://owl.english.purdue.edu/owl/resource/747/1/](http://owl.english.purdue.edu/owl/resource/747/1/). If you have further questions about the MLA style, we can discuss them during the class devoted to your essay abstracts (November 24, 2013).

This course offers a platform for exchange of observations, reflections, and comments on students’ internships.

Each class is divided in two parts: during the first 80 minutes, class participants discuss the assigned readings (when possible, in relation to their internships), the remaining 20 minutes are devoted to discussing the practicalities of students’ internships.

This syllabus is subject to change. You are responsible throughout the semester for knowing where and when we meet and what your reading and writing assignments are for each meeting.

### Course Outline and Reading List

**Introduction to Berlin Organizations**

**Class 1**
**September 3, 2013:** Your Internship: Practicalities and Expectations (led by Florian Becker)

**Learning objectives:**
This class will address the practicalities of commencing your respective internships. We will go over the internship documents for the semester: the "Internship Guidelines," your "Internship Agreement" and the "Internship Time Sheet.

**Class 2**
**September 17:** Berlin Organizations and Institutions in Historical Context

**Learning objectives:**
This class first addresses the course content, pedagogical goals, and grading requirements, afterwards we discuss the political and economic situation in Berlin after the fall of the Wall and during the current economic crisis. Based on the assigned articles and chapters, students will be asked to reflect on the new role of Germany and the cultural, political, and economic repercussions of moving (West) Germany’s capital from Bonn to Berlin.

**Required reading:**

Class 3
September 24, 2013: Organizational Culture, Organizations in Changing Environments

Learning objectives:
This class offers a brief insight into how organizations work, evolve, and interact with their environment. Drawing from their own experience as well as assigned readings, students discuss various types of organizational cultures, the importance of values in the creation and development of organizational cultures, various forms of interaction inside organizations (with focus on the use of new media technologies), and how these interactions reflect institutional engagement.

Required reading:

Class 4
October 1, 2013: Bartleby at the watercooler – an introduction to office literature

Learning objectives:
Compared to the amount of time we spend at work, our offices fill far fewer pages of novels than our adulteries. In this class, we look at several literary workspaces, ranging from mid-19th century New York to pre- and post-internet bubble Silicon Valley. We ask what makes some work more productive, what role we play in work hierarchies, and whether it matters where your desk is in relation to the copier.

Required reading:
* Ferris, Joshua. Then We Came to the End. New York: Little, Brown, 2007. 3-12.
Institutions and Values: Looking In

Class 5
October 15, 2013: The Urge to Create, the Urge to Succeed: Berlin’s Start-Ups

Learning objectives:
After a general discussion on creative industries and their role in urban economies, politics, and cultures, students look at various recent examples of Berlin’s start-ups with regard to the concept of the creative city.

Required reading:
* Pratt, A. C. "The cultural contradictions of the creative city." *City, Culture and Society* 2 (3) (2011). ISSN 1877-9166

Class 6
October 22: New Forms of Work: Berlin’s (Co)Working Spaces

Learning objectives:
Hierarchies and dynamics at work can have productive or unproductive results—sometimes none of us play too well with others. This class is devoted to exploring new forms of work and organization of work with particular emphasis on co-working spaces.

Required reading:
Class 7
October 29, 2013: Visit to a co-working space (exact date and location TBC!)

Required reading:

Class 8
November 5, 2013: The Making of an Institution: The Case of the Holocaust Memorial

Learning objectives:
Discussing the history and controversies surrounding Berlin’s (Foundation for the) Memorial to the Murdered Jews of Europe, students reflect on the intricacies of implicit and explicit presentation of institutional values, the dynamics of these presentations, and the importance of informal and formal politics.

Required reading:

Class 9
November 12, 2013: Civil Society and Values

Learning objectives:
Some of the issues students will discuss in this class include: definitions of civil society, the role of cities (with focus on Berlin), and new media in the formation and development of civil society.

Required reading:
REMINDER: ESSAY TOPIC DEADLINE November 17

Class 10

November 19, 2013: The "Good Berlin Citizen"

Learning objectives:
Students discuss the importance of values in citizen participation in general and in Berlin in particular, as well as the impact of values on the specificities of different types of citizenship (EU, national, urban, etc.).

Required reading:

REMINDER: ESSAY ABSTRACT DEADLINE November 24

Class 11

November 26, 2013: Values and Engagement: Rosa Luxemburg

Learning objectives:
Based on the writing and biography of Rosa Luxemburg, founder of a Berlin institution, students consider multifarious factors leading to a person’s engagement in a political, social, and/or artistic cause, the impact of individual values on the creation of an institution, and the complex relations between individual and institutional values.

Required reading:
Class 12
December 3, 2013
Visit to the Rosa Luxemburg Stiftung (exact date TBC)

REMINDER: ESSAY WORKS CITED DEADLINE December 8

Institutions and Values: Looking Out

Class 13
December 10, 2013: Spreading Institutional Values and Aesthetics

Learning objectives:
With a focus on Berlin’s art scene, students discuss how its institutions are perceived by general public and by people who engage with them in various ways. We study a few recent press releases from museums and galleries, and examine their language. Does Berlin have something unique to offer to the international art scene? How do institutions directly and indirectly shape our sense of aesthetics?

Required reading:

REMINDER: ESSAY DEADLINE December 20