Berlin Internship Seminar

Seminar Leader: Florian Duijsens
Times: Wednesday 10:45 – 12:15
Email: f.duijsens@berlin.bard.edu
Location: P98.0.07

Course Requirements and Grading

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.

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. The final date the first of these is due is March 14, the second is due on April 28th at the very latest.

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 – April 14, 2014
- paper abstract (500 words) – April 21, 2014
- works cited – May 5, 2014
- paper deadline – May 16, 2014

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/. If you have further questions about the MLA style, we can discuss them during the class devoted to your essay abstracts (April 23, 2013).

This course offers a platform for exchange of observations, reflections, and comments on students’ internships. Each class is divided in two parts: the first 20 minutes are devoted to discussing the
practicalities of students’ internships, and during the rest of the class participants discuss the assigned readings (when possible, in relation to their internships).

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

Course Outline

INTRODUCTION TO BERLIN ORGANIZATIONS

Class 1
January 29, 2014: Your Internship: Practicalities and Expectations

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. This class also addresses the course content, pedagogical goals, and grading requirements.

Class 2
February 5, 2014: Berlin Organizations and Institutions in Historical Context

Learning objectives:

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

February 12, 2014: 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.

Class 4

February 19, 2014: 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:

INSTITUTIONS AND VALUES: LOOKING IN

Class 5
February 26, 2014: The Urge to Create, the Urge to Succeed: Berlin’s Start-Ups

Learning objectives:
After a general discussion on the so-called creative industries and their role in urban economies, politics, and cultures, we discuss the role the creative classes play in gentrification and a change in the cultural and political climate.

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

Class 6
March 5, 2014: Visit to a Berlin start-up (exact date and location TBC!)

Learning objectives: Students read about various recent examples of Berlin’s start-ups and visit one of them.

Required reading:

Class 7
March 12, 2014: 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.
Class 8
March 26, 2014: Visit to a co-working space (exact date and location TBC!)

Learning objectives:

The creative economy requires not just new forms of labour, but also new ways of organizing the office. Students read about recent developments in this field and visit a co-working space.

Required reading:


REMINDER: FINAL DEADLINE FOR FIRST 2-PAGE PAPER March 14

Class 9
April 2, 2014: 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 role of the individual in the founding of institutions, the intricacies of the implicit and explicit presentation of institutional values, the dynamics of these presentations, and the importance of informal and formal politics.

Required reading:

CIVIL SOCIETY, INSTITUTIONS AND VALUES

Class 10

April 9, 2014: 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, and the difficulties civil society organizations might face in trying to be the voice of a minority.

Required reading:


http://www.nyu.edu/ipk/calhoun/files/calhounCivilSocietyPublicSphereHistoryOfConcept.pdf


• Strolovitch, Dara S. Affirmative Advocacy: Race, Class, and Gender in Interest Group Politics. 1-15

REMINDER: ESSAY TOPIC DEADLINE April 14

Class 11

April 16, 2014: 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 April 21

Class 12

April 23, 2014: 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:


REMINDER: FINAL 2-PAGE PAPER DEADLINE April 28

Class 13

April 30, 2014

Visit to the Rosa Luxemburg Stiftung (exact date TBC)

REMINDER: ESSAY WORKS CITED DEADLINE May 5

INSTITUTIONS AND VALUES: LOOKING OUT

Class 14

May 7, 2014: 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 May 16