



ACADEMIC INTERNSHIP PROGRAM
Summer 2018
Madrid Program MSES

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Course Description

The purpose of this course is to provide students with a useful understanding of the working environment in Spain as well as a cultural and social knowledge of the community in which they will live and work. Throughout the course, students will discuss a variety of topics related to workplace dynamics and will gain familiarity with several cultural, political, social, and economic aspects of modern Spanish society.

The Boston University Madrid Internship program combines academic coursework and professional experience. Therefore, the course has two parts: a) the professional internship in which the student will work for 16 to 20 hours per week, and b) the required academic portion and coursework.

Learning Outcomes

1. Students will gain skills related to a specific profession or occupation.
2. Students will gain a better understanding of workplace dynamics, professional expectations, and the influence of culture on both. By working closely with a supervisor and colleagues, students will become more conscious of how work-related matters in Spain differ from those in the United States.
3. Students will build proficiency in a large range of business or industry skills related the field of the internship placement, including professional and intercultural communication. Therefore, in many cases, students will improve their level of Spanish and gain a better understanding of what it means to be bilingual and bicultural.
4. Students will explore career options and gain general work experience, perhaps resulting in a redefinition and clarification of professional goals through critical analysis, which will be an important focus of written assignments.
5. By completing the in-class presentation and research project, students will be able to analyze their internship experience, including the company/organization's mission, structure, work dynamics, policies, and the context in which it operates, thereby making connections with future personal and professional goals.

Requirements

Students must complete assigned readings and reflections before each Sunday. Work turned in after the deadline and without prior communication with the instructor will receive a lower grade, or may not be accepted. Classes will focus on the analysis and debate of readings and assignments. Thus, students must come to class prepared and informed in order to actively participate in class discussions.

Each student is responsible for reading the Boston University statement on plagiarism, available in the Academic Conduct Code. Students should be aware that the penalty for plagiarizing or cheating in a Boston University program includes "...expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean." The Academic Conduct Code can be viewed in its entirety here: <http://www.bu.edu/academics/resources/academic-conduct-code/>

Grading Policy

Once the internship has been successfully completed, the grade will be weighted as follows:

Attendance and participation:	10%
E-portfolio, written assignments:	40%
Promotional Video of the company or organization:	20%
Final project:	30 %

Attendance and Participation (10%): The participation grade is based on students' general level of in-class motivation and contribution to the class's discussions and not just on attendance.

Boston University Study Abroad in Madrid holds a strict policy on the attendance of this course. **No absences are permitted** and 20% will be deducted from the final participation and attendance grade for each class missed. In order for an absence to be excused, students will need to turn in a doctor's note for health-related absences. Students are also expected to be punctual and to stay for the duration of each class. Each late arrival or early departure will negatively affect the participation grade. If the internship schedule conflicts with that of the academic portion of the course, please contact the instructor immediately. Any other conflicts should be previously discussed with the instructor.

E-portfolio (40%): The first week of class, students must create an ePortfolio and must publish the assignments given each week. The BU Login ID is required to do so. The assignments are all related to the process of reflecting on the content and in-class discussions and understanding the internship workplace experience. It is not just a recorded summary of their experience, but rather students should reflect on exactly what they have learned at a deeper, introspective level. The grading process is cumulative. **You may not resubmit or correct a section once it has been graded.**

Students may use pictures, videos or any other creative tools that they may consider interesting for taking an active role in learning. The instructor will provide comments on reflections and encourage students to comment on each others' work in some of the classes.

The ePortfolio template can be reached via BU Digation.

https://bu.digation.com/home_guest.digi?sid=675&cid=0&tid=0&pid=0&

Video of the company or organization (20%): In the second half of the semester, students will create a **6-7-minute** video in Spanish about their internship placement. It will consist of a general description of the company/organization analyzing the internship experience, including the company/organization's mission, structure or work dynamics. The video should talk about at least 3 important aspects of the company or organization and should emphasize 3 cultural work aspects. This video project should be done in a group of 2 students. All the students who participate on the video must be on it.

More specific details will be emailed by the instructor two weeks prior the assignments.

Final Project (30%): At the end of the semester, students will turn in a 7-8 page paper in Spanish that will describe important aspects of the internship experience. The assignment must be well-written and must include at least 8 appropriate bibliographical references. The paper is meant to be an assessment of the work carried out in the internship and should include reflections on the internship experience as a whole. It may include a comparative study with other similar companies/organizations in Madrid, Europe, or the US.

These are all the questions that must be addressed:

What are the objectives of your company/organization?

Research other companies/organizations in the same sector in Madrid or the US. Do they operate differently? In what ways? Describe these differences in detail.

What are, in your opinion, the strengths and weaknesses of this company/organization?

What have you learned about work dynamics or industry skills?

How do you believe that this internship experience will affect your future? Has it helped you to clarify your professional career goals? Have you considered changing, or have you changed any aspects of your career goals, discipline, or path because of it? Describe this in detail.

The final project must include serious and rigorous research.

Mandatory Readings:

All readings covered in class will be made available on ePortfolio or will be emailed by the instructor a week before each session. Readings deal with specific topics which will be discussed in class.

Guía sobre el mercado laboral, el empleo y el sistema sanitario en España. (Notes adapted by from the professor)

<https://www.justlanded.es/espanol/Espana/Empleo>

<https://www.justlanded.es/espanol/Espana/Salud>

Expansion.com, (2016) Telefónica, La caixa, El corte Inglés, Inditex y Mercadona, empresas más exitosas.

<http://www.expansion.com/empresas/2016/12/12/584e7b9aca47418c788b45b2.html>

Brown, D. (2007). *Principles of Language Learning and Teaching*. (5th ed.) New York: NY: Pearson Education. Chapter 7: "Cultura: definición y teorías: estereotipos y actitudes" pp. 188-193.

Maciamo, Hay. (2015) What differentiates Europeans from Americans: the cultural gap across the Atlantic http://www.eupedia.com/europe/cultural_differences_europe_usa.shtml

Lorenza Giraldo, Manuel, (2006). "Los estereotipos sobre la imagen de España". *Revista de Historia*, 19, pp. 219-229. Norba: ISSN 0213-375X.

Ayuso, M. (2015) Esto es lo que el resto del mundo piensa de España https://www.elconfidencial.com/alma-corazon-vida/2015-03-03/asi-nos-ven-asi-somos-por-que-la-imagen-de-espana-no-se-corresponde-con-la-realidad_649646/

Sánchez, M. (2016) ...en España tenemos horarios muy raros http://verne.elpais.com/verne/2016/03/18/articulo/1458309794_132930.html

Requena Aguilar, A. (2017) La familia ya no es lo que era: historias que nuestros abuelos no imaginaban. http://www.eldiario.es/nidos/familia-historias-abuelos-imaginaban_0_693280899.html

Ríus, M. (2015) De cincuentonas a cincuañeras. <http://www.lavanguardia.com/vida/20151108/54439661714/de-cincuentonas-cincuantaneras.html>

Jan, C. (2010). Cuando papá hace tanto como mamá. http://elpais.com/diario/2010/10/11/sociedad/1286748001_850215.html

Azumendi, E. (2008). Las nuevas familias se van imponiendo. http://elpais.com/diario/2008/01/06/paisvasco/1199651999_850215.html

Olías, L. (2018) El feminismo marca el primero de mayo: "todavía hay mucha desigualdad en los trabajos". https://www.eldiario.es/economia/Primer-Mayo_0_766773400.html

Gutiérrez, V., y Romero, J.M. (2013). España aconfesional o católica. http://politica.elpais.com/politica/2013/12/04/actualidad/1386184107_688211.html

De Zárraga, J.L. (2009). Menos católicos más ateos. <http://www.publico.es/espana/menos-catolicos-mas-ateos.html>

Noguer, M. (2017)¿Quiere que Cataluña sea un estado independiente de España? http://politica.elpais.com/politica/2017/05/21/actualidad/1495388431_217729.html

Escolar, I. (2018) El himno nacional que más me gusta https://www.eldiario.es/escolar/himno-nacional-gusta_6_741985838.html

Garijo, M. Gil, J. y Galarraga, N. (2011) Somos la generación nini: ni Psoe, ni PP. http://politica.elpais.com/politica/2011/05/17/actualidad/1305584304_704656.html

Ríos, D. (2015). Cuatro años de 15M: ruptura del bipartidismo y regeneración.
http://www.infolibre.es/noticias/politica/2015/05/15/15_cuarto_aniversario_32665_1012.html

García de Blas, E. y Manetto, F. (2016) Cinco años después, el 15M quiere gobernar
http://politica.elpais.com/politica/2016/05/14/actualidad/1463252131_317129.html

Castro, I. y Sánchez, R. (2018) Encuestas del CIS: el PP cosecha su peor resultados desde las elecciones.
https://www.eldiario.es/politica/Encuesta-CIS-Ciudadanos-Unidos-Podemos_0_737026511.html

Bolaños, A. (2014). Spain is different: 11 marcas España.
http://politica.elpais.com/politica/2014/05/30/actualidad/1401459441_718823.html

Recommended Readings:

Brislin, Richard (2008). *Working with cultural differences*. London and Westport : Praeger.

Mendez, Deidre (2014). *Executive Toolkit for Cultural Analysis: Navigating International Business Culture*. The University of Texas at Austin. Center for International Business Education and Research.

Storti, Craig (2007). *The Art of Crossing Cultures*. Boston: Nicholas Brealey (Intercultural Press).

Madrid MSES Internship Calendar: Summer 2018

Instructor: Cristina Pérez, PhD.

Work turned in after the deadline will not be corrected and will receive a zero.
All the assignments must be written in Spanish.

FRIDAY: May 18th: Orientation with EUSA. 10.00-11.15 (ROOM 404)

MONDAY: May 21st: Interviews and first day of work

CLASS 1 and 2: FRIDAY, May 18th 12.15-14.15 (ROOM 404)

Introduction to the course and e-portfolio workshop

-General information: Political parties, the media, Spanish business policies, and specific sectors and cultural factors.

Assignment 1: DUE Monday, May 21st: Start creating ePortfolio: Biography and resumé: Who are you? What are you studying? Where will you be working in Madrid?

Assignment 2: The labor market, schedules and stereotypes.

Eportfolio Assignment 2: Due Monday, May 21st

-Sánchez, M. (2016)... in Spain we have weird time schedules

-Brown, D. (2007): Cultural factors: stereotypes and attitudes

-Maciamo, Hay. (2015) What differentiates Europeans from Americans: the cultural gap across the Atlantic

-Ayuso, M (2015) The image of Spain

-Barometer of the image of Spain (2016) Real instituto Elcano. (Sixth edition)

CLASS 3: TUESDAY, May 22nd, 7:00-8:30 p.m. (ROOM 404)

The labor market, schedules and stereotypes

-The labor market: Perspectives, job searching, work permits, salaries and schedules, the health system, languages and dialects. (notes from the professor)

Cultural Differences and stereotypes

Assignment 3: Social and religious aspects of the Spanish Society

Eportfolio Assignment 3: DUE Monday, May 28th

Requena Aguilar, A. (2017) The new families: stories that our grandparents wouldn't even imagine.

Ríus, M. (2015) The new Spanish women in their fifties.

Jan, C. (2010). When daddy does as much as mommy.

Azumendi, E. (2008). The new families become part of the society.

Nogueira, Charo. (2011). Families

Gutiérrez, V., y Romero, J.M. (2013). Is Spain Catholic?

De Zárraga, J.L. (2009). Less Catholics, more atheists

Garijo, M. Gil, J. y Galarraga, N. (2011) We are the nini generation

Ríos, D. (2015). Four years of the 15M: The end of bipartidism and regeneration.

García de Blas, E. y Manetto, F. (2016) Five years after, the 15M wants to govern

Castro, I. y Sánchez, R. (2018) Polls from the CIS: PP worst results since the elections

CLASS 4: TUESDAY May 29th, 7:00-8:30 p.m. (ROOM 404)
Social and political aspects of the Spanish society

E-portfolio Assignment 4: BIO- Part 2.
E-portfolio Assignment 4 DUE Monday, June 4th

CLASS 5: TUESDAY June 5th
Multicultural workshop with EUSA, 7:00-8:00 p.m. (aula 404)

Assignment 5: Think about what you have learnt all this month.
E-portfolio Assignment 5: DUE Monday, June 11th

Start Recording the promotional video of your company (assignment 6) June 12th

Assignment 6: Download Promotional Video to the ePortfolio

E-portfolio Assignment 6: Video upload on ePortfolio: DUE Monday, June 18th

Assignment 7: Get ready the Final Paper: see detailed instructions on the ePortfolio

MONDAY, June 25th, Turn in Final Paper

CLASS 6. TUESDAY, June 26th, 7:00- 8:30 p.m.
Review: What have we learned about Spain? Saying goodbye to the company.

Bolaños, A. (2014). Spain is different: 11 brands from Spain

Assignment 8: What have I learnt? DUE: Thursday, June 28th End ePortfolio.