

# BOSTON UNIVERSITY STUDY ABROAD PADUA FALL 2019

COURSE	SHA HF 390; CAS PO 401/IR 451; CAS PO 505/IR 455 INTERNSHIP COURSE
INTERNSHIP AREAS	Political Sciences; International Organizations and NGOs; Hospitality Administration
COURSE LANGUAGE	English
INSTRUCTOR	
INSTRUCTOR EMAIL	
OFFICE HOURS	After class or by appointment
SCHEDULE	
COURSE VALUE	4 credits
LEARNING OUTCOMES	<p><b>Padua Internship Program (PIP)</b></p> <ul style="list-style-type: none"> <li>• Students gain knowledge of local work culture, workplace dynamics, labor market, and the role of Italy in the European economy.</li> <li>• Students develop knowledge of skills appropriate to the field of the internship placement, including professional and inter-cultural communication, through written, verbal, and nonverbal means.</li> <li>• Students refine and clarify professional and career goals through analytical reflection on their internship experience and research projects.</li> </ul>
COURSE DESCRIPTION	<p>Composed by two parts:</p> <p><b>September first 2 weeks(Core Phase)</b> During the first part of the program, students will take the required core course to prepare for their internships.</p> <p><b>September to December 10 weeks (Internship Phase)</b> Students participate in internships with placements located in the greater Padua area. Internship placements are the experiential component of the Internship Course. Students intern for about 16-20 hours per week, Monday-Thursday.</p> <p><b>3 internship tutorials on Friday(Internship Phase tutorials)</b> During the internship phase students meet with the Internship course professor for 3 class tutorial sessions.</p> <p>The internship course is meant to learn how to analyze, interpret and interact with an organization system based in an Italian cultural environment, preparing students for field experience with a special focus on the three areas of internship: Political Sciences, International Relations, and Hospitality Administration.</p> <p>The course is designed to enable students to develop an understanding of the Italian economy, society and culture, and to familiarize students with work practices in the global, European, Italian and local Veneto and Padua contexts.</p> <p>The first part of the course – <b>Core Phase</b> – will examine each of these issues and contexts as preparation for students’ immersion in their specific internships.</p> <p>Students will be challenged to understand and participate in a very different cultural and work environment than they have experienced in the United States, or indeed would experience in another European country or even in a different region of Italy.</p> <p>Students will learn about Italy’s and the Veneto region’s roles in the global economy, their roles in, and relationship to, the European Union, Veneto’s position in the Italian economy and society, and Padua’s role as a business, administrative, and university center in the life of the Veneto region.</p> <p>We will study the particular forms of enterprise typical of the area, the forms of employment in Italy, labor regulations, gender roles at the workplace, and the importance of local Veneto language and culture in the workplaces.</p> <p>Materials for the course will include readings, guest speakers, and video materials.</p>

	<p>During the <b>Internship Phase</b>, tutorials will provide students with an opportunity to relate what they learned during the core phase to their work experience.</p> <p><b>Internship placements</b> Internship placements are the experiential component of the Internship Course.</p>								
LEARNING STATEMENT	<p>Based on class meetings, internship placement and three tutorials. To prepare readings, assignments and preparation for class discussions, students are expected to engage out of class time for 4-5 hours per week in order to perform in this course.</p> <p>The instructor encourages students to go to the office hours and to ask for help during Core phase. During the Internship phase, please refer to the Internship Coordinator, Prof. Laura Lenci with regard to issues or question related to your placement.</p>								
TEACHING METHODOLOGY	<p>The course is based on an interactional approach. Students will share and critically discuss the readings during classes and tutorials.</p> <p>Tutorials are based on group and/or individual discussion guided by the instructor.</p>								
COURSE MATERIAL	<p>All readings and class material is available on Blackboard.</p> <p>All students must register and regularly access to the BB page of the course.</p>								
AIMS OF THE COURSE	<p>Gain an understanding of workplace dynamics, professional expectations, and the influence of culture on both.</p> <p>Build proficiency and skills appropriate to the field of the internship placement, including professional and inter-cultural communication through written, verbal, and non-verbal means.</p> <p>Refine and clarify professional and career goals through critical analysis of the internship experience and research project.</p>								
GRADING CRITERIA	<table> <tr> <td><b>Attendance and Participation</b></td> <td>15%</td> </tr> <tr> <td><b>3 written assignments (Core phase)</b></td> <td>30% (10% each)</td> </tr> <tr> <td><b>3 oral presentations (During tutorials)</b></td> <td>30% (10% each)</td> </tr> <tr> <td><b>Final project</b> (written elaboration&amp; oral presentation)</td> <td>25%</td> </tr> </table> <p><b>Attendance and Participation</b> See policies below</p> <p><b>3 written assignments (Core phase)</b> One-page long (Times New Roman, 12, single space), on the following topics, due on:</p> <p>1. «Differences between US and Italy work culture» (due on .....) Reflections must be based on the following material:</p> <ul style="list-style-type: none"> <li>• Paul Ginsborg, The "Economic Miracle", Rural Exodus and Social Transformation, 1958-63, pp. 210-52.</li> <li>• History Brief: Benito Mussolini Gains Power in Italy <a href="https://www.youtube.com/watch?v=LpAVqiDVlw4">https://www.youtube.com/watch?v=LpAVqiDVlw4</a></li> <li>• The cultural map <a href="https://www.youtube.com/watch?v=qf1ZI-O_9tU&amp;list=PLDC3vk_QeagbxxdYr5rF-FP4bnIP-U9uL">https://www.youtube.com/watch?v=qf1ZI-O_9tU&amp;list=PLDC3vk_QeagbxxdYr5rF-FP4bnIP-U9uL</a></li> <li>• Skills imbalances Italy versus the US <a href="https://www.oecdskillsforjobsdatabase.org/imbalances.php#IT/_/USA/_/[" ig"="" skills"%2c"knowledge"%2c"abilities"]="">https://www.oecdskillsforjobsdatabase.org/imbalances.php#IT/_/USA/_/["skills"%2C"knowledge"%2C"abilities"]/ig</a></li> </ul> <p>2. «Working in Italy vs. in the US: do and don'ts at the workplace» (due on .....) Reflections must be based on the interview to ....., and to the readings of Sept. 9<sup>th</sup> and 10<sup>th</sup>.</p> <p>3. «Explore your internship placement sector and compare it with the same sector in the US» (due on .....</p>	<b>Attendance and Participation</b>	15%	<b>3 written assignments (Core phase)</b>	30% (10% each)	<b>3 oral presentations (During tutorials)</b>	30% (10% each)	<b>Final project</b> (written elaboration& oral presentation)	25%
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	<p>.....)</p> <p>Reflections must be based on at least two academic sources or datasets.</p> <p><b>3 oral presentations (Internship Phase tutorials):</b>  During the Internship Phase tutorials student will draw connections between the Core phase (readings, discussion and assignments) and what they are experiencing at their placement.</p> <p>1 tutorial Friday.....:  «Your internship organization: expectations and practice»</p> <p>2 tutorial Friday, .....:  «Interning in Italy vs. the US. What I have found out»</p> <p>3 tutorial Friday.....:  «How will you market your BU Padua internship experience in your resume? Why?»</p> <p><b>Final project</b> (written elaboration&amp; oral presentation)  As a conclusion of the Internship course and work experience, students will write a 7-page paper (times new roman, 12, double space) in which they analyze the main project they worked on during their placement. They must include meaningful academic considerations with respect to what they learned of the Italian work environment.  Students are encouraged to reflect on the characteristics of their placement, the kind of contribution they gave to the placement, and how that is relevant for their career.</p> <p>The final written project will be due on ....., and students will share the results of the internship experience during the last Internship session on .....</p>
<p>BU POLICIES</p>	<p><b>Examinations</b>  All academic commitments must be completed before you leave the site; no incompletes are permitted. Students who do not complete a course on time will be given an F.  Students are required to sit their examinations on the dates, at the times, and in the same classroom as the other students in their class.  If a student is ill or has another extenuating circumstance which causes the student to be absent from a scheduled examination, he/she must provide appropriate documentation and receive approval from the Director.</p> <p><b>Attendance</b>  Students should note that attendance will be taken into account by faculty. Boston University Padua students are expected to attend each and every class session, tutorial, on-site class, internship work appointment, and activity required for the class as indicted in the syllabus. Any student with irregular class attendance may have his/her final grade penalized.</p> <p><b>Absences</b>  Unjustified absences from class, and any class related activity, will affect the students' participation grade, which will be lowered by one letter grade for each absence.</p> <p><b>Absence for Religious Reasons</b>  According to Chapter 151C of the General Laws, Commonwealth of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement that may have been missed because of such absence on any particular day; provided, however, that such makeup examinations or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said students such opportunity. No adverse or prejudicial effects shall result to students because of their availing themselves of the provisions of this section. Students who have questions about practicing their religion while abroad should contact Boston University Study Abroad.</p> <p><b>Lateness</b>  Students arriving more than 10 minutes after the posted class start time will be marked as late. Being late three</p>

times is equivalent to missing one class.

**Late Assignments**

Students are expected to turn in all course assignments on time as stated in each course syllabus. Late assignments will not be accepted and missed assignments will automatically be awarded an F. Please note that all coursework must be completed by the end of the program.

**Plagiarism** Simply stated, plagiarism is taking another's work and presenting it as you own. Definitions of plagiarism frequently include terms such as 'theft' or 'steal'. Plagiarism is, in fact, intellectual theft. It is one of the most serious forms of academic misconduct. Plagiarism committed by a student will certainly result in course failure and may result in suspension or dismissal. For more details please see Boston University's Code of Student Responsibilities: <http://www.bu.edu/lifebook/universitypolicies/policies-code.html>

**Disability accommodations** If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Disability and Access Services office (DAS) at 617-353- 3658 to coordinate any reasonable accommodation requests. For more information, please visit: <http://www.bu.edu/disability>

**Interruption of program or early departure**

Only in serious cases – mostly related to medical emergencies – the Director will allow a student to take a significant break during the program or to leave before its official conclusion. Official written approval must be received by the Director.

**Academic Advice**

The Director and Assistant Academic Director serve as the head of the faculty and as academic advisors. The Director/Assistant Academic Director is available on an appointment basis to assist students with academic issues. For academic advice regarding students' home institutions' policies and transfer credit information, non-Boston students should also contact their school's academic advisors.

**Tutorials**

BU faculty are available by appointment for students who may need support in the learning process. We strongly encourage you to take advantage of this resource. Students in the past found it very useful to succeed. Students who receive a C on a test must seek support from faculty.

