



ACADEMIC INTERNSHIP PROGRAM

Madrid Programs (MSES IIE, Fall/Spring) — (MSUP Universidad Autónoma, Spring)
HUB SA 330

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Office Hours: by appointment / consult EUSA schedule

Room 402, Miguel Ángel 8, Madrid

Course credits: 4.0 (credit areas listed below, taught in Spanish)

HUB Area: Individual in the Community

Course Bulletin: This course provides students with a thorough knowledge of the working environment in Spain as well as cultural and social understanding of the community in which they will live and work.

Course Description

The purpose of this course is to provide students with a thorough understanding of the working environment in Spain as well as 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. 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 (seven classes) and corresponding coursework.

Internship Credit Areas

CAS AH 505 Internship in Art/Architecture
CAS EC 497 Internship in Business/Economics
CAS IR 455 Internship in International Organizations
CAS PO 401 Internship in Politics
CAS PO 403 Internship in Comparative Law
CAS PO 405 Internship in International Organizations
CAS PS 495 Internship in Human/Health Services
COM CM 471 Internship in Advertising/ Public Relations
COM FT 493/494 Internship in Film and Television
COM JO 411 Internship in Journalism**
SHA HF 390 Internship in Hospitality Administration
CAS CS 219 Internship in Information Technology

QST MO 430 Managing in a Global Environment

EUSA | Academic Internship Experts

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Taken in tandem with a work placement, the course allows students to gain a greater understanding of workplace culture within the host country. It provides a framework to explore and reflect on the professional and cultural practices observed in the internship. The course and placement form an intercultural learning experience in which students can examine socio-cultural differences, beliefs and values while immersed in a diverse organizational and professional community. Through class sessions and assignments, students address the ways in which culture informs both work and learning.

Once students successfully complete the requirements of the Academic Internship Class (along with their internship hours), they will see **two entries** on their transcripts: one for the non-credit **HUB SA 330 Study Abroad Internship** (0 credits, 1 IIC Hub unit) **and the other for the credit-bearing internship course** (4 credits, course code dependent on the field of specialization in which the students complete their internship). The course HUB SA 330 does not award credit but modifies the learning outcomes to facilitate the goals of **'The Individual in Community'**.

Learning Outcomes

1. Students will become familiar with the historical, socioeconomic, and political aspects of contemporary Spanish society as they pertain to the workplace. They will become well-versed in topics such as cultural stereotypes, oversimplification of local behavior, national and religious identities, political issues, traditional and nontraditional aspects of Spanish culture, etc. Students will then be able to apply this contextualized knowledge when analyzing their experience in a new workplace and therefore be able to compare these values with those that they are accustomed to in their countries of origin. During the first week of class, students must create an *ePortfolio* where they will publish the assignments due on a weekly basis. These assignments relate to the process of reflecting upon in-class discussions as well as the student's understanding of workplace culture through their internship experience. This is not just a recorded summary of this experience, but rather students should reflect on exactly what they have observed and learned based on the assigned readings and their analysis of contemporary Spain. This reflection should come from both respectful observation as well as in-depth research of relevant issues, and not just from an oversimplified analysis of professional practices and values.
2. Students will participate in a professional internship and will gain a better understanding of workplace community dynamics, whether their internship placement be with a law firm, healthcare center, or a non-profit organization. By working in collaboration with their team/ organization, students will become actively-contributing members of this new community and culture in which they find themselves immersed. Therefore, students will develop an appreciation of how work-related matters in Spain differ from those in the United States, primarily with regard to practices and values commonly held in the professional environment.

By completing **the video project**, students will be able to critically 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 their future personal and professional goals. Students will also consider important social topics such as the concept of personal space, gender, national identity, the role of civic engagement, non-governmental organizations and/ or multinational companies.

Final Reflection Paper will be both a research paper and a reflection of the student's experience. The paper is meant to be an assessment of the work carried out at 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 and goals 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 workplace 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 reflection paper must include rigorous research.

University Policies/ Community of Learning

Students must complete weekly assigned readings and reflections (due every Sunday). Work turned in after the deadline and without prior communication with the instructor will receive a lower grade or may not be accepted at all. 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 these class discussions.

Should a student or the instructor be placed in isolation or quarantine, arrangements will be made to ensure that classes continue remotely. Remote learning may be conducted by means of Zoom, Blackboard, class recordings, online notes, etc. Students should notify instructors of their need for online learning as far in advance as possible. Should new lockdown measures be put into place, the entire class will be taught remotely until in-person classes can resume. Please consult your instructor for specific details.

BU Madrid policy states that the use of laptops and cell phones is completely prohibited during class unless the student has a previously authorized academic accommodation.

Accommodations for Students with Documented Disabilities. If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Office for Disability Services (ODS) at (617) 353-3658 to coordinate any reasonable accommodation requests.

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. **All assignments and written requirements must be written in Spanish:**

Attendance and Participation:	12%
Written Assignments:	40%
Video Project:	20%
Final Reflection Paper:	28%

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 alone.

Students should note that attendance at the internship itself **is mandatory**. While your final grade will be determined by your academic work in the class, your performance at your internship will be also taken into consideration.

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. This represents a two percent of the final grade.

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/supervisor immediately. Any other conflicts should be previously discussed with the instructor ([Policy on Religious Observance](#)).

Assignments in Blackboard (40%): The first week of class, students must open Blackboard where they will publish the assignments given each week. **A BU login username is required to do so.** The assignments are all related to the process of reflecting on the content of in-class discussions and understanding the internship workplace experience. It is not recorded summary of their experience, but rather a reflection on exactly what they have learned at a deeper, introspective level. The grading process is cumulative.

-You may not resubmit or correct an assignment once it has been graded.

-Work turned in after the deadline in Blackboard will not be corrected and will receive a zero. Students may use pictures, videos or any other creative tools that they consider useful for taking on an active role in learning. The instructor will provide comments on reflections and encourage students to comment on each other's work in some of the classes.

By completing **the video project**, students will be able to critically 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 their future personal and professional goals. Students will also consider important social topics such as the concept of personal space, gender, national identity, the role of civic engagement, non-governmental organizations and/ or multinational companies.

Final Reflection Paper (30%): At the end of the semester, students will turn in a 7-8 page paper, in Spanish, that describes the most 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.

The questions that must be addressed are outlined above (see: HUB learning outcomes).

Mandatory Readings:

All readings covered in class will be made available on *Blackboard*. Readings address specific intercultural and local topics which will be discussed in class.

Bibliography:

Álvarez, P. (Febrero 2, 2021) *Igualdad prevé la autodeterminación de género sin informe médico a partir de los 16 años*. El País.

Álvarez, P. and Valdés, C. (Marzo 19, 2019) *Claves del huracán feminista español*. Elpaís.

Bayona, E. (Enero 27, 2020) El ocaso de la Iglesia: 280.000 creyentes menos cada año.

Brown, D. (2007). *Principles of Language Learning and Teaching*. (5th ed.) New York: NY: Pearson Education. Chapter 7: "Culture: definition and theories: stereotyping and attitudes" (Notes adapted and updated by the professor)

English.elpais.com (July 23, 2023) In Spain, the left's resistance thwarts a PP-Vox majority and leaves all possibilities open.

Braccio Hering, B. (Abril 14, 2015) *Why internships are so important?* CNN.

De Benito, E. (Marzo 18, 2021) *España aprueba la ley de eutanasia y se convierte en el quinto país del mundo en regularla*. El País.

Cué E., C. and Junquera, N. (Octubre 24, 2019) *Franco's exhumation: Bringing an end to a symbol of the Spanish dictatorship*. English. Elpaís.

Cué, C. (Julio 24, 2023) *La resistencia del PSOE y Sumar frustra la mayoría del PP y Vox y deja abiertas todas las posibilidades*. Elpaís.

Economist.com (Mayo 8, 2021) *From rage to disillusion: Ten years after Spain's indignados protests*.

Euronews.com (Octubre 19, 2019) *El valle de los Caídos ya no es el mausoleo de Franco*.

France24.com (Noviembre 9, 2023) El pacto PSOE-Junts en España: la amnistía y otra claves del "acuerdo histórico".

García Valdivia, A. (Diciembre 20, 2019) *Spain Is Now In The World's Top 10 For Gender Equality*. Forbes.

Gea, P. (Junio 14, 2018) *Abuelas cansadas de estereotipos: "Trabajamos, nos divertimos y no solo vivimos para nuestros nietos"*. Eldiario.es.

Gómez, C. (abril 18, 2018) *Aún menos creyentes*. Lavanguardia.com

Hajo, A., Obodaru, O., Lu, J., Maddux, W. & Galinsky, A. (May 22, 2021) *How Living Abroad Helps You Develop Clearer Sense of Self*. Harvard Business Review

Jan, C. (Marzo 19, 2019) *Cuando papa es el que cuida*. El País.

- Junquera, N. (Enero 9, 2022) Las huellas del horror franquista. El País.
- Junquera, N. (Julio 5, 2023) *Los forenses identifican a cuatro víctimas en las criptas de Cuelgamuros: "Estoy feliz. Llevo más de 20 años esperando este momento"*. Elpaís.
- Justlanded.es Guía sobre el mercado laboral español, el empleo y el Sistema de salud. Guide about the Spanish labor market, Jobs, social security system, etc. (Notes adapted and updated by the professor)
- Laborde, A. (Enero 11, 2017) *"La gente te mira raro cuando dices que te casas por la Iglesia"*.(Las bodas católicas alcanzaron un mínimo histórico). El País.
- Ling, C. (Febrero 4, 2021) *7 Spanish stereotypes that foreigners get wrong*. Expatica.com
- Maciamo, Hay. (2018) *Lo que diferencia a los europeos de los estadounidenses: la brecha cultural en el Atlántico*. https://www.eupedia.com/europe/diferencias_culturales_Europa_EEUU.shtml
- Requena Aguilar, A. (octubre 17, 2017) *La familia ya no es lo que era*. Eldiario.es
- Rincón, R. and García, J. (March 10, 2021) *Spain's Supreme Court looks to secure ex-Catalan premier Carles Puigdemont's extradition*. El País.
- Rincón, R. (Agosto 28, 2023) *La fiscalía abre diligencias a Rubiales por posible agresión sexual*. Elpais.
- Sánchez Sánchez, M. (Marzo 25, 2016) *En España tenemos horarios raros*. El País.
- Storti, Graig. (2007) (Chapters: I, II and IV) in *The Art of Crossing Cultures*. Boston: Nicholas Brealey (Intercultural Press).
- Theguardian (February 21, 2021) Last public statue of Spanish dictator Franco is removed.
- Valdés, I. (Agosto 25, 2022) *Claves de la ley del 'solo sí es sí' que aprueba hoy el Congreso*. Elpais.
- Valdés, I. (Febrero, 19, 2023) El congreso aprueba la ley trans y la reforma del aborto. El país.
- Vázquez, C. (Enero 1, 2019) *La libertad de no ser madre*. El País.

Recommended Readings:

- Buck, Tobias. (2019). *After the fall: Crisis, Recovery and the Making of a New Spain*.
- Brislin, Richard. (2008). *Working with cultural differences*. London and Westport: Praeger.
- Chislett, W. (2013) *Spain: whatever needs to know*. Oxford: Oxford University Press.
- Galinsky Adam et al.,. *How Living Abroad Helps You Develop a Clearer Sense of Self*. 2018. Harvard Business Review
- Storti, Craig. (2007). *The Art of Crossing Cultures*. Boston: Nicholas Brealey (Intercultural Press).
- Xidias, J. (2020). "Vox: The Revival of the Far Right in Spain". CARR Research Insight 2020.4. London, UK: Centre for Analysis of the Radical Right (23 pp.).

Madrid MSES/UAM Internship Calendar:

Work turned in after the deadline will not be corrected and will receive a zero.

All the assignments must be written in Spanish.

Orientation with EUSA — Rocío/Nuria

CLASS 0: Multicultural workshop

CLASS 1:

Introduction to the course

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

Assignment 1 (BIO): Getting to know you

Getting to know you: Who are you? What are you studying? Where will you be working in Madrid?

Assignment 2: The labor market, schedules and stereotypes.

-Guía del mercado laboral, el empleo y el sistema de salud en España. (Notas adaptadas de la profesora)

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

-Maciamo, Hay. (2015) Diferencias entre europeos y americanos: el gap cultural a través del Atlántico.

- Ling, C. (2021) 7 Spanish stereotypes that foreigners get wrong.

- Sánchez Sánchez, M. (2016) En España tenemos horarios raros.

CLASS 2:

The labor market, schedules and cultural differences and stereotypes

Assignment 3: Social aspects of the Spanish Society

Laborde, A. (2017) “La gente te mira raro cuando dices que te casas por la Iglesia”. (Las bodas católicas alcanzaron un mínimo histórico).

- Jan, C. (2019) Cuando papa es el que cuida.

-Vázquez, C. (2019) La Libertad de no ser madre.

- Requena Aguilar, A. (2017) *La familia ya no es lo que era.*

-Gea, P. (2018) Abuelas cansadas de estereotipos.

-Álvarez, P. and Valdés, I. (2019) Claves del huracán feminista español.

-Sosa Troya, M. (2019) Los nacimientos caen casi un 30% en España en la última década.

-García Valdivia, A (2019) Spain Is Now in The World’s Top 10 For Gender Equality.

-Rincón, R. (2023) *La Fiscalía abre diligencias contra Rubiales por un posible delito de agresión sexual.*

CLASS 3:

Social aspects of the Spanish Society

Assignment 4: Historical and religious aspects of the Spanish society

-Euronews.com (2019) *El valle de los Caídos ya no es el mausoleo de Franco.*

-Theguardian (February 21, 2021) Last public statue of Spanish dictator Franco is removed.

-Junquera, N. (2022) Las huellas del horror franquista. El País.

Junquera, N. (2023) *Los forenses identifican a cuatro víctimas en las criptas de Cuelgamuros: “Estoy feliz. Llevo más de 20 años esperando este momento”.*

- Gómez, C. (2018) *Aún menos creyentes.*

- Bayona, E. (2020) El ocaso de la iglesia 280.00 menos creyente cada año. Publico.es

- De Benito, E. (2021) España aprueba la ley de eutanasia y se convierte en el quinto país del mundo en regularla.
- Álvarez, P. (2021) Igualdad prevé la autodeterminación de género sin informe médico a partir de los 16 años.
- Valdés, I. (2022) *Claves de la ley del 'solo sí es sí' que aprueba hoy el Congreso*. Elpais.
- Valdés, I. (2023) El congreso aprueba la ley trans y la reforma del aborto. Elpaís.

CLASS 4:

Historical and religious aspects of the Spanish society

Assignment 5: Political aspects of Spain and the evolution on nationalism

- Economist.com (2021) From rage to disillusion: Ten years after Spain's indignados protests.
- Ver el documental en Netflix: "Las dos Catalunyas"
- Rincón, R. and García, J. (2021) Spain's Supreme Court looks to secure ex-Catalan premier Carles Puigdemont's extradition.
- Elpais.com (2019) A new waiting game in Spain.
- Cué, C. (2023) *La resistencia del PSOE y Sumar frustra la mayoría del PP y Vox y deja abiertas todas las posibilidades*.
- France24.com (2023) El pacto PSOE-Junts en España: la amnistía y otras claves del "acuerdo histórico".

CLASS 5:

Political aspects of Spain and the evolution of nationalism

Assignment 6: Download Video Project

Assignment 7: Estudiar, vivir y trabajar en el extranjero

- Braccio Hering, B. (April 14, 2015) *Why internship so important?* CNN
- Hajo, A., Obodaru, O., Lu, J., Maddux, W. & Galinsky, A. (May 22, 2021) *How Living Abroad Helps You Develop Clearer Sense of Self*. Harvard Business Review
- Storti, Graig (2007) "The problem explained" (chapter IV) in *The Art of Crossing Cultures* in HOME (Lecturas recomendadas)

CLASS 6:

Review: What is like to study, live and work abroad in Spain? How do we say goodbye to the company/supervisor/family?

Assignment 8: What have I learnt? Final paper reflection

When you download the paper in Blackboard assignments make sure to name the file properly. Do not use a PDF, it must be a word document or a Google Doc file.
Example: Subject Example: Finalpaper.internship: Sam Smith