



IN 395 INTERNSHIP SEMINAR

IES Abroad Buenos Aires

DESCRIPTION:

The Internship seminar aims to provide a framework for and theoretical support to the internship experience in which students will be placed at a company or organization in Buenos Aires for the duration of this course. The seminar format places group conversation and direct student participation at the center of the class dynamic. The seminar will serve as a forum where students will discuss and reflect on their internship experience in the context of the topics introduced in the course. These include: characteristics of the Argentine labor market, government and trade unions relations, youth and the labor market, the impact of gender and ethnic discrimination in the labor market, and poverty and unemployment. Students will be encouraged to introduce a comparative perspective with Latin and North American experiences in their critical reflections throughout the semester and in their final report.

CREDITS: 3 credits

CONTACT HOURS: 25 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Students will spend a minimum of eight hours per week and between 90 and 110 hours throughout the semester at their internship site as a core course requirement. In addition, there will be 8 mandatory 2-hour seminar meetings throughout the semester. Seminars will include regular roundtable presentations of each student's internship experience, lectures and student-led discussion sessions. Students will give periodic presentations and discuss their progress on individual final research projects. Students are also encouraged to contribute to the discussion with news articles about current events in Argentina and the world.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation - 20%
- Evaluation by Internship Supervisor - 30%
- Organization Assessment - 30%
- Internship Journal - 20%

Course Participation

Course contribution includes active participation in class.

Evaluation by Internship Supervisor

Your internship supervisor will evaluate initiative, attendance, and efficiency in the workplace. This evaluation will be delivered at the end of the semester.

Organization Assessment

Students will write an assessment of the labor conditions in their organization along the lines of the topics covered in the seminar. This project must include a reflection on both the host organization—including its goals, history, structure and function, and its place in the community—and the student's experience as an intern, including a description of the main tasks and responsibilities undertaken in the internship, the cultural aspects of the internship, and what the intern gains from this experience. Students are expected to reflect on how their experiences relate to the readings and topics covered in class. The project should result in an oral presentation of 15 minutes (15%) and an 8-page paper (15%).

Internship Journal

Students will keep an internship journal, with biweekly directed entries, following guidelines defined by the instructor. The goal of the journal is to invite students to think critically about their everyday experience at their internship site and to chronicle this in their writing. This is important in charting the evolution of their internship experience as by the end of the semester, and when they have already adjusted their expectations based on concrete experience at their placement, they can reflect back on their learning to understand, in a better understood cultural context, what changes in practice and in insight they underwent.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Demonstrate (through written work and class discussion) understanding of contrasts and similarities in Argentine and US work culture and organizational structures.
- Have enhanced and developed transferable skills, essential for success in an international work environment.
- Have related (through written work, class discussion, and the internship experiences) the theoretical concepts learned in class to their internship experiences.

CONTENT:

Week	Content	Assignments
Week 1	Argentina's business and political culture and labor market institutions • Buenos Aires' economy and urban demography in national, continental and international contexts. The national and city's government's economic options and policy responses to current events, especially the impact of the local and global recession on Argentina. Overview of the interactions between the national economy and labor market and their combined impact on job opportunities, workplace demographics and internship placements; ethics as an absolute and a cultural construct: identifying ethical positions that are common across cultures and culture-specific views on ethical challenges.	• Victor, David (n.d.) "Doing Business in Argentina - Reference for Business", <i>Encyclopedia of Business</i>, 2nd edition. • Brown, Jonathan, 2003, <i>A brief history of Argentina</i>, Infobase Publishing, Introduction and Chapter 10. • Stiglitz, Joseph, 2002, <i>Argentina, short-changed: Why the nation that followed the rules fell to pieces</i>, The Washington Post, May 12; Page B01.

Week	Content	Assignments
Week 2	Cultural adaptation and cross-cultural competencies Discussion of issues of cultural adaptation, dealing with culture shock, and building cross-cultural competencies; introduction to Argentine and US business and political culture: contrasts and similarities; special attention to cross-cultural workplace issues (leadership, teamwork, individual responsibilities, initiative, risk taking, hierarchy and status).	- Directed Journal Entry #1: Describe your learning goals for the internship and how you believe the experience may contribute to your future career. - Rosenbaum, Andrew (2012) "How to Avoid Being the 'Ugly American' when Doing Business Abroad". <i>Harvard Management Communication Letter</i>, Vol. 5, No 12. - Aimar, Carlos; Stough, Stanley, 2007, "Leadership: does culture matter? Comparative practices between Argentina and United States of America", <i>Academy of Educational Leadership Journal</i> 11.3 (2007): 9-43.
Week 3	Poverty and Development in Argentina from Civil Society's view Poverty and equality remain a challenge for Argentina albeit economic growth. How are NGOs working to contribute to a more equal society? Overview of the situation and recent social policies.	- Aguirre, Patricia, 2008, Social Assistance as Seen by Buenos Aires Poor and New Poor During Convertibility, <i>Anthropology of Food</i>, 54, May, 2008, pp. 1-14, http://aof.revues.org/2832 - CEPAL/ECLAC, 2013, Social Panorama of Latin America 2013, United Nations, ECLAC. (selection of pages) pp. 11-25, http://www.eclac.org/publicaciones/xml/4/48454/SocialPanorama2013Docl.pdf - Directed Journal Entry #2: Describe the interview and selection process. How did this differ from your previous experiences?
Week 4	New forms of social organization and unionization New forms of social organization and unionization: the emergence of new forms of production and exchange (barter, worker co-operatives and empresas recuperadas), social organization (local assemblies, piquetero movement) and union activity as a consequence of the social and economic changes in Argentina and the world.	- Birss, Moira (2005) "The Piquetero Movement: Organizing for Democracy and Social Change in Argentina's Informal Sector", <i>The Journal of the International Institute</i>, Volume 12, Issue 2, Winter 2005. "To Weather Recession, Argentines Revert to Barter", <i>New York Times</i>, 05/6/2001. "Battered by Economic Crisis, Greeks Turn to Barter Networks", <i>New York Times</i>, 10/1/2011. - Directed Journal Entry #3: How do you interact with your coworkers and management in your workplace? How relevant are personal interactions vis-à-vis other communication methods?

Week	Content	Assignments
Week 5	Historical and present perspectives on Argentina's Education System Historical and present perspectives on education in Argentina and Latin America. Inequities in access, retention, progressing and learning.	- Gvirtz, Silvina, Beech, Jason and Oria, Angela, 2008. Schooling in Argentina, in: Going to School in Latin America, Greenwood Publishing Group, pp. 5-33 - UNESCO, UNICEF, 2012, Finishing School – A Right for Children's Development: A Joint Effort, executive summary Latin America and the Caribbean, All Children in School by 2015, Global Initiative on Out-of-School Children. (selection of pages: 10-23) http://www.unicef.org/lac/OOSC_Executive_Summary_agosto_14_2012.pdf - Videos: ACIJ video "The South Also Exists": http://vimeo.com/8176012 - Directed Journal Entry #4: Describe work practices in your workplace. How different or peculiar are they, as compared to practices in the U.S.?
Week 6	Environmental challenges and Sustainable Development in Argentina Recent cases of environmental pollution in Argentina. The Riachuelo river, the Villa Inflamable. Role of civil society in environmental complaints.	- Auyero, Javier and Swinstun, Débora Alejandra, 2009, Flammable: Environmental Suffering in an Argentine Shantytown, Oxford University Press, New York. (selection of pages) - GAIA, 2012. Buenos Aires City Argentina: Including Grassroots Recyclers, in: On the Road to Zero Waist, GAIA, Global Alliance for Incinerator Alternatives, Global Anti-Incinerator Alliance. pp. 74-81, http://www.globalgaia.org/downloads/On%20the%20Road%20to%20Zero%20Waste.pdf#page=78 - Directed Journal Entry #5: Describe some experiences or events where you felt you were being treated as a 'yankee'. Conversely, can you think of any instances where you received privileged treatment or, on the contrary, where you felt excluded, based on your being an American?
Week 7	Student Presentations Students will present their final projects. Presenters are strongly advised to prepare a PowerPoint presentation.	Directed Journal Entry #6: What do you think are the three main skills you have acquired from your internship? Think critically. These may be hard skills such as learning how to use social media for an organization or they may be 'soft skills' such as working with people from different cultures.
Week 8	Student Presentations Students will present their final projects. Presenters are strongly advised to prepare a PowerPoint presentation.	Directed Journal Entry #6: What do you think are the three main skills you have acquired from your internship? Think critically. These may be hard skills such as learning how to use social media for an organization or they may be 'soft skills' such as working with people from different cultures.