



IN/SO 395 Internship Seminar: Social Action

IES Abroad Barcelona

DESCRIPTION:

This seminar aims at providing a general overview of Spanish society in terms of the functioning of the welfare state and its influence on social organization, health, and the approach of the most vulnerable groups such as the immigrant population. At the same time, the course provides support to students in carrying out their internships in areas related to social vulnerability or care.

Along the seminar, also the cultural issues that inevitably surround working within a foreign environment with hands-on experience in the Social Sector will be addressed. Students will be based in local NGOs or voluntary centers where they will assist with the organization's tasks and immerse themselves in the issues tackled. The course will mainly be based on the intercultural knowledge that the intern stands to gain through the workplace experience. In addition to Intercultural Studies, we will also consider other diverse but related areas such as the role of the Third Sector and Social economy and Spain's current social, political, and economic situation.

The first part of the seminar aims to guide the students through their onsite experience in a local NGO, and to relate to some of the main approaches underlying work in the care sector.

The second part will focus on particularly vulnerable populations and how the welfare state provides a specialized support, taking into consideration the latest economic, social and sanitary challenges such as the 2008 crisis in Europe and Spain and the COVID-19 consequences in society.

Finally, new economic strategies with a stronger focus on people's wellbeing will be addressed, such as the Social and Solidarity economy, social coin and other local experiences.

The last sessions aim at enhancing students résumés and competences to approach the labor market as international interns.

CREDITS: 3 credits

CONTACT HOURS: 25 hours

INSTRUCTOR: Catarina Alves

LANGUAGE OF INSTRUCTION: English

METHOD OF PRESENTATION:

Lectures, class debates on student's experiences, case studies, written exercises, and course-related excursion.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation - 10%
- Assignments - 20%
- Workplace supervisor evaluation -40%
- Final paper - 30%

Class participation

Students will be expected to come to class prepared, and to participate actively in class.

Assignments

- Course-related excursion assignment: Mescladís (10%). The students will attend a mandatory course-related excursion to Mescladís, a socialbusiness. Furthermore, the students will complete a questionnaire based on the visit
- Other reading or visit assignment (10%). Students are expected to read and prepare beforehand the materials designated for each session. Either individually or in pairs, students will read and prepare materials for the class.

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Workplace supervisor evaluation

Students' workplace supervisors will evaluate several aspects such as attendance, punctuality, interest and efficiency of the student. The criteria for this are determined by the internship supervisor.

Final paper

- First part (10%). Due in week 6. This will consist of a description, analysis and commentary of the student's internship. The format of this part of the final paper will be a report of around 1500 words (font size should be 12pt Times New Roman, double spaced). It must include, at least, 1 citation source and you can follow a scheme similar to the following:
 - a) Description of the company
 - b) Description of the sector to which it belongs. Research and compare this sector in both countries, Spain and the USA (refer to content in session 2)
 - c) Description of your job position e.g. knowledge, competences and abilities needed. Cultural differences in time management, seniority, decision making, among others. (refer to content on session 3)
 - d) Description of your main tasks, duties and responsibilities
- Second Part (10%). Due in week 12. The format of the second part of the final paper will be a report of around 1500 words. It must include the following items:
 - a) What have you learned from this internship?
 - b) How will this internship enrich your resume? How will you apply it to your professional career?
 - c) Recommendations to improve the internship and yourself.
 - d) Conclusions.
- Oral Presentation (10%). Students are expected to make presentations of their papers to the class.

LEARNING OUTCOMES:

By the end of the course, the students are able to:

- Describe the main features of the Spanish welfare state and its recent reforms and challenges;
- Discuss the main issues in Spanish contemporary society and its growing inequality;
- Give examples of the complexities of the Spanish third sector, of its development in recent history and of its valuable contribution to contemporary Spanish society;
- Analyze the concept of social business and identify its possible practical applications;
- Connect their experience in the field to the readings and topics discussed in class;
- Recognize and describe how their professional competences and social awareness have improved during the social action internship.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. There will be no penalty for the first unjustified absence in the Internship Seminar. A second unjustified absence will result in three percentage points being deducted from the final grade. A third unjustified absence will result in a maximum grade of C for the course. A fourth unjustified absence will result in a grade of F. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

Attendance at the internship placement, at the times agreed with the placement supervisor, is mandatory. Any unavoidable absences, due to documented medical or family situations, must be communicated immediately to both the placement supervisor and to the Internship Department. Any hours missed must be made up during the semester, in agreement with the placement supervisor.

CONTENT:

Session	Content	Required Reading
Session 1	<ul style="list-style-type: none"> Professors' presentation of the course; Introducing Spain, Catalonia and Barcelona <ul style="list-style-type: none"> The social fabric; Brief introduction to the Third Sector relating with student's Internships Community based learning, IES style The life of a Community based learning intern: past students' experiences and reflections; Community based learning in Barcelonawith IES: expectations and reality; Cultural intelligence 	<ul style="list-style-type: none"> Earley, P. & Mosakowski. E. (2004). Cultural Intelligence. Harvad Business Review. https://hbr.org/2004/10/cultural-intelligence/ar/1. Kukolic, S. (2016). Are You Laying Bricks Or Building A Cathedral? <i>Huffingtonpost</i>. https://www.huffpost.com/entry/are-you-laying-bricks-or_b_12387634?guccounter=1 Study on Volunteering in the European Union Country Report Spain. Available: https://ec.europa.eu/citizenship/pdf/national_report_es_en.pdf Flaherty, J. (2016). <i>No More Heroes: Grassroots Challenges to the Savior Mentality</i>. AK Press.
Session 2	<ul style="list-style-type: none"> Spain's current social, political and economic situation: The labor market <ul style="list-style-type: none"> The Spanish labor market; Labor relations in Spain. 	<ul style="list-style-type: none"> Jaumotte, F. (2011). The Spanish Labor Market in a Cross-Country Perspective. <i>International Monetary Fund Working Paper</i>, 11(11), 4-6. Observatorio del Servicio Público de Empleo Estatal, "Informes del Mercado de Trabajo Estatal". Available: https://sepe.es/HomeSepe/que-es-el-sepe/observatorio/informes-mercado-trabajo/informes-anuales-mercado-trabajo-estatal/ver-resultados.html?documentType=informes&tipo=1&periodo=anual&ambito=Nacional
Session 3	<ul style="list-style-type: none"> Spain's current social, political and economic situation: Inequality <ul style="list-style-type: none"> Inequality and poverty in Spain: evolutionand current situation Demographic changes and its' relation with inequality Gender inequality: reasons and challenges 	<ul style="list-style-type: none"> Oxfam, The cost of inequality: how wealth and income extremes hurt us all (2013). https://policy-practice.oxfam.org/resources/the-cost-of-inequality-how-wealth-and-income-extremes-hurt-us-all-266321/ OECD Better Life Index (n.d.). Spain. https://www.oecdbetterlifeindex.org/countries/spain/ Sosa Troya, M. (2020). Spain's social protection system is broken, says United Nations expert. <i>El País</i>. https://english.elpais.com/society/2020-02-10/spains-social-protection-system-is-broken-says-un-expert.html Sedgui, A. (2014). Poverty and Education: A Lost Decade for Spains's Children. <i>The Guardian</i>. https://www.theguardian.com/news/datablog/2014/oct/28/poverty-and-education-a-lost-decade-for-spains-children Conde-Ruiz, J. I., & Marra de Artinano, I. (2016). Gender gaps in the Spanish labor market. <i>Estudios sobre la Economía Española</i>, 32, 1-103.

Session 4	<p>Spain's current social, political and economic situation: The Welfare State, constitutional rights and mechanisms of social protection (Part 1):</p> <ul style="list-style-type: none"> ○ Health; ○ Education 	<p>https://documentos.fedea.net/pubs/eee/eee2016-32.pdf</p> <ul style="list-style-type: none"> • National report on third sector barriers in Spain (2016). https://thirdsectorimpact.eu/site/assets/uploads/documentations/tsi-national-report-no-8-third-sector-barriers-spain/TSI-National-Report-No-8-Spain-77p-1x-.pdf • Martin-Moreno, J.M., (2009). Spain: a decentralized health system in constant flux. https://pubmed.ncbi.nlm.nih.gov/19332452/
Session 5	<ul style="list-style-type: none"> • Spain's current social, political and economic situation: The Welfare State, constitutional rights and mechanisms of social protection in different areas (Part 2): • Immigration; • Other vulnerable groups. 	<ul style="list-style-type: none"> • Zanker, J. and Mallett, R. (n.d.). Migration policy: three things to know about 'Fortress Europe', ODI. https://odi.org/en/insights/migration-policy-three-things-to-know-about-fortress-europe/ • Kovras, I., & Robins, S. (2016). Death at the border: Managing missing migrants and unidentified bodies at the EU's Mediterranean frontier. <i>Political Geography</i>, 55, 40-49. • Ministerio de asuntos exteriores y de Cooperación, Spain's perspective on migration & development: Migration policies. https://www.oecd.org/dev/38598067.pdf • Arteta, I. (2017). Immigrants return to Spain after seven years of crisis- led decline. <i>El País</i>. https://english.elpais.com/elpais/2017/06/30/inenglish/1498812232_425175.html • OECD Statistics from https://stats.oecd.org/
Session 6	<ul style="list-style-type: none"> • Between State and Market <ul style="list-style-type: none"> ○ Corporate Social Responsibility ○ The Third Sector in Spain 	<ul style="list-style-type: none"> • Beschorner, T., [HSG UniStGallen] (2012, November 30). <i>What is Corporate Social Responsibility (CSR)?</i> [video file]. https://www.youtube.com/watch?v=E0NkGtNU_9w • Rupal, J. (2008). Importance of Ethics in Business, <i>Atharva Institute of Management Studies</i>. Mumbai. https://ezinearticles.com/?Importance-of-Ethics-in-Business&id=1212419 • Gallego, V. M., & Cabrero, G. R. (2020). Current challenges and prospective analysis of the Third Sector of Social Action (TSSA) in Spain. https://doi.org/10.7203/CIRIEC-E.98.15385
Session 7	<ul style="list-style-type: none"> • Business can be social • The Social and Solidarity Economy in Spain and Catalonia: Examples of working projects; • Other examples of successful social business ideas 	<ul style="list-style-type: none"> • Ann M. Oberhauser, Seela Aladuwaka; Feminist Perspectives on Microfinance and Women's Empowerment. <i>Journal of Development Perspectives</i> 1 November 2020; 4 (1-2): 59–78. doi: https://doi.org/10.5325/jdevopers.4.1-2.0059 • Weber, K., & Yunus, M. (2008). Creating a world without poverty: social business and the future of capitalism (pp. 3-19, 21-40). • Ajuntament de Barcelona, <i>Impetus Plan for the Social and Solidarity Economy, 2021-2023</i>, Available: https://ajuntament.barcelona.cat/economia-social-solidaria/en/boosting-sse-piess/plan-boost-social-and-solidarity-economy-2021-2023

		<ul style="list-style-type: none"> United Nations, (2014). Social and Solidarity Economy and the Challenge of Sustainable Development. https://www.socioeco.org/bdf_fiche-document-3229_en.html
Session 8	Student's presentation of the 1st part of the final paper.	
Session 9	Course related excursion - Mescladís: An example of a Social Business.	<ul style="list-style-type: none"> Mescladís webpages: https://www.mescladis.org/nosotros/entender-mescladis%20-http://mescladis-%20org.b.iwith.org/es/quien-somos/objetivos.html
Session 10	Teamwork: the impact of cultural values and beliefs, including leadership styles, on creating a successful team.	<ul style="list-style-type: none"> Haas, M. & Mortensen, M. (2016). The Secrets of Great Teamwork. Harvard Business Review. https://hbr.org/2016/06/the-secrets-of-great-teamwork
Session 11	<ul style="list-style-type: none"> Professional Outcomes of the Internship: <ul style="list-style-type: none"> The Résumé; Networking and the role of Social Media; The job Interview 	
Session 12	Students' presentations of the final paper.	

REQUIRED READINGS:

- Ajuntament de Barcelona, *Impetus Plan for the Social and Solidarity Economy, 2021-2023*, Available: <https://ajuntament.barcelona.cat/economia-social-solidaria/en/boosting-sse-piess/plan-boost-social-and-solidarity-economy-2021-2023>
- Arteta, I. (2017). Immigrants return to Spain after seven years of crisis-led decline. *El País*. https://english.elpais.com/elpais/2017/06/30/inenglish/1498812232_425175.html
- Auzenne, M., & Horstman, M. (2005). Your Resume Stinks! Available: <http://www.manager-tools.com/2005/10/your-resume-stinks>. (podcast).
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- CEOE, "Singularidades Socioeconomicas del mercado laboral español", (2015). Available: <http://contenidos.ceoe.es/resou>
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- Earley, P. & Mosakowski, E. (2004). Cultural Intelligence. Harvard Business Review. <https://hbr.org/2004/10/cultural-intelligence/ar/1>.
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- Gallego, V. M., & Cabrero, G. R. (2020). Current challenges and prospective analysis of the Third Sector of Social Action (TSSA) in Spain. <https://doi.org/10.7203/CIRIEC-E.98.15385>
- Goodman, D. A. (2000). Use behavioral interviewing to detect skills you can't teach on the job.: Wanted: Behavioral Skills. *Nursing Management*, 31(2), 27-29.
- Haas, M. & Mortensen, M. (2016). The Secrets of Great Teamwork. Harvard Business Review. <https://hbr.org/2016/06/the-secrets-of-great-teamwork>
- Habiague, M. (2005). *Objetivos de la Fundació Ciutadania Multicultural*.

Available: <http://www.mescladis.org/es/quiensomos/objetivos.html>.

- Habiague, M. (2005). Código ético Mescladís. Available: <http://www.mescladis.org/es/quiensomos/codigoetico.html>.
- Habiague, M. (2005). La cocina como herramienta educativa. Available: <http://www.mescladis.org/es/quiensomos/cocina.html>.
- Jaumotte, F. (2011). The Spanish Labor Market in a Cross- Country Perspective. *International Monetary Fund Working Paper*, 11(11), 4-6.
- Kovras, I., & Robins, S. (2016). Death at the border: Managing missing migrants and unidentified bodies at the EU's Mediterranean frontier. *Political Geography*, 55, 40-49.
- Kukolic, S. (2016). Are You Laying Bricks Or Building A Cathedral? *Huffingtonpost*. https://www.huffpost.com/entry/are-you-laying-bricks-or_b_12387634?guccounter=1
- Martin-Moreno, J.M., (2009), Spain: a decentralised health system in constant flux. <https://pubmed.ncbi.nlm.nih.gov/19332452/>
- Ministerio de asuntos exteriores y de Cooperación, Spain's perspective on migration & development: Migration policies. <https://www.oecd.org/dev/38598067.pdf>
- National report on third sector barriers in Spain (2016). <https://thirdsectorimpact.eu/site/assets/uploads/documentations/tsi-national-report-no-8-third-sector-barriers-spain/TSI-National-Report-No-8-Spain-77p-1x-.pdf>
- Observatorio del Servicio Público de Empleo Estatal, "Informe del Mercado de Trabajo Estatal", (2017). Available: <https://sepe.es/HomeSepe/que-es-el-sepe/observatorio/informes-mercado-trabajo/informes-anuales-mercado-trabajo-estatal/ver-resultados.html?documentType=informestipo=1&periodo=anual&ambito=Nacional>
- OECD Better Life Index (n.d.). Spain. <https://www.oecdbetterlifeindex.org/countries/spain/>
- Oxfam, The cost of inequality: how wealth and income extremes hurt us all (2013). Available: <file:///C:/Users/celtarina/Downloads/Cost-of-inequality%20Oxfam.pdf>.
- Oxfam, What is Social and Solidarity Economy and why does it matter? <https://policy-practice.oxfam.org/resources/the-cost-of-inequality-how-wealth-and-income-extremes-hurt-us-all-266321/>
- Rupal, J. (2008). Importance of Ethics in Business, *Atharva Institute of Management Studies*. Mumbai. <https://ezinearticles.com/?Importance-of-Ethics-in-Business&id=1212419>
- Schneider, S. C. & Barsoux, J.-L., Culture and organization. In *Managing Across Cultures*: 77-91. Harlow: PrenticeHall Europe, 2002.
- Sedgui, A. (2014). Poverty and Education: A Lost Decade for Spains's Children. *The Guardian*. <https://www.theguardian.com/news/datablog/2014/oct/28/poverty-and-education-a-lost-decade-for-spains-children>
- Sosa Troya, M. (2020). Spain's social protection system is broken, says United Nations expert. *El País*. <https://english.elpais.com/society/2020-02-10/spains-social-protection-system-is-broken-says-un-expert.html>
- Study on Volunteering in the European Union Country Report Spain. Available: https://ec.europa.eu/citizenship/pdf/national_report_es_en.pdf
- United Nations, (2014), Social and Solidarity Economy and the Challenge of Sustainable Development. https://www.socioeco.org/bdf_fiche-document-3229_en.html
- Weber, K., & Yunus, M. (2008). Creating a world without poverty: social business and the future of capitalism (pp. 3-19, 21-40).
- Yunus, M. (2007). *Banker to the poor: Micro-lending and the battle against world poverty* (pp. 45-58, 61-83, 117-130). PublicAffairs.
- Zanker, J. and Mallett, R. (n.d.). Migration policy: three things to know about 'FortressEurope', ODI. <https://odi.org/en/insights/migration-policy-three-things-to-know-about-fortress-europe/>

RECOMMENDED READING:

- Lewis, T. L., & Niesenbaum, R. A. (2005). Extending the stay: Using community-based research and service learning to enhance short-term study abroad. *Journal of Studies in International Education*, 9(3), 251-264.

INSTRUCTOR BIOGRAPHY:

Catarina Alves is a Gender Consultant for the Public Administration and for the 3rd Sector in Catalonia, Spain and internationally. Miss Alves got her degree in 2004 in Social Policy in Lisbon and then specialized in psychosocial interventions with migrants, refugees and ethnic minorities in Barcelona. In 2012 she finished her Master's Degree in Gender and women studies in Barcelona, focusing on human trafficking and migratory experiences from a gender perspective. She is currently doing her PhD in the Complutense University of Madrid on issues regarding Social care from a transcultural and gender perspective. Miss Alves is also a teacher of Sociology and Gender



at the Autonomous University of Barcelona focusing on gender, ethnicity and other forms of social oppression. For the past 5 years, Miss Alves has been an external consultant for several social projects focusing on gender based violence, human trafficking, women's rights, gender equality and gender mainstreaming for the public administration.