



Academic Internship Program

Syllabus, Fall 2024

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Course Credits: 4

Hub Units: 1 BU Hub Unit – Individual in the Community

Credits applicable to the following internship course codes:

CAS AH 505	Art/Architecture/Arts Administration
CAS EC 497	Business/Economics
CAS HU 425	Visual/Performing Arts
CAS IR 451/PO401	International Relations/Politics
CAS IR 455/PO 405	International Organisation
CAS PO 403	Comparative Law
CAS PS 495	Health/Human Services
COM CM 471	Advertising/PR/Marketing
COM FT 493	Film/Radio/TV
COM JO 412	Journalism
SAR HS 405	Practicum in the Health Sciences
SHA HF 390	Field Placement in Hospitality Administration

Course Description

Taken in tandem with a work placement, the course allows students to better understand workplace culture in Ireland. 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 where students can examine socio-cultural differences, beliefs, and values while

immersed in a diverse organisational and professional community. Students address how culture informs work and learning through class sessions and assignments. This course fulfils a unit in the BU Hub area: The Individual in Community.

Learning Outcomes

HUB Area: The Individual in the Community

1. Students will analyse at least one dimension of their experience in an Irish workplace—historical, racial, socio-economic, political, gender, linguistic, religious, or cultural. They will interrogate how these dimensions inform and impact their worldviews and beliefs as well as those of other individuals and societies.
2. Students will respectfully participate in different employment communities, such as workforces, professional associations, and attendant political, social, and cultural structures. In addition, they will participate in campus, citywide, national, and international groups and reflect on the issues relevant to these communities.

Academic Internship: Learning Outcomes

1. In conjunction with the Dublin Program academic courses and drawing on classroom-acquired skills, students will demonstrate a knowledge and understanding of Irish culture and society. They will be expected to apply that knowledge and understanding to the professional context of their internship site, with its specific mission, challenges, culture, and constraints.
2. In tandem with the above, students will develop a cross-cultural perspective and the ability to experience people and events through the lens of Irish culture. In this manner, they will build a sensitivity to and engagement with ambiguity and a diversity of philosophical approaches. Moreover, they will learn to reflect on their home culture, build civic-mindedness and consider what they can learn about themselves and their place in a global world.
3. Students will gain an understanding of workplace dynamics and professional expectations. They will explore what they can bring to this professional environment, drawing on their resources, skills and life experiences to contribute to the workplace goals.
4. In addition, they will build proficiency in a range of business and industrial skills appropriate to their internship setting. These will include key professional competencies: critical thinking, teamwork, professionalism, oral, digital, and written communications. This process will allow students to refine and clarify their personal and career goals.
5. Students will analyse what makes the host organisation flourish – or not. They will consider its place nationally and globally in its field of endeavour. They will identify how it operates in its community and the broader market and comment on its issues and challenges in pursuing its mission.
6. Students are expected to critically reflect on their contribution to the host organisation in the context of their overall experience in Ireland.

Plagiarism

Each student is responsible for reading the Boston University statement on plagiarism, available on the Academic Conduct Code. Students should be aware that the penalty for plagiarising 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/>

Assessment

Grading for the course will be weighed as follows:

Attendance, Review and Evaluation	25%
Reflective Diary	25%
Written Research Project	50%

Attendance, Review and Evaluation

Under this heading, attendance (10%) refers first to attendance as required at the internship site proper. Attendance at internships is mandatory and monitored. Unexcused absences from the internship will result in a lower grade and, if persistent, failure of the course. Non-submission of the required written work results in an automatic Fail being returned on the academic transcript.

Attendance also includes attendance at and participation in the required orientation and workshop sessions or any meeting that may be requested.

5% of the mark is assigned to completing EUSA's midterm review promptly and satisfactorily.

5% of the mark is assigned to completing EUSA's end-placement review before the last day of term.

The remaining 5% under this heading will take cognisance of the placement supervisor's final assessment. During the internship, the supervisor will evaluate the quality of day-to-day work performance. Criteria include understanding of the organisation's operations and functions, interpersonal communication skills, competence in work undertaken for the organisation, adaptability in responding to the assignment of tasks, professionalism in terms of punctuality, reliability, appropriateness of dress sense, attitude, attendance at work, and progress over the placement.

Reflective Diary

Students are expected to maintain a reflective double-entry diary in which they record their observations and impressions every week on the right-hand page of each dated entry. The opposite page will be used for subsequent reflection. Such entries are expected to demonstrate a degree of self-assessment and awareness, particularly concerning transcultural awareness, growth as a colleague, and contribution to the workplace. It is an opportunity to enumerate and reflect on the skills they are acquiring and to outline the chances they are finding to learn about the world of work.

Students will be introduced to maintaining their diaries at a workshop following their Academic Orientation. They will be invited to set personal and professional goals and formulate and record strategies to achieve those goals.

When they embark on the internship proper in the second half of the semester, students should continue, weekly, to document and reflect upon their personal adjustment and growth and on their professional and intercultural experiences.

At the conclusion of the internship, students should reflectively review their entries and write a concise conclusion. The conclusion will focus on the outcomes of their experiences, how they have evolved, what kind of professional they aspire to be, and how their experiences will impact future professional or personal choices. Diaries will be submitted during a wrap-up workshop.

Research Project

This project will take the form of a research essay of at least 3,000 words. It should be submitted in hard copy on the final day of the program, but students should retain an electronic copy. This paper is for the eyes of the BU grader only, so students should feel free to comment forthrightly.

Arguments and conclusions should be supported by no fewer than eight substantial citations from various sources. Students may draw on non-confidential placement-specific sources – websites, annual reports, promotional material, personal interviews, etc. – as well as journals, newspapers and books. A cover page should show the student's name, the placement, the title and a word count. Full referencing is a marking criterion, and originality of thought, theoretical insight, and clear exposition will contribute to awarding a high grade.

This paper aims to describe the most important elements of the internship experience. It may include a comparative study with similar companies/organisations in Ireland, the USA, or elsewhere.

The paper must address each of the following aspects:

1. Students should outline their background, motivation and initial goals for embarking on this internship.
2. This section should offer an overview of the organisation, touching on its history, mission and structure and how these translate into its goals and objectives. Students should outline briefly the tasks and responsibilities assigned to them and their contribution to their placement.
3. Here, the student is expected to illustrate an insider's understanding of the organisation, outlining how it operates internally and, in its market, and civil context. The paper should offer an analysis of the company's strengths and weaknesses and an appreciation of its opportunities and threats.
4. The student will reflect on his/her understanding and experience of cultural differences in the workplace and should offer specific examples. They should also draw on their prior classroom learning when exploring human on-the-job relationships.
5. In conclusion, students will locate their internship experience within the framework of their own professional aspirations, noting how they have acquired knowledge, understanding, and skills and how their experience will clarify their career goals and impact their future professional and personal choices.

Course Structure

Week 6	Internship Meeting with BU Dublin Academic Director
Week 7	Internship Pre-Placement Meeting with EUSA
Week 8	Midterm Break
Week 9	Internships Begin
Week 10	Directors Group Meeting - 1
Week 11	Directors Group Meeting - 2
Week 12	Directors Group Meeting - 3
Week 13	Directors Group Meeting - 4
Week 14	Exam Week
Week 15	Internships End
-	Assignments Due

Readings

1. Aycan, Z and Kanungo, R.N. *Organizations and Management in Cross-cultural Context*, Sage, 2014
2. Brislin, R. *Working with Cultural Differences; Dealing Effectively with Diversity in the Workplace*, Greenwood, 2008
3. Carr, S. C. *Globalization and Culture at Work; Exploring their Combined Glocality*, Springer, 2005
4. Coyle, D. *The Culture Code*, Cornerstone, 2019
5. Farrugia, D. *Spaces of Youth; Work, Citizenship and Culture in a Global Context*, Routledge, 2018
6. Hofstede, G., Hofstede, G. J., Minkov, M. *Cultures and Organizations; Software of the Mind*, McGraw Hill, 2010
7. Kreber, C. *Educating for Civic-Mindedness*, Routledge 2016
8. Meyer, E. *The Culture Map; Breaking through the invisible Boundaries of Global Business*, Hachette, 2014
9. Mills, A. J., Helm, J. C., Bratton, J. & Forshaw, C. *Organizational Behaviour in a Global Context*, Univ. of Toronto, 2006
10. O'Hara-Devereaux, M., Johansen, R. *Globalwork; Bridging Distance, Culture and Time*, Jossey-Bass, 1994
11. Storti, C. *The Art of Crossing Cultures*, Intercultural Press, 2001
12. Sweitzer, H. F. and King, M. A. *The Successful Internship*, Cengage Learning 2016