

****Disclaimer****

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.



SGS 204: Professional Global Career Development

Spring 2023, Session B (October 11-December 1), iCourse

Instructor: Dr. Laine Munir

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Office hours: Tuesdays and Thursdays, 10 am-12 pm; by appointment

Time: Asynchronous

Place: Online

Course Overview

This asynchronous course orients you to working in international contexts and thinking critically about global careers that position you to help solve real-world challenges. It focuses on nurturing the skills, background, and professional networks you will need to advance yourself on globally oriented professional paths and make the world better in doing so. SGS 204 is an inclusive course that does not track students to any one type of career or opportunity. Our approach to career development is similarly focused on helping you use the skills and knowledge gained in SGS to explore, plan out, and focus on different career options and future professions. This means that career development is something you need to start building into your education at an early stage and keep cultivating on an ongoing basis. This course is designed to help you begin (or continue) this process.

As part of our praxis-oriented curriculum, you will analyze your potential and passions; learn to write accomplishment statements and incorporate these into a resume; update your references; build interviewing and networking skills; learn from professionals in the field, and design your very own and unique professional career development plan. We will have guest speakers in class fairly regularly via pre-recorded lectures. If the guest speakers can do a live Zoom talk, I will circulate the meeting information in advance. Since schedules sometimes change, we need some flexibility regarding dates and deadlines. Changes will be announced through the course site. Please make sure you receive course announcements through your email account. Finally, this course involves a fair amount of peer review and collaborative work.

Learning Objectives

- a) Describe the career opportunities of interest to you as a Global Studies student and how these fit into potential plans;

- b) Plot how to build a global career locally, through personal networks, internships, NGOs, and U.S. public sector employment, among other opportunities;
- c) Create high-quality written and verbal materials to further your careers, such as resumes, cover letters, self-introductions via email, CARB stories, and learn how to use ASU's career resources to advance yourself;
- d) Reflect seriously on your goals and objectives, and make career building an integral part of your academic life, much like taking good notes or studying effectively for exams; and,
- e) Shape the class through the results of your research, inquiries, interests, and passions.

The final goal deserves a bit of attention. This course is somewhat openly structured because I don't yet know your interests, goals, or plans, and of course, because these can change over the next 15 weeks. You need to define and communicate what is important to you so that we can build it into your learning experience.

Texts & Technology

There is no book or other text to buy for this course. I will make resources available through Canvas, attachments, and hyperlinks. You will need a computer with a welcome to record yourself giving a short talk for our CARB stories assignment.

This class is an online class offered through Canvas. You are responsible for familiarizing yourself with Canvas and obtaining technical help from ASU Help Center if necessary. You can visit ASU's [Instruction Junction website](#) to learn more about Canvas. If you are uncomfortable using Canvas, you must immediately obtain help from the ASU Help Center. You will not be granted extensions because of an inability to use any other technology necessary for this course. Please note that while this is an online course, it is **not** self-paced. If you cannot keep up with the course or make time for quizzes and exams, you are encouraged to seek another course as a substitute.

Assignments

****Immediately when this term starts, quickly identify the professional in your desired career field you can interview for 2) below and the networking event you will engage in for 5) below. These two tasks might require a few weeks, so please start early so you can submit them on time.*

- 1) Three CARB/STAR Stories due October 20 (20% of overall grade): You will create a YouTube video you post to Canvas that shows how you would answer questions in a job interview. Typically, employers ask CARB-type questions—asking you to describe challenges (C) you faced, the actions (A) you took to face them, the results (R) of those actions, and the benefits (B) to individuals and the organization you worked for (as appropriate). Work on such stories to incorporate them into cover letters, job interviews, personal essays, or professional conversations. Employers may find that new entrants to the job market cannot articulate well the benefit and experience they bring, so this assignment is designed to require you to do just that in front of the class and me. You will prepare three-minute answers for three of the following questions you choose. The three-minute answers should be based on your experience in jobs, volunteer organizations, internships, or any other forums where you have experience. Choose three of the following five questions:

- *How do you handle a challenge? Give an example.*
 - *Have you ever made a mistake? How did you handle it?*
 - *Give an example of how you set goals.*
 - *Describe a decision you made that wasn't popular and explain how you handled implementing it.*
 - *What do you do if you disagree with someone at work?*
- Important: Good CARB stories are specific, have a clear end and start to the event/problem, frame you as a positive problem solver, and often use quantifiable numbers. Read more [here](#).
- 2) Career Affinity PPTs due October 27 (20% of overall grade): You will investigate your career field of interest using internet research, consultation of books and other printed materials, cold emails to experts, and at least one synchronous interview you conduct with someone currently working in that field. This may require each student to send upwards of ten cold emails to professionals they find online. The questions your investigation should answer are:
- What are the different roles in this field (describe at least five)?
 - What might a career progression through time look like?
 - What are the measures of success and failure in the field?
 - What are the requirements to work in this field?
 - What sort of salary can you expect as your career progresses in this field?
 - What was one issue unrelated to the above questions you learned about this field?
- Each submission should have about ten slides.
- 3) Resume/Cover Letter Crafting due November 3 (20% of overall grade): Choose one open job you like online (e.g., from devnetjobs.org, usajobs.gov, or indeed.com). You will post a resume and a one-page cover letter for this job separately to Canvas, but, in reality, each resume you submit should always be crafted according to the job announcement, like the cover letter. **Please find a partner on the discussion board to peer review your resume and cover letter before submission.*
- 4) LinkedIn/Bio Profiles due November 10 (15% of overall grade): This is a three-part assignment, and all parts must be submitted for any grade to be assessed.
- A) First, you submit a link to your fully fleshed-out LinkedIn profile.
- B) Write a 300-word hypothetical professional biography for yourself for 20 years in the future. This is called “backward career planning.” Imagine the “about me” section on your website or a very detailed LinkedIn profile for the 2042 version of you.
- C) Briefly explain in one paragraph what specific and concrete steps you need to take to get from A to B. The more detail, the better.
- 5) Professional Networking Event due November 17 (15% of overall grade): You will attend and write about one professional, career-relevant event this semester. It may be held by ASU career services, the Chamber of Commerce, Greater Phoenix Economic Council, Rotary Club, sister city organizations, NGOs, Better Business Bureau, an embassy or consulate, an academic center, or any other host in your local community. There are many online events and conferences for students who cannot attend in person, and the instructor will accept those for credit with prior approval. You must watch the instructor’s [video](#) presentation of the “Networking for Global Impact” [PPT](#) on Canvas to ensure you maximize this opportunity.

In-person networking members can help in any of these six (6) ways:

- Sponsor – a person in a position of authority who can help you gain visibility and exposure or recommend you for a new job opportunity;
- Teach – someone who can help you learn a new skill;
- Inform – someone who has the information you need about the organization, your profession, or the marketplace;
- Nurture – someone who listens to your ideas and helps support you through choice points, frustrations, and ups and downs;
- Advise – someone who is familiar with your skills and interests, has seen your work, and can advise you on direction and decision;
- Connect – someone who can introduce you to others to open up new channels and connections you might never have expected.

In your submitted networking event write-up afterward, please include the following:

A.) Give the group's name and date of the event attended and a brief description of the event. If it was a program or panel discussion, give a short bio of the speakers and a synopsis of the topics discussed. List the names of the people you met, their company, position, and what you discussed.

B.) Verbatim, include the exact wording you practiced beforehand to introduce yourself as a problem-solver based on the “Networking for Global Impact” PPT on Canvas linked above. For example, “I am Alex, and I study politics at ASU” becomes, “Hi, I am Alex, and I am designing corruption monitoring mechanisms for countries struggling with free elections.”

- 6) Guest Speaker Notes due November 24 (10% of overall grade): For five of our seven guest speakers’ recorded presentations, please submit notes of approximately 200 words describing what you learned and, most importantly, a concrete action you will take due to the presentation. Examples of steps you might take are adjusting your resume in a particular way, creating a career “to-do” list or timeline, emailing the presenter with a follow-up question, etc. You may choose two guest speakers to skip, so each set of notes is worth 2% of your overall grade. You can complete these five notes before the due date; I will just assess them for grades starting on November 24. The guest speakers will come from the following sectors:
- Peace Corps
 - Education/teaching
 - INGOs
 - United Nations
 - Private sector
 - Graduate/Professor
 - Law
 - Composite careers with local NGOs, UN, independent research, etc.
 - Supplemental talk from an early-career professional

Course Schedule

I. MODULE/WEEK 1: Representing yourself professionally

Everybody has a resume, but not everyone’s resume is the best or strongest representation of

themselves, their career aspirations, and their goals. In this module, we will review the development of a good resume and ‘elevator pitch’ — i.e., the 30-second summary statement that goes at the top of your resume and that explains to the world what you are seeking, what skills you have acquired, and how you plan to get there. Since one set of resume rules won’t work for everyone, we will also peer review each other’s resumes on the course discussion board. Guidelines on peer review, as well as a rubric, are found on Canvas.

Readings/Resources:

- Dickmann, M., and Yehuda. B. (2011). Ch. 1, “[Global Careers: An Introduction](#)” in *Global Careers*. Routledge.
- Battistoni, R. M., et al. (2009). “[Acting Locally in a Flat World](#): Global Citizenship and the Democratic Practice of Service -Learning.” *Journal of Higher Education Outreach and Engagement*, 13(2), 89–108. (Read pp. 89-95 and then select one of the three case studies to skim).
 - Purdue Owl’s “[Resumes and CVs](#)” down to “[Resume Design](#)”.
 - The Univ. of Minnesota’s “[Undergraduate Resume Guide](#).”

II. MODULE/WEEK 2: Humanitarian and NGO careers

The idea of a ‘humanitarian career’ is appealing to many folks and is one of the more common motivations for selecting Global Studies as a major. In this module, we will discuss some of the skills needed for building a career in the humanitarian field and what such a career might look like. We will also continue resume review and drafting a cover letter, which will be central to your mid-term.

Readings/Resources:

- Egeland, J. (2017). “[Ch. 3: The Reality of Working in International Aid](#),” *Becoming an International Humanitarian Aid Worker*, (C. Reis & T. Bernath, Eds.). Butterworth - Heinemann.
- Kwak, H. (2008). “[Important Skills for Humanitarian Professionals Working in a Contemporary Conflict Environment](#)”.
- Claiborne, N., Junqing L., Vandeburgh, H. Hagen, J. Mera Rodas, Raunelli Sander, J., Adanaque Zapata, J., and Zurita Paucar, M. “[Northern Peruvian Non-Governmental Organizations](#): Patterns of Interorganizational Relationships.” *International Social Work* 52, no. 3 (May 2009): 327–41.
- Giray, L. (2019). ‘[So you want a humanitarian job](#)’, from Transitions Abroad.

III. MODULE/WEEK 3: Government-based global careers

This module focuses on careers with major IGOs. These include the UN, Department of State, USAID, and Peace Corps. We will use this opportunity to learn more about foreign aid and policy, as this is a career field many SGS students are looking to enter.

Readings/Resources:

- Shulsinger, R. (2017). “[Working for the UN](#),” from Northeastern University.
- Caldwell, Z. (2021). [U.S. Foreign Aid](#)—Will funding increase and priorities change under Biden? *CQ Researcher*, 31(15).

- Karaim, R. (2013). [Peace Corps Challenges](#). *CQ Researcher*, 23(2), 29–52.
- Gallo, A. (2020). “[How to Write a Cover Letter](#),” *Harvard Business Review*.

IV. MODULE/WEEK 4: Diplomacy and Foreign Policy

The U.S. Foreign Service is, in many ways, the archetypal global career. You live abroad for years, learn new languages, and work with people worldwide, all while representing U.S. policy and interests. At the same time, the challenges of becoming an FSO and remaining one is considerable. The readings in this module are designed to give you a quick glimpse of what life as an FSO looks like. I have posted some valuable resources, including selections from *Inside a U.S. Embassy*, a book you should get for yourself if this is a career option you consider seriously. I will also update students on any career events held by ASU’s Diplomat in Residence Southwest, covering New Mexico, Arizona, and El Paso.

Readings/Resources:

- Read up on the work of FSOs in the State Department at <https://careers.state.gov/career-paths/worldwide-foreign-service/officer/>
- Droman, S., ed. (2011). [Inside a U.S. Embassy](#). 3rd ed. Washington, DC: Foreign Service Books.
- Slaughter, A. “[Reinventing the State Department](#).” *Democracy: A Journal of Ideas*. September 15, 2020.
- Hart, D. and Baruch, Y. (2022). “[The Dynamics of Diplomatic Careers](#): The Shift from Traditional to Contemporary Careers.” *Human Resource Management*, vol. 61, no. 2, pp. 259–76.

V. MODULE/WEEK 5: Intelligence

The intelligence sector in the U.S. comprises different federal agencies (e.g., CIA, NSA, DoD, etc.). This module aims to have students familiarize themselves with critical components of intelligence work and some of the issues and controversies that have emerged in recent years. As well we will work on cover letters in this module. Since “intelligence” is a broad field, I have broken down this module into two parts: background information on U.S. intelligence and more technical resources on writing a good cover letter. I have also provided some links to intelligence careers, which may help students keen on these careers.

Readings/Resources:

- Watch the “[Careers in U.S. Intelligence](#)” YouTube video by Penn State College of the Liberal Arts.
- Watch the “[Outspoken Former CIA Operative Lindsay Moran](#)” YouTube video by *TYTs The Conversation*. You can watch the whole thing, but if time is limited, start at 6:23 until about 15:30, then skip to 26:00 and go to about 34:00.
- Zegart, A. (2019). “In the deepfake era, countering terrorism is hard,” *The Atlantic*.
- Listen to one 30-minute or longer Michael Morrell podcast at [Intelligence Matters](#) or [SkycastLinks](#). You should choose from the 12 or so most recent podcasts.

VI. MODULE/WEEK 6: Graduate school or law school

Graduate school is one of the options available upon graduation from ASU. While we speak of “grad school” generically, in truth, there are a few varieties here:

- Professional graduate programs, such as a J.D. or M.D. (usually terminal).
- Academic Masters degrees, such as a Master of Arts (M.A.) or Master of Science (MSc), are often seen as a prelude to getting a Ph.D. Earning a Ph.D. is the default requirement for teaching at the University level.
- Hybrid cases: A Master of Public Policy (M.P.P.) or Master of Urban Planning (M.U.P.) qualifies you to work in a specific field. Still, these are also taken seriously if you should ever want to complete a Ph.D. They give you flexibility.

Graduate school has become more and more central to the goals and ambitions of SGS students. Motivations here can include a desire to work on research problems and issues, wanting to enter into a specific field, or developing a specialization that can help start a business, NGO, etc. As a general rule, you should *not* go to graduate school if your goal is to keep doing what you did as an undergraduate. Any advanced degree is likely to be time-consuming and expensive, primarily if pursued in the U.S., where the broader-scale issue of inflation in higher education is rampant. The evidence suggests not that graduate school is a lost cause but that you should think twice before launching into a graduate degree and associated career paths.

Over the past decade, stories about law school and journalism have circulated in U.S. media. They say law school is a classic career choice for folks in the human sciences and has often been held up as a way to earn a lot of money. Various TV shows have turned law school into a ‘glamorous’ option for aspiring young people, replete with the notion of wealthy clients and lots of money, or, alternately, with romanticized notions of ‘doing the right thing’ and fighting for a worthy cause. The reality is somewhat different. Since at least the 2008 financial crisis, law schools have dealt with ethical concerns over their claims and, more generally, their representation of employment prospects that graduates will face. The evidence suggests not that law school is a lost cause but that you should think twice before launching into a law degree and related career paths.

Journalism is a classic career choice for folks in the human sciences and has often been held up as a way to earn a lot of money. Various TV shows have turned journalism into a ‘glamorous’ option for aspiring young people. If the money isn’t always great, the romanticized notions of ‘doing the right thing’ amidst danger are often conflated. The reality is somewhat different. Since the 2008 financial crisis, journalism has been described as a field with outlets losing money and struggling to stay afloat. The evidence suggests not that journalism has merits but calls for deep consideration.

There is nothing wrong with graduate or journalism school if a grounded and realistic assessment informs your choice, a feasible plan for gaining other appropriate skills, and an overarching career plan that is intellectually and financially sustainable. They aren’t bad choices if they are part of a broader set of realistic goals and aspirations and if they make sense as stepping stones toward those goals. In other words, simply choosing a form of higher education and hoping that everything will work out, in the end is not a promising pathway to success.

Readings/Resources:

- Tamanaha, B. (2013). “[Is Law School Worth the Cost?](#)” *Journal of Legal Education*, vol. 63, no. 2, pp. 173–88.
- Canolle, F., and Vinot, D. (2021). “[What Is Your PhD Worth?](#) The Value of a PhD for Finding Employment outside of Academia.” *European Management Review*, 18, 157– 171.
- Watch the “[Interested in Grad School?](#)” YouTube video by Rachel Lin.

VII. MODULE/WEEK 7: Review

Course Policies

Everyone must read this syllabus carefully because you are responsible for knowing all the information. Please contact the instructor if you want more information or clarification on any information included in this syllabus.

Grading Scale:

Letter grade	%	Letter grade	%
A+	99 - 100	B-	80 - <83
A	93 - <99	C+	75 - <80
A-	90 - <93	C	70 - <75
B+	87 - <89	D	60 - <70
B	83 - <87	E	0 - <50

Note: At ASU, grades C-, D+, D-, and F are not final grade options.

Attendance and Participation: Class engagement online is mandatory. Excused absences for missed online engagement may occur for documented emergencies (e.g., medical procedures, jury duty, bereavement, etc.). Absences occur when no such documentation to excuse the lack of engagement is provided, and three unexcused absences will result in a failing grade for the course.

Late Work: All assignments are due by midnight (GMT-7) on the due date. The penalty for late assignments is 5% deducted per day or per portion of each day late. Notify me before an assignment is due if an urgent situation arises and you are unable to submit the assignment on time. Assignments that are more than ten days late will not be graded. Exceptions are made for University-sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html> or religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>). All assignments, unless otherwise announced, must be submitted to the designated area of Canvas. Do not submit an assignment via email. Those students who have course conflicts due to religious observance should talk to the instructor at the start of the semester. Students are responsible for notifying the instructor promptly of any situation interfering with their academic performance.

Respect and Tolerance:

Meaningful learning can only take place in environments of respect. You will have many

opportunities to participate in class discussions with your fellow students, and it is essential to remember that there is a person behind that other screen reading and listening to your words. You should make an effort to address other students by name and to be civil in all your interactions with other students to support “netiquette” best practices. Please communicate with the instructor if you do not feel secure in this online learning environment.

All incidents and allegations of violent or threatening conduct by an ASU student (on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Suppose either office determines that the behavior poses or has posed a severe threat to personal safety or the welfare of the campus. In that case, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. For more information, see Student Services Manual SSM 104–02, “Handling Disruptive, Threatening or Violent Individuals on Campus.”

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to request me within ten days of the semester’s start in writing, if possible. Before receiving disability accommodations, eligibility verification from the Disability Resource Center (DRC) is required. Disability information is confidential. Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Maehews Center Building. DRC staff can also be reached at 480–965–1234 (V), 480–965–9000 (TTY). For additional information, visit [heps://eoss.asu.edu/drc](https://eoss.asu.edu/drc).

Title IX: Title IX is a federal law that provides that no person be excluded based on sex from participation, denied benefits, or subjected to discrimination under any education program or activity. Title IX and university policy clearly state that sexual violence and harassment based on sex are prohibited. Individuals who believe they have been subjected to sexual violence or harassed based on sex can seek support from the university, including counseling and academic support. If you or someone you know has been harassed based on sex or sexually assaulted, you can find information and resources at [heps://sexualviolenceprevention.asu.edu/faqs](https://sexualviolenceprevention.asu.edu/faqs).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including gender-based, sexual, and dating violence. ASU Counseling Services is available if you want to discuss confidential and private concerns.

Academic Integrity: Students who violate the tenets of academic honesty will face disciplinary action and automatically receive a failing grade in this course. Students are expected to abide by the Student Academic Integrity Policy. Arizona State University has asked that the following statement appears in this syllabus:

In the “Student Academic Integrity Policy” manual, ASU defines “‘Plagiarism’ [as] using another’s words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another’s work or materials and appropriately acknowledging and documenting the source.”

Refrain from uploading to any course shell, discussion board, or website used by the course

instructor or other course forum material that is not your original work unless you first comply with all applicable copyright laws. Faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.