Course Description
This course provides an overview of the changing context of careers and describes how personality and organizations influence career paths. We will discuss the “new career contract” and several theories of career decision-making. We will also look at adulthood developmental stages, social roles, race, class, gender and sexual orientation and how they affect people’s career paths and work lives. Throughout the course, we will integrate theory and research with “real life” as students develop a personal career plan.

Course Objectives
• to understand basic theories of career development
• to analyze issues of careers and gender, race, sexual orientation, and social class
• to understand how individuals create their career narrative
• to develop a personal career plan
• to learn how to write a research paper using the conventions of the social sciences, including basic elements of APA style

Readings and Materials
Required:
• Articles as assigned on Canvas
• Career assessment instruments, as assigned
• Register on CareerCat at NCA (Northwestern Career Advancement)
• Join Our Northwestern (NU Alumni) recommended

Teaching Method and Philosophy
The focus of this course is the application of theory to real life. Although I will give weekly lectures, my teaching method emphasizes discussion. You will conduct interviews, take career assessment inventories, have panel presentations, and listen to specialists present guest lectures. In order for you to succeed, you must come to class and you must be prepared. I expect you to read what is assigned for every class and complete any instrument (questionnaire) required in advance of the class for which the readings and/or other homework are assigned.
Evaluations and Grading
There are no exams in this class. However, there are two papers and a final project which serves as a cumulative final exam. *Unexcused late papers will be graded down one half grade per day (24 hours) late.* **However, an unexcused absence on a day the paper is due will result in your paper being graded down one full grade per 24 hours late.** The only acceptable excuse for late papers or absence on the day the paper is due is illness. I reserve the right to ask for medical verification. As mentioned above, attendance and active participation are required and will make a difference in your final grade.

Class participation: 10%
Attend class, ask cogent questions, engage in discussions. Participate in a meaningful way. This means you will have to do the readings for each class prior to that class and be prepared to discuss them. Regular attendance, punctual arrival, and active participation in the course will result in the most successful outcomes. Attendance will be taken at each class. *If you expect to miss a class, please communicate with me and explain the situation.*

Participation assessment guidelines:
• **Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are substantive, provide major insights, and help direct the discussion. Student is eager to volunteer, interacts and negotiates with other students, always goes beyond what is expected, and is always well-prepared.

• **Good Contributor:** Contributions reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Student is attentive, responsive, and goes beyond what is required, if not always successfully. Is almost always well-prepared.

• **Adequate Contributor:** Contributions in class reflect satisfactory preparation, but waits to be called upon.

• **Non-Participant:** This person says little or nothing in class and contributes minimally. There is little effort to participate; the responses are generally incorrect and reflect little preparation.

• **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation, erratic oral and written performance. Contributes nothing to the class as a whole.
Career Issue Research Paper: 20%
This is a research paper on a career-related issue, such as the boundaryless career, dual career couples, midlife career changers, race and career success, stay-at-home fathers or mothers, work/life balance, transition to retirement, ethnicity and career choices, supervisor/manager as career coach, etc. Find something of interest to you! Your paper will be 6-8 pages, typed in 12 font, double-spaced, and use APA citation style. See separate rubric for more details.

Career Narrative paper: 30%
You will conduct an interview of an adult at least age 40 regarding his/her career. This may be one of your parents or another family member, a coach, teacher, family friend, etc. You’ll ask him/her to describe as many of his/her jobs as s/he can remember (going back to high school or before), including parenthood and volunteer jobs. Your paper will analyze your interviewee’s career choices and paths according to one of the theories we’ve discussed. Your paper must be 6-8 pages, typed in 12-font, double-spaced, and use APA citation style. See separate rubric for more details.

Final project: 40%
You will devise a personal career plan (it may be tentative!) based on in-class exercises, assessments, and information interviews. You will also include insights from completing NCA’s assessments. You’ll analyze your plan from the perspective of at least one career development theory (not the same one you used for your Career Narrative paper.) You will also include your best guess as to how you will maintain life/work balance and if you plan to have children, how you think you and your partner (if you have one) will handle work and childcare. Your final paper must be 8-10 pages, typed in 12-font, double-spaced, and use APA citation style. See separate rubric for more details.

CareerCat
As part of your final project, you will need to register on CareerCat with NCA. More information to come.

Extra credit opportunities
• Participate in any NU Alumni career webinar and submit a one page summary; for schedule, go to http://alumni.northwestern.edu/s/1479/02-naa/naa/naa-interior-2.aspx?sid=1479&gid=2&pgid=10398

• Register for NEXT: Northwestern Externship Program and arrange a shadowing day; write a one page summary; for information, go to http://alumni.northwestern.edu/s/1479/02-naa/naa/naa-interior-2.aspx?sid=1479&gid=2&pgid=4447
SCHEDULE OF TOPICS & READINGS

Introduction

Class 1  Course Overview; Definitions of “Career”
Mon., 3/30  • Personal Career Planning model

Context of Career Development

Class 2  History of Career Development; Current Trends: Protean Career
• Hall, D.T. (2002). The Protean career identity and attitudes. (on Canvas)
• Inkson, K. et al. (2012). Boundaryless careers: Bringing back boundaries. (on Canvas)

Class 3  Current Trends – continued: Careers in 21st Century; Use of Assessments
  • register on CareerCat (resume optional for now)

Class 4  Gender & Sexual Orientation
• Betz, N. (2005). Women’s career development. (on Canvas)
• Cabrera, E. (n.d.). Opting out and opting in: Understanding the complexities of women’s career transitions. (on Canvas)
• Pope, M. et al. (2004). Culturally appropriate career counseling with gay and lesbian clients (on Canvas) and/or
• Chung, Y.B. (2003). Career counseling with lesbian, gay, bisexual, and transgendered persons: The Next decade. (on Canvas)

Class 5  Ethnicity, Race & SES (Social Class)
• Worthington, R. et al. (2005). Career development in context: research with people of color. (on Canvas)
• hand in protocol for Career Narrative interview

Class 6
Wed., 4/15
“Field Trip” to Northwestern Career Advancement
• Class will meet at NCA, 620 Lincoln (go straight there; do NOT come to Annenberg)
• Prepare by reading http://www.northwestern.edu/careers/schools-colleges/sesp/index.html

Class 7
Career Narratives
Personal Career Plan: values
Mon., 4/20
• Inkson, K. (2007). Careers as stories. (on Canvas)
• Values clarification

Class 8
Career Narratives - continued
Wed., 4/22
• VERY SPECIAL GUEST SPEAKER: NU Pres. Morton Schapiro
• Career Issue paper due

Career Development Theories

Class 9
Holland
Mon., 4/27
• complete Strong Interest Inventory (NCA)

Class 10
Super
Wed., 4/29

Class 11
Gottfredson
Mon., 5/4

Class 12
Lent
Wed., 5/6

**Issues in Career Development**

**Class 13**  
**Networking and Mentoring**  
Mon., 5/11  
• Information Gathering  
• *join Our Northwestern at*  
• *GUEST SPEAKER: NU Alumni Office*  
• *Career Narrative paper due*

**Class 14**  
**PANEL: "If I Knew Then What I Know Now: Career Advice from Recent SESP Grads"**  
Wed., 5/13

**Class 15**  
**Life/Work Balance**  
Mon., 5/18  
• Moen, P. & Roehling, P. (2005). Policies and practices: Maintaining the status quo or challenging the career mystique? (on Canvas)

**Class 16**  
**Life/Work Balance – continued**  
Wed., 5/20  
• Moen, P. & Roehling, P. (2005). If real work is paid work, can new parents follow the career mystique? (on Canvas)  
• *GUEST SPEAKER: TBA*

**NO CLASS  MONDAY, MAY 25 (HAPPY MEMORIAL DAY!)**

**Class 17**  
**Wed., 5/27  
Spirituality & Work**  
• Hall, D.T. (2002). Looking back at careers in organizations and looking ahead: Toward more spiritual careers. (on Canvas)
Personal Career Plan

Class 18 Personal Career Plan: Self-Assessment
Mon., 6/1
- Skills identification
- Personality traits
- Complete personality inventory (MBTI at NCA)

Class 19 Personal Career Plan: Decision-Making & Goals
Weds., 6/3
- Complete information interviews

FINAL PAPER DUE ON WEDNESDAY, JUNE 10 AT NOON; DELIVER TO SESP OFFICE OF STUDENT AFFAIRS (LATE OR EMAILED PAPERS WILL NOT BE ACCEPTED)

RECAP: IMPORTANT DATES and GRADING WEIGHTS
- Register on CareerCat (NCA) Mon., 4/6 required for final paper
- Career Narrative protocol Mon., 4/13 required for Career Narr. Paper
- Career Issue research paper Weds., 4/22 20%
- Complete Strong Interest Inv.(NCA) Mon., 4/27 required for final paper
- Join Our Northwestern (Alumni) Mon., 5/11 recommended for final paper
- Career Narrative paper Mon., 5/11 30%
- Complete MBTI (NCA) Mon., 6/1 required for final paper
- Complete Info. Interviews Weds., 6/3 required for final paper
- Final paper Weds., 6/10 40%
- Participation on-going 10%

- watch TED talk on “Flow”:
  http://www.ted.com/talks/lang/eng/mihaly_csikszentmihalyi_on_flow.html