

Sophomore Seminar 200:
Pathways to Career Success for
First Generation College Students

Instructor: Dr. George J. Sanchez
Fall term 2016: Thursdays, 4 to 6 pm
Location: VKC 156
2 units, Graded CR/NC

Office Hours: Wednesdays, 2 to 4 pm, by appt.
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This course will explore the connection between potential careers and academic programs in the liberal arts and sciences, particularly for first generation college students. The purpose of the course is to create individualized student pathways to careers through discussion and examination of intellectual interests, goals and skills development; presentations by alumni, graduate students, and career professionals; and contemporary diverse workplace explorations. Students will develop plans for future internships, scholarships, coursework, and academic and extracurricular practices which will enhance ability to secure meaningful employment in desired fields upon graduation.

Schedule

August 25: Introductions, Self Assessment & Addressing First Gen Issues

Review Syllabus and Assignments
Panel/Videos: "1st Gen Players" address "Conversations at USC"
Do Self Assessment Survey

Logistics: Handout 2 assignments: Sotomayor & Office Hours

September 1: Finding Support and Building a Network

Assignment DUE: OH Faculty Description & Sotomayor Reflection
Readings DUE: Sonia Sotomayor, *My Beloved World* (Knopf, 2013), chapters 1 and 14-20, pp. 11-15 and pp. 116-195.
Logistics: Sign Up for Site Visits
Activity: Review Office Hour Assignment and Role Play

September 8: Family Obligations & Giving Back

Assignment Due: Write a one page reflection on what you think your family's perspective is on you attending USC? Do you think their perception matches your actual experiences? How has being at USC changed the role you play within your family? How has it remained the same?

Readings Due: Espinoza, Roberta. 2010. "The Good Daughter Dilemma: Latinas Managing Family and School Demands." *Journal of Hispanic Higher Education*. 9 (4): 317-330.

Jody Aguis Vallejo, "Family Obligations: The Immigrant Narrative and Middle-Class Individualism," from *Barrios to Burbs: The Making of the Mexican American Middle Class* (Stanford Univ. Press, 2012), pp. 70-103.

Hyeyoung Kwon, "The hidden injury of class in Korean-American language brokers' lives," *Childhood* 21:1 (2014), pp. 56-71.

Activity: Small Group Breakouts

- As first gen students what are the contradictions or tensions between what our families expect and what our education/work expects? Why do these exist?
- How can we navigate and balance those differing expectations?
- Can we draw strength and encouragement from these "tensions?"
- What skills do we use or gain when we have to balance these out?
- How can we find support to deal with these contradictions? How do we use our networks to address some of these issues?

September 15: What Makes a Good Life?: Money & Finances for the Future

Assignment DUE: Turn in FINAL Office Hours assignment

Look up the salaries of top 3 career options at the Bureau of Labor Statistics – www.bls.gov/oco

Readings Due: Patricia Cohen, "Racial Wealth Gap Persists Despite Degree, Study Says," *New York Times*, 16 August 2015.

Activity: In class assignment with specific job descriptions/trajectories, interactive group activity instead of lecture. At least two people need laptops in each group.

SEE: <http://www.jumpstart.org/reality-check.html>

<http://playspent.org>

Activity: Small Group Breakouts

- What are your financial aspirations/goals? Who or what has inspired those goals?
- What are potential barriers to accomplishing them?
- As a first generation student, what financial skills do you think you need to learn in order to live "comfortably?"
- Who do you ask for support and information when making financial decisions (ie When to get a credit card? What do you need in order to own a home? How to save for retirement?)

September 22: NO CLASS

September 29: The Purposes of Internships

Assignment Due: Do some preliminary research on what internships are, how you get them, how they relate to full time employment and/or graduate school. Based on the information you gather, please come prepared with 3 questions about internships that you can ask to our panel and guest speaker

Readings Due: Carl Straumsheim, "Study finds students benefit from waiting to declare a major," *Inside Higher Education*, 24 August 2016

“How Late is Too Late?: Myths and Facts About the Consequences of Switching College Majors” (EAB Student Success Collaborative, 2016)

Review the Site Visit Assignment

Activity: Undergraduate Student Panel

October 8: NO CLASS

1st Week of Mini-Shadow Site Visits

Assignment DUE: Attend Internship Week panel (Oct 5th-Oct 8th) and write one page reflective piece about what that specific employer wants from his/her interns and/or employees. Include in your reflection three questions that you had that were left unanswered after the panel.

October 13: Graduate School

Graduate Student and Faculty Panel

Readings: TBD

October 20: Fitting into Work Environments & Career Exploration

Guest Speakers: Recent Grad Panel

Assignment DUE: Pick three possible careers of interest for yourself. Utilize 3 of the 4 resources below to learn more about each of these careers.

- connectSC – careers.usc.edu – look at job/interview descriptions
- ONET Online – online, onetcenter.org
- Vault.com – log into connectSC for free access to vault.com
- Career Access Resource Library (CARL) – <http://careers.usc.edu/carl/>

October 27: NO CLASS

2nd Week of Mini-Shadow Site Visits

November 3: What Do Employers Want?

Readings DUE: “It Takes More than A Major: Employer Priorities for College Learning and Student Success” (2013)

Activity: Registration for Spring Semester 2014

November 10: Getting to Entrepreneurship & Working for a Boss

Readings: TBD

Go Over Final Assignment (Due in 3 weeks)

November 17: NO CLASS

3rd & Final Week of Mini-Shadow Site Visits

November 24: NO CLASS (THANKSGIVING)

December 1: Creating a Plan (and a Plan B)

Shadowing Environments (Tentative):

SOG	Posse
NBC Universal	Pan-American Bank
Beckman Coulter	Center for Developing Kids (CDK)
Southern California Edison	826LA

Readings:

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"How Late is Too Late?: Myths and Facts About the Consequences of Switching College Majors" (EAB Student Success Collaborative, 2016)

"It Takes More than A Major: Employer Priorities for College Learning and Student Success" (2013)

Timothy Bates and Alicia Robb, "Minority-Owned Businesses Come Up Short in Access to Capital: It's Time to Change the Equation for MBEs," *Forbes Magazine Online*, 30 July 2012.

Thomas, Kathleen, M. 2009. "The impact of education histories on the decision to become self-employed: a study of young, aspiring, minority business owners." *Small Business Economics*, 33: 455-466.