



Resource Guide for Educators

## **THE IMPORTANCE OF DIVERSITY & REPRESENTATION IN AMERICAN FOREIGN POLICY**

Thursday, February 16th, 2023

4:00 - 5:00PM PT



Compiled by: Ryan Hauck,  
Julianna Patterson, & Julia Hall

[www.world-affairs.org](http://www.world-affairs.org)

# How to Use this Guide



Visual Media



Audio / Podcast



Charts and Graphs



Lesson Plans

*GLOBAL CLASSROOM WANTS TO  
KNOW HOW YOU HAVE USED THIS  
RESOURCE PACKET IN YOUR  
CLASSROOM!*

*EMAIL [GC@WORLD-AFFAIRS.ORG](mailto:GC@WORLD-AFFAIRS.ORG)  
AND TELL US YOUR STORY*

If you haven't already, **SUBSCRIBE** to our Global Classroom Bi-Weekly Newsletter for updates on our upcoming programs, professional development and virtual opportunities for teachers and students.

*Check out our latest newsletter, [here](#), and subscribe today!*

Follow Us on Instagram & TikTok:

@wacglobalconnectionsclub

[www.world-affairs.org/program/global-classroom/](http://www.world-affairs.org/program/global-classroom/)



# Table of Contents

<b>Outlining Standards</b> .....	pp. 4-5
Washington State K-12 Social Studies Learning Standards.....	p. 4
College, Career, & Civic Life C3 Frameworks for Social Studies State Standards.....	p. 5
<b>Educating for Global Competence</b> .....	p. 6
<b>Learning Objectives</b> .....	p. 7
<b>Key Terms</b> .....	p. 8
<b>Introduction to Session Speakers</b> .....	pp. 9-10
<b>Introduction to Session Moderator</b> .....	p. 11
<b>The History of American Foreign Policy</b> .....	p. 12
<b>Understanding the Intersectionality of Diversity Within U.S. Foreign Policy</b> .....	pp. 13-14
<b>Looking Forward: The Future of American Foreign Policy</b> .....	pp. 15-16
<b>Representation in U.S. Foreign Policy Today</b> .....	p. 17
<b>Get Involved   Pathways to Careers in International Relations</b> .....	pp. 18-23
<b>Photo/Chart Bibliography</b> .....	p. 24



# Outlining Standards

## A Note on Learning Standards Presented in this Guide

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

## WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

### (1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

### (2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

### (3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

### (4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

### (5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

# Outlining Standards

## COLLEGE, CAREER, & CIVIC LIFE C<sub>3</sub> FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C<sub>3</sub> Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLU- SIONS AND TAKING INFORMED
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"><li>• Civics</li><li>• Economics</li><li>• Geography</li><li>• History</li></ul>	<ul style="list-style-type: none"><li>• Gathering and Evaluating Sources</li><li>• Developing Claims and Using Evidence</li></ul>	<ul style="list-style-type: none"><li>• Communicating and Critiquing Conclusions</li><li>• Taking Informed Action</li></ul>

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

### C<sub>3</sub> Framework Organization

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

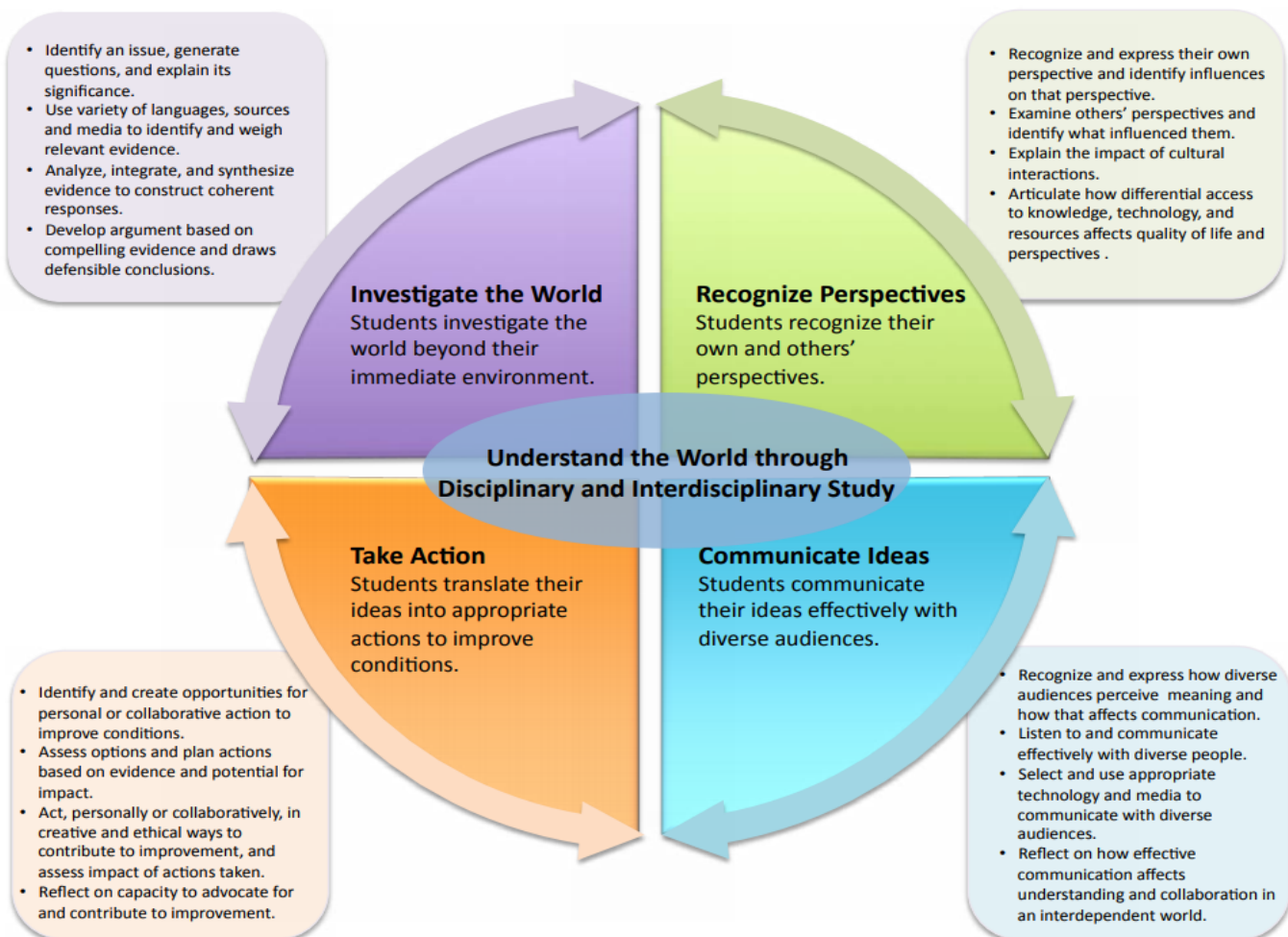
# Educating for Global Competence

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

**“Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).**

*Globally competent students are able to perform the following four competences:*

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives** others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and





# Learning Objectives



1. Students will be able to define the concept, "national interest," and explain how it influences foreign policy.
2. Students will be able to identify and analyze specific foreign policy issues such as human rights, trade, or climate change.
3. Students will be able to identify and explain key historical events and/or issues that have impacted American foreign policy.
4. Students will be able to explain and evaluate how the U.S. government establishes diversity in its various departments.
5. Students will be able to explain the importance of diversity in the making and implementation of American Foreign policy.
6. Students will be able to analyze the role and influence of NGOs in the making of American Foreign Policy.
7. Students will be able to identify and evaluate the pathways available for careers in international relations.

# Key Terms

**Diversity**: the state of having people who are different races or who have different cultures in a group or organization.

**Representation**: a person or group that speaks or acts for or in support of another person or group.

**Foreign Policy**: general objectives that guide the activities and relationships of one state in its interactions with other states. The development of foreign policy is influenced by domestic considerations, the policies or behavior of other states, or plans to advance specific geopolitical designs. Diplomacy is the tool of foreign policy, and war, alliances, and international trade may all be manifestations of it.

**Diplomacy**: the established method of influencing the decisions and behavior of foreign governments and peoples through dialogue, negotiation, and other measures short of war or violence.

**Imperialism**: the state policy, practice, or advocacy of extending power and dominion, especially by direct territorial acquisition or by gaining political and economic control of other areas. Because it always involves the use of power, whether military or economic or some subtler form, imperialism has often been considered morally reprehensible, and the term is frequently employed in international propaganda to denounce and discredit an opponent's foreign policy.

**National Security**: the ability of a state to cater for the protection and defense of its citizenry.

**Inclusion**: the state of being valued, respected and supported. Inclusion is about focusing on the needs of every individual and ensuring the right conditions are in place for each person to achieve his or her full potential. Inclusion should be reflected in an organization's culture, practices and relationships that are in place to support a diverse workforce.

**U.S. State Department**: United States government entity whose role is to protect and promote U.S. security, prosperity, and democratic values and shape an international environment in which all Americans can thrive. The State Department develops and implements U.S. foreign policy through three main bodies, the Foreign Service, Civil Service, and U.S. Agency for International Development.

**Multiculturalism**: the view that cultures, races, and ethnicities, particularly those of minority groups, deserve special acknowledgment of their differences within a dominant political culture. Many minority cultural groups have experienced exclusion or the denigration of their contributions and identities in the past. Multiculturalism seeks the inclusion of the views and contributions of diverse members of society while maintaining respect for their differences and withholding the demand for their assimilation into the dominant culture.



# Introduction to Session Speakers

**Alexandria J. Maloney**, MPA, serves as the President of Black Professionals in International Affairs, a 501(c)3 nonprofit on a mission to increase the involvement of African-Americans and those of African descent in the international affairs field at large. Since 2020, she has taken the foreign affairs, DEIJ, and social impact world by storm.

At 30, Alexandria was announced as a "[Forbes 50 Champion](#)" by For(bes) the Culture for Black and Brown Communities for her leadership in building ecosystems to educate, prepare, and empower an organic reach of over 60,000 professionals. She has also been recognized as a [CSIS-DINSN Power 50 Leader](#), Truman's "[Rookie of the Year](#)", and the [2020 JCU Alumni of the Year](#).



During the pandemic and the rise of the George Floyd protests, she co-founded "The World is Watching BLM", a global coalition supporting the international Black Lives Matter movement, and has been a featured speaker at the United Nations and G20 Civil Society Summit. After serving as a foreign policy volunteer for the Biden Presidential campaign in 2020, Alexandria helped found Foreign Policy for America's Diversity in National Security (DINS) Working Group. Alexandria continues to support transformational change in organizations internationally, mentoring young girls, and guest lecturing at the Cornell University Brooks School of Public Policy.

## [Black Professionals in International Affairs \(BPIA\)](#)

BPIA is a charitable, non-profit membership association founded in 1989 by international edu-

cator Barbara C. Patterson and associates to increase the involvement of African Americans and other people of African heritage in international affairs. They are an all-volunteer association of people brought together by their passion for international affairs and their desire to further promote the field as a worthwhile career option.



# Introduction to Session Speakers



For the past 20 years, **Dr. Maleeka Glover** has worked across many areas of public health, both domestically and globally, holding positions with the Center for Disease Control and the World Health Organization, in addition to several academic institutions. Maleeka is currently the Executive Director of WCAPS; an organization whose vision is to advance the leadership and professional development of women of color in the fields of international peace, security, and conflict transformation. WCAPS is a platform devoted to women of color that cultivates a strong voice and network for its members while encouraging dialogue and strategies for engaging in policy discussions on an international scale.

She serves as a leader in Global Health Security and emergency response to promote and encourage sound research, application of scientific principles to emergency preparedness and response, improve data preparedness and implementation of programs that strengthen protection against public health threats. She provides strategic leadership to develop and implement science-based approaches, program coordination, training, and global health security leadership.

Dr. Glover has extensive training and experience in social epidemiology, risk communication policy, planning and implementation and a demonstrated record of accomplishment of community engagement. She is a graduate of CDC's Epidemic Intelligence Service (EIS) Program. As an epidemiologist and social scientist, Dr. Glover is trained to examine how cultural, economic, and demographic factors, biopsychosocial interactions, societal influences, and various levels of social organization (ranging from small groups to complex cultural systems) influences public health and its delivery.

Maleeka holds a Doctor of Science degree from Harvard T.H. Chan School of Public Health, a Master of Public Health degree from University of Michigan School of Public Health and a Bachelor of Science degree from Clark Atlanta University.

## [Women of Color Advancing Peace, Security, and Conflict Transformation \(WCAPS\)](#)

WCAPS is a platform devoted to women of color that cultivates a strong voice and network for its members while encouraging dialogue and strategies for engaging in policy discussions on an international scale. Through our dedication to mentorship and partnerships and our passion for changing the global community landscape, we remain committed to achieving our vision of advancing the leadership and professional development of women of color in the fields of international peace, security, and conflict transformation.

# Introduction to Session Moderator

**Heather Yang Hwalek** is a Senior Program Officer at the Bill & Melinda Gates Foundation, currently on maternity leave. She supports the President for Global Policy & Advocacy through cross-cutting policy and advocacy work, overseeing and developing the grants and investments portfolio for the President's strategic reserve, and managing projects across the foundation such as efforts to promote diversity, equity and inclusion. She previously held roles at the foundation in the Communications Division and the Office of the CEO's Strategic Planning & Engagement team.



Before joining the foundation, Heather served as a Foreign Service Officer with the U.S. Department of State. She served in the Office of the Secretary of State, at the U.S. Embassy in Tokyo, Japan, at the U.S. Consulate in Guangzhou, China, at the U.S. Embassy in Pretoria, South Africa, and in additional roles in Washington, DC. Heather is an alumna of the Pickering Foreign Affairs Fellowship.

Heather has also worked as an English Teacher in Shandong Province, China, as a teaching assistant for Ambassador John Negroponte at Yale University, and as an advance associate on the Presidential campaigns of Elizabeth Warren and Joe Biden, and for the Office of the First Lady. She is currently a term member at the Council on Foreign Relations.

Heather studied Anthropology at Columbia University (BA) and International Relations at Yale University (MA) and completed a semester at the Middle East Technical University in Ankara, Turkey. She was born and raised in Bangor, Maine.

## [Bill & Melinda Gates Foundation's Global Policy and Advocacy Team](#)

The Global Policy & Advocacy leadership team oversees the foundation's work to build strategic relationships with governments, private philanthropists, media organizations, public policy experts, and other key partners that are critical to the success of the foundation's mission.



# The History of American Foreign Policy



## [Foreign Policy: Crash Course Government and Politics #50 | Video \(Mar 4, 2016\)](#)

Part of a series on U.S. Government and Politics, this video talks about both the least and most important aspect of government: foreign policy. Foreign policy is important because it has the potential to affect the largest number of people, but at the same time, it tends to play a minimal role in our perception of the government (unless we're at war). Foreign policy addresses diplomacy, security, human rights, economics, and the environment at a global scale, and we're going to talk about how our government has approached each of these policies in the past and which it tends to hold most important. As with all things political, the decisions made in fulfilling these policies can be pretty controversial, especially when considering that the President often has the last word in these issues.

## [An Introduction to America's Foreign Policy \(March 6, 2017\)](#)

This brief article provides an introduction to U.S. foreign policy, describing the actors involved in creating foreign policy and its key functions.



## [Goals of U.S. Foreign Policy | Lesson Plan \(May 21, 2021\)](#)

This lesson has students explore the goals of U.S. foreign policy by examining how the U.S. provides national security, encourages international trade, fosters world peace, and promotes democracy and human rights. Students will define these goals, identify challenges and tools to achieve them, and apply what they learned to current foreign policy issues. Students will use this knowledge to determine which foreign policy goals the United States should prioritize and how those goals should be achieved.



## [American Foreign Policy from 1783: A History of Hegemony | Video \(Feb 20, 2022\)](#)

John Mearsheimer, an American political scientist and international relations scholar, discusses the history and development of American foreign policy since 1783, explaining how American foreign policy is part of a greater history of power and imperialism.



## [Why is U.S. Foreign Policy So Important? | Video \(Apr 26, 2022\)](#)

With the world's most powerful military and its largest economy, the United States maintains a unique position on the world stage. This outsized influence makes its foreign policy particularly important. Decisions made in Washington—especially about peace and security—are bolstered by the United States' intricate network of alliances and often have far-reaching consequences, affecting people thousands of miles away. Meanwhile, access to the U.S. market and the U.S. dollar can be a boon for countries. U.S. trade restrictions, on the other hand, can be detrimental.

# Understanding the Intersectionality of Diversity Within U.S. Foreign Policy

## [Hispanic Representation at U.S. AID: Why So Low for So Long? \(March 2014\)](#)

In this article, José Garzón, a 25-year veteran of the USAID Foreign Service, provides a history of the underrepresentation in USAID and suggests how the agency can be more inclusive moving forward.

## [Diversity in Diplomacy: The Mentoring Dimension \(June 2015\)](#)

This article argues that a robust mentorship program is vital to achieving and sustaining greater diversity in the Foreign Service and offers tips on how mentors and mentees can establish more fulfilling, diversity-focused partnerships



## [Why Diversity Matters | Video \(Dec 11, 2015\)](#)

This is a video from the series Talks @ Columbia hosted by Columbia University. It features Dr. Katherine Phillips, Senior Vice Dean at Columbia Business School, who shares how all individuals can make small changes in their behaviors so that we fully realize the advantages of diversity.

## [Why Diversity Matters in International Affairs | Video \(Sep 1, 2017\)](#)

In this video from the Center for Strategic and International Studies, several professionals talk about the importance of diversity in international affairs and how the International Career Advancement Program supported them in their own careers.

## [Ebenezer Basset: The Legacy of America's First African American Diplomat \(June 2018\)](#)

This article tells the story of a pioneering diplomat who foreshadowed the critical role of human rights in U.S. foreign policy and attests to the importance of diversity in the U.S. diplomacy.

## [Diversity Makes Better Policy \(Apr 3, 2019\)](#)

Written by a U.S. Ambassador, this article describes why diversity is essential for making sound and effective foreign policy and security decisions.

# Understanding the Intersectionality of Diversity Within U.S. Foreign Policy



## [Diversity | Lesson Plan \(Jan 29, 2019\)](#)

This lesson plan provides an introduction to diversity for middle school students. Students will learn where diversity comes from, why we should appreciate the benefits of diversity, and be encouraged to celebrate difference. Access to teacher notes and lesson slides are available on the web page.

## [Can the State Department Bring More Diversity to the U.S. Diplomatic Corps? \(Feb 18, 2021\)](#)

This article suggests that the United States can improve diversity in the Diplomatic Corps and discuss why the shrinking number of senior Black diplomats may undermine U.S. foreign policy goals. Graphs throughout the article show trends of Black Americans serving in the Foreign Service, Diplomatic Corps, and as ambassador over time.

## [It's a Big Wide World: The Importance of Diversity in American Foreign Policy \(June 24, 2021\)](#)

This piece from the National Interest discusses the importance of diversity in the U.S. foreign policy community.

## [Diversity and Inclusion in the U.S. Foreign Service: A Primer \(July/August 2021\)](#)

This article takes a historical look at gender, ethnic, and racial diversity in the Foreign Service and the long and uneven battle for progress.



### **DID YOU KNOW?**

In 2005, Condoleezza Rice was the first female African American Secretary of State!



# Looking Forward: The Future of American Foreign Policy



## [The Importance of Diversity and Inclusion in International Affairs | Podcast \(Dec 2, 2020\)](#)

In this episode of Building the Future, Dan Runde is joined by Nicole Aandahl, the Director of the Diversity and Leadership in International Affairs Program at the CSIS, to discuss diversity and inclusion in the international affairs and foreign policy community. The podcast examines the state of diversity and inclusion in international affairs following the Cold War, identifies how the United States should leverage its uniquely diverse population for global innovation and leadership, and emphasizes the importance of diverse perspectives, backgrounds, and experiences for the U.S. diplomatic corps and in national security and foreign policy decision-making processes.



## [A Foreign Policy for the American People | Video \(March 3, 2021\)](#)

This speech delivered by U.S. Secretary of State, Antony Blinken, lays out his foreign policy priorities for the Biden administration. The speech provides an overview of eight key issues for U.S. foreign policy and how the government seeks to address them.



## [Representation, Diversity, and Inclusion in Foreign Affairs | Podcast \(Mar 7, 2022\)](#)

In this conversation, Shalonda Spencer, executive director of WCAPS, will explore the benefits of diverse voices, why women of color are an asset to U.S. international relations and diplomacy, and how nongovernmental organizations can create pathways for people of color.



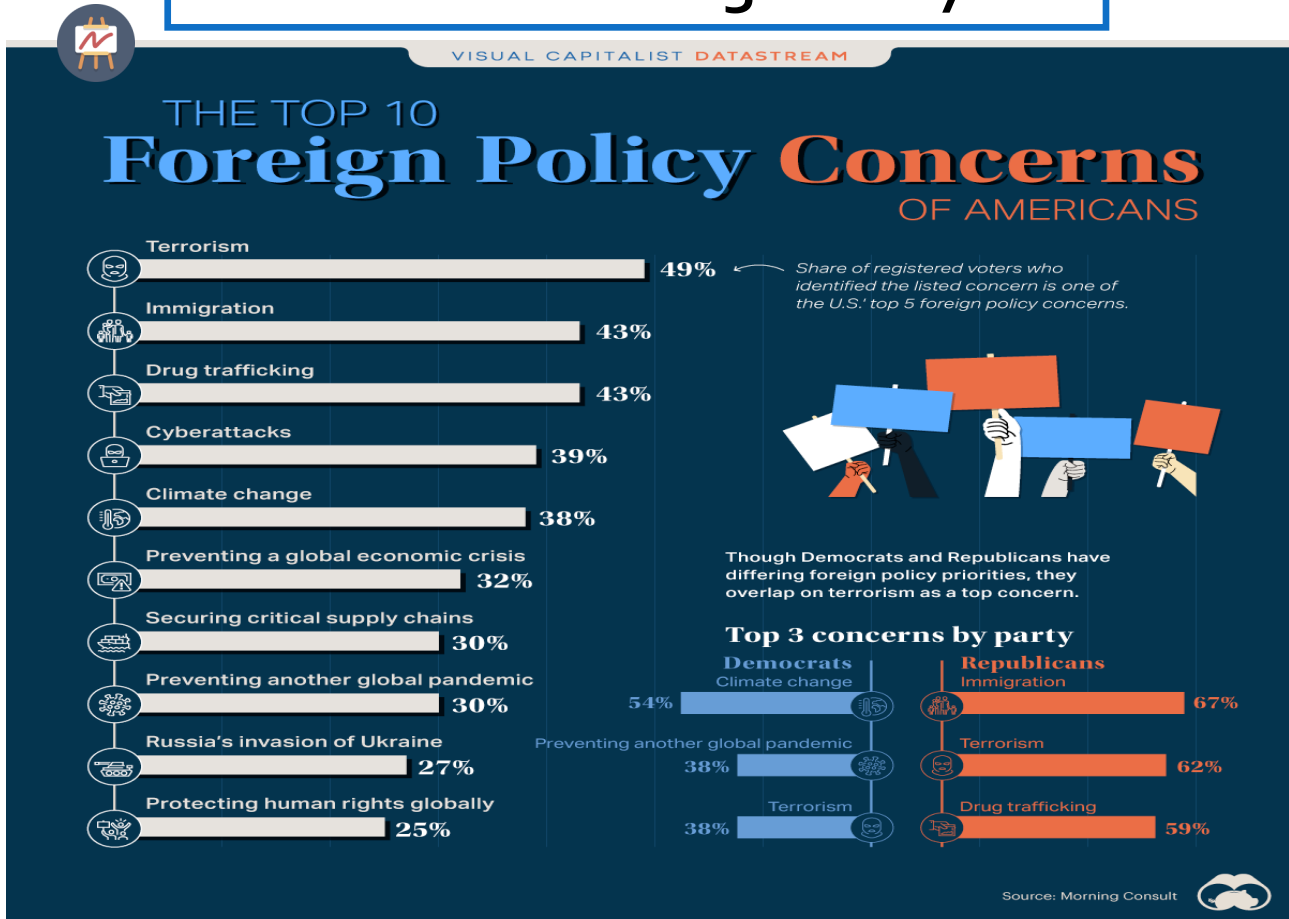
## [We Are Different, We Are the Same: Teaching Young Children about Diversity | Lesson Guide](#)

This resource provides a short guide of how to introduce the concept of diversity to elementary school students. The guide includes activities that can help children learn about and appreciate difference and suggested books that expose students to diversity.

**FAST FACT:** From 2002 to 2018 the proportion of ethnic or racial minorities in the Department of State  
Increased by 4%

<https://files.gao.gov/reports/GAO-20-237/index.html>

# Looking Forward: The Future of American Foreign Policy



## [Ranked: Top 10 Foreign Policy Concerns of Americans \(Nov 2022\)](#)

In the United States, there is a distinct difference on top foreign policy concerns between Democrats and Republicans. This chart uses data from [Morning Consult](#) to assess the top policy concerns of Americans.

## [U.S. Foreign Policy in 2022 | Video \(Dec 25, 2022\)](#)

This video provides a quick overview of American foreign policy this past year. Covering the Ukraine conflict, the Taiwan crisis, the Saudi Arabian dispute, and more, Yunus Paksoy helps us understand where the United States stands with the rest of the world going into 2023.

## [Executive Order on Further Advancing Racial Equity and Support for Underserved Communities Through The Federal Government \(Feb 16, 2023\)](#)

To strengthen the federal government's ability to address the barriers that underserved communities continue to face, today, President Biden signed a new Executive Order, *Further Advancing Racial Equity and Support for Underserved Communities Through the Federal Government*. This second Order reaffirms the Administration's commitment to deliver equity and build an America in which all can participate, prosper, and reach their full potential.

# Representation In U.S. Foreign Policy Today

## [Diversity, Equity, Inclusion, and Accessibility \(U.S. Agency for International Development\)](#)

This page outlines USAID's goals and actions the Agency is committed to taking to ensure progress and change on DEI.

## [Her Diplomacy](#)

Celebrate and honor women who have made vital contributions to our nation, but whose stories remain largely unknown. Her Diplomacy honors these trailblazing women and brings their stories to the public.

## [Out in National Security](#)

Out in National Security (ONS) is a group of national security professionals leveraging our professional networks and individual passion to expand opportunity for current and future colleagues. Merging activism and education, ONS speaks fearlessly in defense of LGBTQIA+ rights, connects like-minded national security practitioners, advances American interests, and improves American security.

## [2022 LGBTQIA+ Out in National Security Leadership and New Voices List \(June 23, 2022\)](#)

Out in National Security and New America are pleased to honor the contributions of 50 LGBTQIA+ experts in U.S. national security and foreign policy. This year's list features experts currently serving in government, the military, think tanks, academia, and non-governmental organizations. We proudly celebrate our community's contributions to advancing peace and security in the United States and abroad.

## [Women's Foreign Policy Group](#)

The Women's Foreign Policy Group advances women's leadership in international affairs and amplifies their voices through substantive global issue discussions and mentoring. Founded over 20 years ago, WFPG works tirelessly to expand the foreign policy dialogue across political divides and generations, and to support women at every stage of their careers.



### DID YOU KNOW?

70% of United States foreign service specialists are male?



# Get Involved | Pathways to Careers in International Relations

## [Global Access Pipeline](#)

The Global Access Pipeline (GAP) project is a consortium that provides a “pipeline” for the underrepresented to achieve leadership positions in international affairs across governmental, non-profit and private sectors in the United States. The GAP project links pre-collegiate programs for underrepresented and at-risk students with college- and graduate-level programs that are then tied to key mid-career leadership programs. These, in turn, become part of special recruitment efforts at prominent senior level institutions from which leadership cadres and policy advice are drawn.



### Global Access Pipeline Model

*A consortium to develop a pipeline of diverse international affairs professionals*

## THE GAP MODEL OF DIVERSIFYING INTERNATIONAL AFFAIRS

### K-12

Organizations at the K-12 level provide language training, scholarships, and international experience to provide students with exposure to international issues and topics.

### COLLEGIATE

Organizations at that work with students at the college/university level offer language training, scholarships, and international experiences that further their understanding of careers in international affairs.

### MID-CAREER

Organizations serving mid-career professional focus on offering professional development and leadership training that support international affairs professionals in advancing their careers to senior level ranks.

### GRADUATE

Organizations serving graduate students and young professionals provide opportunities such as language training, scholarships, international experience, professional development, and leadership training to enhance skills needed to enter an internationally focused career.



# PIPELINE TO CAREERS

**GOVERNMENTAL &  
INTERGOVERNMENTAL**

**NONPROFIT ORGANIZATIONS**

**RESEARCH INSTITUTIONS**

**CORPORATIONS**

## **ABOUT THE GLOBAL ACCESS PIPELINE**

The Global Access Pipeline (GAP) project is a consortium that provides a “pipeline” for the underrepresented to achieve leadership positions in international affairs across governmental, non-profit and private sectors in the United States. The GAP project links pre-collegiate programs for underrepresented and at-risk students with college- and graduate-level programs that are then tied to key mid-career leadership programs. These, in turn, become part of special recruitment efforts at prominent senior level institutions from which leadership cadres and policy advice are drawn.

**[WWW.GLOBALACCESSPIPELINE.ORG](http://WWW.GLOBALACCESSPIPELINE.ORG)**

# Get Involved | Pathways to Careers in International Relations

## [What are the Roles of a Diplomat? \(Oct 11, 2022\)](#)

This page will help students understand what diplomats do and provides an overview of different diplomatic positions.

## [How do you Become a Diplomat? \(Oct 11, 2022\)](#)

A resource explains the steps required to become a U.S. Foreign Service Officer, and provides further resources for students who may be interested in pursuing careers in diplomacy or foreign service.



## 8 STEPS TO BECOMING A FOREIGN SERVICE OFFICER

### STEP 1: CHOOSE A CAREER TRACK ?

While all U.S. diplomats are expected to communicate U.S. foreign policy and interact effectively with host country governments to help advance U.S. interests worldwide, each career track has a specific focus. You may not change career tracks once during the selection process.

Learn more about each career track



CONSULAR



ECONOMIC



MANAGEMENT



POLITICAL



PUBLIC DIPLOMACY



### STEP 2: SUBMIT FSO APPLICATION ?

You can apply during three, five-week windows each year. You begin your application at [PearsonVue.com/FSOT](https://PearsonVue.com/FSOT), where you will need to create an account. The application includes completed eligibility verification, application forms, and completed personal narratives. Once your completed application is submitted, you will be able to register for a seat for the FSOT.



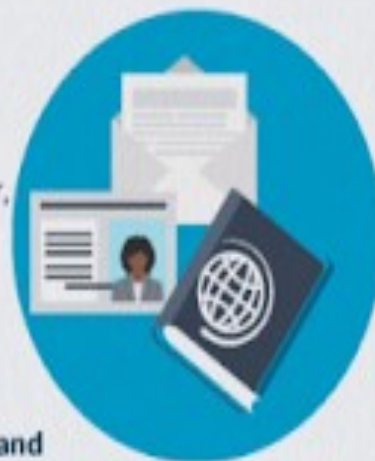


Apply to become an FSO

## STEP 3: TAKE THE FSOT ?

You may register to take the FSOT until the application deadline closes or until capacity is reached. You cannot register until your FSO application is complete. Pearson VUE, the test administrator, will send you a confirmation email on the first business day after you register. Be sure to arrive at the scheduled test center with your admissions letter and a valid government-issued photo ID.

Take quizzes on our DOSCareers app to practice for the test. Then take the Practice FSOT to experience a realistic preview and receive an estimate of your possible FSOT score.



Take the practice FSOT



## STEP 4: QUALIFICATIONS EVALUATION PANEL ?

Your FSOT score and your application will be reviewed. Successful candidates will be invited to the Oral Assessment.

## STEP 5: TAKE THE ORAL ASSESSMENT ?

This day-long assessment measures your ability to demonstrate the **13 Dimensions** that are essential to the successful performance of Foreign Service work.



Learn more about the 13 Dimensions



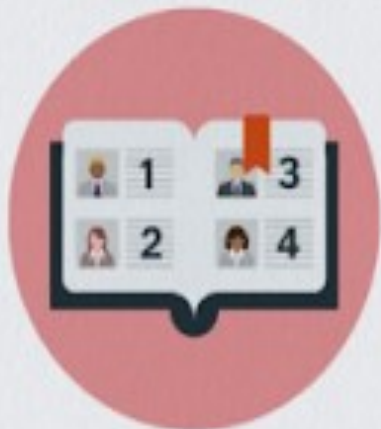
## STEP 6: CLEARANCES - MEDICAL & SECURITY ?

After you pass the Oral Assessment, you will receive instructions about obtaining medical and security clearances. Visit the Career Resources Download Center for a list of forms intended for those who have received conditional offers of employment after the Oral Assessment.

[Visit the Download Center](#)

## STEP 7: SUITABILITY REVIEW PANEL ?

A Suitability Review Panel will examine your completed file **(except for medical records)** to determine your suitability for employment with the Foreign Service.



## STEP 8: THE REGISTER ?

After you've successfully passed all steps, your name is placed on the Register, which is a rank-ordered list of successful candidates, sorted by career track.





# Get Involved | Pathways to Careers in International Relations



## [World Affairs Council—Seattle](#)

Since its founding in 1951, the Council has long dedicated itself to fostering dialogue and debate about critical global issues. This is achieved through public events, Global Classroom programming for K-12 educators and students, and diplomacy initiatives that engage international delegations with our community. It is a fundamental formula that works well but is highly adaptable, allowing the Council to reach a large cross-section of Seattle with a wide range of topics. Our platform connects civic, academic, corporate, and individual members around world issues. We are part of a vibrant global city; our work ensures that Seattle is visible, engaged, and globally aware.

## [WAC Global Connections Club](#)

Welcome to the newly formed WAC Global Connections Club (2023) for Youth coordinated by Global Classroom. Middle and High School students are welcome to join the club and connect with interesting people, programs, ideas, and opportunities centering world affairs and global current events!

## [Young Professionals International Network](#)

The World Affairs Council's Young Professional International Network (YPIN) brings together a diverse group of young people with a shared passion for the world around us. We host a wide range of networking and social events in and around Seattle, each with a unique international focus to help foster global understanding and collaboration. YPIN is a membership-based network with unique benefits for our constituents. YPIN members are also World Affairs Council members. World Affairs Council and YPIN are non-partisan associations with a common goal of offering programs and providing forums for discussion of critical world issues.

# Photo/Chart Bibliography

## Cover

<https://www.world-affairs.org/event/the-importance-of-diversity-and-representation-in-american-foreign-policy/>

## How to Use This Guide

<https://www.world-affairs.org/program/global-classroom/>

## Table of Contents

<https://www.visualcapitalist.com/americans-top-10-foreign-policy-concerns-2022/>

## Learning Objectives

<https://hir.harvard.edu/symbolic-and-problematic-gifts-in-diplomacy/>

## Introduction to Session Speakers

<https://www.world-affairs.org/event/the-importance-of-diversity-and-representation-in-american-foreign-policy/>

<https://iabpia.org/>

## Understanding the Intersectionality of Diversity & U.S. Foreign Policy

<https://www.antidefamation.com.au/bnai-brith-anti-defamation-commission-concurs-with-the-united-states-state-department-envoy-that-europe-needs-a-working-definition-of-anti-semitism/>

<https://www.britannica.com/biography/Condoleezza-Rice>

## Looking Forward: The Future of American Foreign Policy

<https://www.wcaps.org/blog-2-1/wcaps-promotes-diversity-new-administration>

<https://www.visualcapitalist.com/americans-top-10-foreign-policy-concerns-2022/>

## Representation in U.S. Foreign Policy Today

<https://afsa.org/fsj-archive-diversity-foreign-service>

## Get Involved | Pathways to Careers in International Relations

<https://globalaccesspipeline.org/>

<https://diplomacy.state.gov/how-do-you-become-a-diplomat/>

<https://lh3.googleusercontent.com/p/AF1QipOlhCHcelzSPFplw5sEdLbw-Zfsayqe7HdW7CQJ=s1360-w1360-h1020>

*This Resource Guide was created to supplement Community Programs & Global Classrooms Virtual Event, "The Importance of diversity and Representation in American Foreign Policy."*