

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

**Faculty of Leadership and
Interdisciplinary Studies, Peace
Corps Prep Certificate Program**

College/School College of Integrative Sciences and Arts Department/School _____
 Prefix: BIS Number: 355 Title: Peace Corps Seminar Units: 3

Course description: **The Peace Corps: its mission, history, concerns and application process.**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Global Awareness-G **Mandatory Review:** (Choose one)

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Jessica Hirshorn E-mail jessica.hirshorn@asu.edu Phone (480) 727-7337

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth Date: 9/20/17

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Syllabus

Course Prefix	Number	Title	Designation
BIS	355	Peace Corps Seminar	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criteria 1: Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside of the US	<p>This course increases knowledge of international development related issues.</p> <p>This course explores possible areas for Peace Corps Service (geographic and service sector areas).</p> <p>This course helps students to develop an appreciation of the challenges inherent in working in diverse settings.</p>	<p>The State of the World Discussion helps students to understand the Peace Corps in the context of current world events.</p> <p>The Peace Corps Returned Volunteer interview helps students to understand what it is like to live and work in a developing country.</p> <p>The Cultural Immersion activity helps students to experience cultures that are different from their own.</p> <p>The Book Club focuses on different areas of the world where students learn what it is like to live and work as a Peace Corps Volunteer in a specific area or region of the world.</p> <p>Guest speakers help students to better understand what it is like to work in specific Peace Corps sectors and regions of the world.</p> <p>The community service element of the Book Club helps students to better understand and contribute to international development efforts.</p> <p>Field trips help students to experience a culture that might be different from their own.</p> <p>The Health and Safety Talk highlights global health and safety issues.</p> <p>Focus on sustainable development helps students to understand global development issues.</p> <p>Story Presentations help students to gain an understanding of what it is like to live and provide service in a specific region</p>

		and sector.
<p>Criteria 2C: This class is a comparative cultural study in which more than half of the material is devoted to non-US areas.</p>	<p>Students will illustrate a basic knowledge of issues related to international development work.</p> <p>Students will demonstrate an appreciation of the challenges inherent in working in diverse settings.</p>	<p>The Book Club assignment focuses on four regions of the world: Latin America, Africa, Asia and Eastern Europe. Through the books and through penpals, students learn about a specific region of the world.</p> <p>Guest speakers help students to gain insight into the different cultures and countries in which they served.</p> <p>Interviews with returned Peace Corps Volunteers help students to gain a better understanding of the countries in which they served.</p> <p>The Cultural Immersion assignment helps students to better understand a culture that is different from their own.</p> <p>Story Presentations help students to better understand specific geographic regions of the world.</p>
<p>Criteria 2D: This course is of the cultural significance of a non-US centered global issue.</p>	<p>This course will increase students' knowledge of international development related issues.</p>	<p>The Book Club assignment helps students to gain a better understanding of international development related issues in a specific region of the world. Also, the pen pal assignment helps students to understand the specific development related issues that a currently serving volunteer may be experiencing.</p> <p>The Returned Peace Corps Volunteer interviews help students to understand the development related issues that volunteers experience.</p> <p>The Community Needs Assessment assignment teaches students how to assess the development needs of a specific community.</p> <p>Through the State of the World Discussion, students begin to explore issues related to economic development.</p> <p>Through guest speakers students learn about the development related issues</p>

		<p>faced by the guest speaker.</p> <p>Through the lessons on sustainable development students learn what it means to grow and develop in a sustainable way. The class has a lot of discussion surrounding this topic.</p>
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BIS355: Peace Corps Seminar
Fall 2017
Arizona State University



Instructor: Dr. Jessica Hirshorn
E-mail: jessica.hirshorn@asu.edu
Phone: 480-727-7337
Office Hours / Location: USE 230, T & TH 9:00-10:15 & 2:00-4:00
Course Time and Location: 10:30 -11:45 LL248

Credits: 3 credits

Catalog Description: The Peace Corps: its mission, history, concerns and application process.

Course Description: This seminar is designed to help students become familiar with the Peace Corps. It is intended to serve as a pathway for individuals to enhance their competitiveness when applying for admission into the Peace Corps. The course can be taken as part of a Peace Corps Prep certificate; however, it need not be taken as part of the certificate and is open anyone who is interested in learning about the Peace Corps.

Course Goals:

Through this course students will:

- Learn about the Peace Corps, its mission and its history
- Become familiar with the Peace Corps application process
- Explore possible areas for Peace Corps service

- Interview a returned Peace Corps Volunteer
- Meet with a Peace Corps Recruiter
- Improve upon intercultural competencies
- Increase knowledge of international development related issues

Commented [JH1]: Criteria 1, 2C, 2D

Commented [JH2]: Criteria 1, 2D

Expected Learning Outcomes:

- Demonstrate knowledge of the Peace Corps history and mission
- Demonstrate an understanding of the Peace Corps application process and qualifications
- Evaluate individual interests and possible areas of Peace Corps Service
- Demonstrate basic intercultural competencies
- Illustrate a basic knowledge of issues related to international development work
- Demonstrate an appreciation of the challenges inherent in working in diverse settings

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Commented [JH4]: Criteria 1, 2C

Texts:

- A Life Inspired: Tales of Peace Corps Service, Peace Corps Publication. ISBN 978-0964447264. A Free Peace Corps Publication (Copies will be given to students)
- Choose **one** of the following:
 - Walker, M. (2017). Different Latitudes: My Life in the Peace Corps and Beyond. Oakland, CA: A Peace Corps Writers Book.
 - Erdman, S. (2003). Nine hills to Nambonkaha: Two years in the heart of an African village. New York: Henry Holt.
 - Keller, R. (2010). Only bees die: Peace Corps Eastern Europe. CreateSpace.
 - Hessler, P. (2006). River town: Two years on the Yangtze. New York, NY: Harper Perennial.

Commented [JH5]: Criteria 1, 2C, 2D

Course Requirements:

All students are expected to complete the following requirements:

Participation, 20%

- Story Presentation, 5%
- Group History Presentation, 5%
- Personal Mission and Vision, 5%
- Returned Peace Corps Volunteer Interview, 10%
- Cultural Immersion Activity, 10%
- Community Needs assessment, 5%
- Book Club (Group Grade)
 - Peace Corps Pal Correspondence, 10%
 - Peace Corps Project Support, 5%
 - Meetings 5% and Final Workshop, 10%
- Meet with a Recruiter & Final Reflection, 10%

Commented [JH6]: Criteria 1,2C, 2D

Commented [JH7]: Criteria 1, 2C

Commented [JH8]: Criteria 2D

Commented [JH9]: Criteria 1, 2C, 2D

Grading Scale:

A 100-90 B 89-80 C 79-70 D 69-60 E 59 & below

Course Schedule

Date	Assignment	Due
8/17	Class Introduction & Introduction to the Peace Corps & Story Assignment	Familiarize yourself with the course blackboard site, syllabus and assignments
8/22	Peace Corps Basics Sophia, P.C. @ASU, Julia	Read Fact Sheets on Blackboard.
8/24	Book Club Intro	Order book
8/29	Intercultural Activity, The State of Our World Discussion.	Read and be up to date on the latest world news
8/31	History of Peace Corps - Guest Speaker: Mark Walker	Listen to Stanley Meisler author of "When the World Calls" and read readings linked on Blackboard

Commented [JH10]: Criteria 1, 2D

Commented [JH11]: Criteria 1, 2C, 2D

9/5	History of Peace Corps	History Group Presentations
9/7	Mission & Vision of Peace Corps	Blackboard Readings
9/12	Personal Mission & Vision	Personal Mission and Vision Due
9/14	Guest Speaker/ Book Club, Mary Jane Parmentier, RPCV Morocco & Laura Hosman	Read the Peace Corps Times linked on Blackboard
9/19	Community Service Project/ Book Club	Select community service project
9/21	Rosh Hashana- No Class	
9/26	Intercultural Competency - Culture	Go over interview assignment
9/28	Intercultural Competency – Americans as seen by others	Blackboard Reading, The Unofficial Peace Corps Handbook
10/3	Guest Speaker/ Book Club, Deanna Dent, RPCV Zambia	
10/5	Trip to MeKong	Blackboard Readings
10/10	Fall Break - No Class	
10/12	Intercultural Competency – Theory	
10/17	Intercultural Competency – Theory II	Blackboard Readings
10/19	Intercultural Competency – Conflict Resolution	Interviews Due Introduce Cultural Immersion Activity
10/24	Julia– Health and Safety	Blackboard Reading, The Unofficial Peace Corps Handbook
10/26	Visit Mosque	
10/31	Sustainable Development - Overview	Blackboard readings, Cultural Immersion Activity Due
11/2	Sustainable Development - Needs Assessment, Matt Gallagher	Blackboard reading

Commented [JH12]: Criteria 1, 2C, 2D

Commented [JH13]: Criteria 1, 2D

Commented [JH14]: Criteria 1, 2C

Commented [JH15]: Criteria 1

Commented [JH16]: Criteria 1

Commented [JH17]: Criteria 1, 2C

		Introduce Community Mapping Assignment
11/7	Sustainable Development – Needs Assessment, Matt Gallagher	Blackboard readings
11/9	Book Club Work Day & meet with recruiter assignment explained, Julia	Needs assessment due
11/14	Book Club Workshop	
11/16	Book Club Workshop	
11/21	Book Club Workshop	
11/23	Thanksgiving - No Class	
11/28	Book Club Workshop	
11/30	Class Wrap-up, Julia	Final Reflection due

Commented [JH18]: Criteria 1, 2D

Commented [JH19]: Criteria 1, 2C, 2D

Commented [JH20]: Criteria 1, 2C, 2D

* **Schedule is subject to change**

Description of Assignments and Grading:

Participation & Attendance (20%): It is expected that you will attend class regularly and participate in class discussions and exercises. Absences will be excused only in case of emergency or official university business and **four or more absences could result in failing the course.**

Story Presentation (5%): You will be expected to select and present to the class one Peace Corps story or narrative at the beginning of class. Stories can be chosen from the book "A Life Inspired: Tales of Peace Corps Service", Peace Corps Publication. ISBN 978-0964447264 or from the stories located online at: <http://www.peacecorps.gov/www/stories/>. Story presentations will take place at the beginning of each class period and should be no more than 15 minutes long. You are expected to present the story and then ask at least two follow-up discussion questions.

Commented [JH21]: Criteria 1, 2C, 2D

History Presentation (5%): Your group will be responsible for a 10 minute presentation on an assigned time period of Peace Corps history. Presentations should be interactive and can include skits, discussions, visual aids, activities etc...

Personal Mission and Vision Statements (5%): You are to write a one page personal mission and vision statement that will be used to help to guide your future decisions and goals.

Cultural Immersion Activity (10%): Attend a cultural event that is related to a culture or ethnic group that is different from your own. Then write a two page reflection paper in which you include the following:

- A description of the event
- What you learned about the culture from participating, and your reaction to the experience.
- Documentation / proof of attendance: Scan in and attach any program materials. etc. that you collected at the event. You might also want to upload any photos that you take.

****Papers must be based on something experienced THIS semester.***

Commented [JH22]: Criteria 1, 2C

Returned Peace Corps Volunteer Interview (10%): You are to meet with a returned Peace Corps Volunteer (if needed the instructor will help identify returned volunteers for you to interview) and interview them. Interviews should last approximately 45 minutes and should be open-ended and non-leading. Summarize the interview and then reflect on what you learned. Papers should be a minimum of 3 pages, double space in 12 point font.

Commented [JH23]: Criteria 1, 2C, 2D

Community Assessment Mapping Project (5%): Using the "Participatory Analysis for Community Action (PACA) Training Manual" located on Blackboard under course readings and the materials assigned in class you are to conduct a needs assessment of your community and create a map of needs and existing resources.

Book Club Project (30%):

Part A: You will choose a book club that is associated with a specific region of the world. The Book Clubs will meet throughout the semester and will read and discuss a Peace Corps memoir. At the end of the semester each group will facilitate a workshop that will last a class period on their book, their Peace Corps Pal and on their project. Workshops should be interactive and involve the class in discussion and activities. The book club meetings is worth 5% and workshop is worth 10% of the grade.

Part B: Each club will be assigned a Peace Corps Volunteer is who currently

serving in the region of the world that is associated with the book chosen. The group will then correspond with the volunteer on an ongoing bases. The correspondence is worth 10% of the overall grade. There should be a min of 4 emails, or Skype sessions throughout the semester.

Part C: Book clubs will also choose a Peace Corps project to support that is associated with region of the world. Projects can help support the volunteer that you are assigned to project or another project from that region of the world. There is no min amount that needs to be raised, but each group needs to devise and carry out a plan to help support their selected project. Supporting the Peace Corps project is worth 5% of the grade.

Commented [JH24]: Criteria 1, 2C, 2D

Meet with a Peace Corps Recruiter and Final Reflection (10%) You are to arrange a meeting with the Peace Corps recruiter either here on campus or off campus. Following your meeting write a two page, double spaced in 12 points font reflection on what you learned from your meeting with the Recruiter and from this class in general.

Important Policies

Conduct

An environment of acceptance is to be maintained at all times in this class. From time to time sensitive issues may arise regarding: race, class, nationality, gender, religion & sexual orientation, students are expected to respect the confidentiality of any shared information. This course is conducted according to the ASU Code of Conduct, which is available on-line through the ASU home page.

Late Assignment Policy

Late assignments will be penalized 10% for each week that they are late.

Participation Policy

Participation is an integral part of this course. The student's participation will be assessed taking into account: attendance, participation in class activities, and participation in class discussions. Essential for participation is preparation. It is expected that each student has completed all readings and assignments for each class. Four or more unexcused absences could result in failing the course.

Rules of Academic Integrity

The Rules of Academic Integrity is the university community's standard of honesty and is endorsed by all members of the ASU & BIS academic community. It is an essential element of the University's academic credibility. All work in this course must follow ASU & BIS Rules of Academic Integrity, which is available on-line at: <http://www.asu.edu/studentlife/judicial/integrity.html> **Plagiarism in any form will not be tolerated and could result in course failure and possible suspension.**

Americans with Disabilities Act

In accordance with section 504 of the federal rehabilitation act of 1973 and Americans with Disabilities Act of 1990, ASU endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal education programs and activities. Proof of disability from a competent authority will be required as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me after class or during office hours.**

Religious Observances: Students will be excused from class for religious observances, however they are required to inform the professor in advance.

BIS 355 – for G General Studies Readings

List of books:

- A Life Inspired: Tales of Peace Corps Service, Peace Corps Publication. ISBN 978-0964447264. A Free Peace Corps Publication (Copies will be given to students)
- Walker, M. (2017). Different Latitudes: My Life in the Peace Corps and Beyond. Oakland, CA: A Peace Corps Writers Book.
- Erdman, S. (2003). Nine hills to Nambonkaha: Two years in the heart of an African village. New York: Henry Holt.
- Keller, R. (2010). Only bees die: Peace Corps Eastern Europe. CreateSpace
- Hessler, P. (2006). River town: Two years on the Yangtze. New York, NY: Harper Perennial.

Additional readings on Blackboard:

Peace Corps Facts

- **Peace Corps Fact Sheet: A quick overview Peace Corps Fact Sheet.pdf**
- **Also take the time to look over the Fast Facts posted on www.peacecorps.gov**
<http://www.peacecorps.gov/about/fastfacts/>
- **ASU Road Map to the Peace Corps: Peace_Corps_Roadmap Click for more options**
- www.peacecorps.gov
- <https://www.peacecorps.gov/faqs/about-service/>
- <https://youtu.be/kxR8XZOeV-s>
- <https://www.youtube.com/user/peacecorps>

State of our world: For class please make sure that you are up to date on current world events. You can read **Time** or any other news source to get the latest information. <http://time.com/>

Guest Speaker Mark Walker

- <https://rotaryserviceblog.org/2017/05/31/how-the-peace-corps-and-rotary-led-me-to-a-life-of-international-service/>
- Here's the "Advancing Philanthropy" article —page 21:
http://www.nxtbook.com/nxtbooks/afp/ap_2017summer/index.php#/24
- Book review from the Peace Corps Writers Group, which is interesting since the reviewer shares his background in international development:
<http://peacecorpsworldwide.org/review-different-latitudes-walker/>

History of Peace Corps

- Read about the history of the Peace Corps online: <http://www.peacecorps.gov/about/history/>

- Listen to Stanley Meisler the author of "When the World Calls" talk about his book and the first fifty years of the Peace Corps: <http://will.illinois.edu/focus/interview/focus110602a/>
- Read an LA Times Op-Ed article by Stanley Meisler "True to the Peace Corps." <http://articles.latimes.com/2011/feb/25/opinion/la-oe-0225-meisler-peacecorps-20110225>

Peace Corps Mission and Vision

- Read about Core Expectations for Peace Corps Volunteers: http://files.peacecorps.gov/multimedia/pdf/about/pc_core_volunteer_expectations.pdf
- Read the Peace Corps Strategic Plan 2014-2018 and Annual Performance Plan 2016: http://files.peacecorps.gov/multimedia/pdf/policies/pc_strategic_plan_2014-2018.pdf

Guest Speakers Mary Jane Parmentier and Laura Hosman

- **Learn about Peace Corps Morocco:** <http://www.peacecorps.gov/volunteer/learn/wherepc/northafr/morocco/>
- **Laura Hosman's SolarSpell project:** <http://solarspell.org/>

Community Service Projects

Here is a list of Peace Corps projects that your Book Club might consider assisting with: <https://donate.peacecorps.gov/donate/projects-funds/>

Guest Speaker Deanna Dent

Information about Peace Corps Zambia where Deanna

served: <http://www.peacecorps.gov/volunteer/learn/wherepc/africa/zambia/>

Intercultural Theory

- Read about Hofstede's Dimensions of Culture: <http://geert-hofstede.com/national-culture.html>
- Edward T. Hall's Cultural Factors: http://changingminds.org/explanations/culture/hall_culture.htm
- Read Stephen Dahls "Intercultural Research: The State of Knowledge" [Intercultural Research](#)
- Cultural Negotiation Styles by Country (based on information from the Book "Kiss, Bow or Shake Hands" https://www.afswiki.org/index.php/Cultural_Negotiation_Styles_by_Country)
- Five Styles of Conflict Resolution <http://sourcesofinsight.com/conflict-management-styles-at-a-glance/>

Read the Unofficial Peace Corps Handbook if you haven't done so already. This "Unofficial" Peace Corps Handbooks is a bit dated, but its FREE and full of really good information that is still applicable to the volunteer experience! [Unofficial Peace Corps Volunteer Handbook](#)

Mosque Field Trip: Here is a link to some information about the Tempe Mosque/ Islamic Cultural Center which we will be visiting: <http://tempemosque.com/>

Sustainable Development:

- Sustainable development has been defined in many ways, but the most frequently quoted definition is from "*Our Common Future*", also known as the [Brundtland Report](#)
- **Blog:** "What the Peace Corps taught me about Sustainable Development" <http://passport.peacecorps.gov/2015/03/17/what-peace-corps-taught-me-about-sustainable-development/>
- In preparation for class choose a country of interest and use the following websites to help you research the country's current state of development and development needs:
 - [BBC Country Profiles](#)
 - [International Monetary Fund - Country Information](#)
 - [Transparency International - Corruption by Country](#)
 - [UNDP - International Human Development Indicators](#)
 - [United States Department of State Human Rights Report](#)
 - [World Bank - Data by Country](#)
 - [World Bank - World Development Indicators](#)
 - [World Bank - Worldwide Governance Indicators Country Data Reports](#)
 - [World Health Organization](#)
- Video of failed project: <https://www.youtube.com/watch?v=OMhLrHPIOTw>
- Using Participatory Analysis for Community Action: Idea Book. Publication No. M0086: [PACA 2 - Community Resources and Mapping Assignment.pdf](#)

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Gaddi Vasquez

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Screen Shot of Table of Contents for: Erdman, S. (2003). Nine hills to Nambonkaha: Two years in the heart of an African village. New York: Henry Holt

The screenshot displays the Amazon.com interface for the book "Nine Hills to Nambonkaha: Two Years in the Heart of an African Village" by Sarah Erdman. The page is viewed in a browser window with multiple tabs open. The main content area shows the Table of Contents, which is organized into four main sections: I. A MEMORY, I; II. A BEGINNING, 7; III. A VILLAGE, 27; and IV. A WAR, 311. Section III is further divided into 11 numbered chapters, each with a page number. The right sidebar features "Your Browsing History" and "Customers Also Bought" sections, listing other books with their respective ratings and prices. The left sidebar provides book details, including the cover image, author name, star rating, and price.

LOOK INSIDE! Kindle Book Print Book Zoom - Zoom + Feedback Help Expanded View Close X

Book Details:
Nine Hills to Nambonkaha: Two Years in the Heart of an African Village (Paperback)
by Sarah Erdman
★★★★☆ (58)
Paperback \$13.34
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