

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

### Course information:

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

College/School	College of Integrative Sciences and Arts	Department/School	<b>Leadership and Interdisciplinary Studies</b>
Prefix: <b>IDS</b>	Number: <b>355</b>	Title: <b>Peace Corps Seminar</b>	Units: <b>3</b>

Course description: **Develops integrative skills to create new understandings, models, products and ideas.**

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	Chair/Director Initials
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.		<b>KE</b> (Required)

**Requested designation: (Choose One)**

**Mandatory Review: Yes**

*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](mailto: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
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### Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Kevin Ellsworth, Faculty Head	Date:	10/4/19
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Chair/Director (Signature):	
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## 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 <b>must</b> 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. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	
<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

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Course Prefix	Number	Title	Designation
IDS	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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
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>Story presentations help students to gain an understanding of what it is like to live and serve in a specific country and sector. Presentations include country specific information including geography, culture, language and relevant development issues.</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 a culture 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. Included in the presentations will be specific cultural, geographic, political and economic information about their country of service</p>

		<p>and how these factors may have impacted their Peace Corps service.</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>Health and Safety talk highlights global health and safety issues.</p> <p>Focus on sustainable development helps students to understand global development issues</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>Illustrate a basic knowledge of issues related to international development work</p> <p>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 as well as the cultural, geographic, political and economic context of their service.</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 gain an understanding of what it is like to live and serve in a specific country and sector. Presentations include country specific information including geography, culture, language and relevant development issues.</p>
Criteria 2D: This course is of the cultural significance of a non-US centered global issue.	Increase knowledge of international development related issues	<p>Story presentations help students to gain an understanding of what it is like to live and serve in a specific country and sector. Presentations include country specific information including geography, culture, language and relevant development issues.</p> <p>The book club assignment helps students</p>

		<p>to gain a better understanding of international development related issues in a specific region of the world. Also, the pen pal assignment helps for 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 experienced as well as the cultural, , geographic, political and economic context in which they served.</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 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>

### **Course Catalog Description**

IDS 355 - Peace Corps Seminar

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

Prerequisite(s): minimum 45 hours

**IDS 355: Peace Corps Seminar**  
**Fall 2019**  
**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
- Gain cultural insight into a specific country where the Peace Corps Operates [Criteria 1, 2C, 2D]
- Become familiar with the Peace Corps application process
- Explore possible areas for Peace Corps service
- Interview a returned Peace Corps Volunteer [Criteria 1, 2C, 2D]
- Meet with a Peace Corps Recruiter
- Improve upon intercultural competencies
- Increase knowledge of international development related issues [Criteria 1, 2D]

**Student Learning Outcomes:**

Through in class presentations, readings, research and written assignments, students will be able to:

- 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 [Criteria 1, 2C, 2D]
- Demonstrate an appreciation of the challenges inherent in working in diverse settings [Criteria 1, 2C]



**Texts:** [Criteria 1, 2C, 2D]

Dibbert, T. (2010). *Fiesta of Sunset: The Peace Corps, Guatemala, and a Search for Truth*. New York: IUniverse.

Erdman, S. (2003). *Nine Hills to Nambonkaha: Two years in the heart of an African village*. New York: Henry Holt.

Hessler, P. (2006). *River Town: Two Years on the Yangtze*. New York, NY: Harper Perennial.

Cazacu, L. F. (2009). *Bread, Salt, & Plum Brandy: A True Story of Love and Adventure in a Foreign Land*. San Diego, CA: Aventine Press.

**Description of Assignments and Grading:**

**Course Requirements:**

All students are expected to complete the following requirements:

**Grading Policy:**

All grades will be entered into Canvas grade book. This course is worth a total of 100 points. 2% of the assignments total value will automatically be deducted for each day that an assignment is late.

Participation	20 pts	
Story & Country Presentation	5 pts	
Group History Presentation	5 pts	
Personal Mission and Vision	5 pts	
Returned Peace Corps Volunteer Interview	10 pts	[Criteria 1,2C, 2D ]
Cultural Immersion Activity	10 pts	[Criteria 1, 2C]
Community Needs assessment	5 pts	[Criteria 2D]
Book Club (Group Grade)		
Peace Corps Pal Correspondence	10 pts	[Criteria 1, 2C, 2D]
Peace Corps Project Support	5 pts	[Criteria 1, 2C, 2D]
Meetings	5 pts	
Final Cultural Workshop	10 pts	[Criteria 1, 2C, 2D]
Meet with a Recruiter & Final Reflection	10 pts	
Total Points Possible		100

**Grading Scale:**

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

**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 and Country Presentation** [Criteria 1, 2C, 2D] (5%): You will be expected to select and present to the class one Peace Corps story or narrative from a specific country of service. Stories can be chosen from the stories located online at: <https://www.peacecorps.gov/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, geographical, cultural and linguistic information about the country where the story takes place and ask at least two follow-up discussion questions to the class. This assignment is designed to help enable you to learn more about the Peace Corps experience and the specific cultural, geographical, political, religious and economic context in which the volunteer served. When developing discussion questions think about an aspect of the volunteer's experience or circumstance makes it unique. Were there any issues based on cultural differences of things like religion, race, culture, economics, sexual orientation that arose? Were there any cultural issues that you felt was central to the story they selected? What types of things did the volunteer do in order to connect with the community in which they served?

**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...

**Guest Speakers:** [Criteria 1, 2C, 2D] Throughout the semester the class will host a number of guest speakers. The guest speakers are returned Peace Corps volunteers who will share their Peace Corps experience with the students. Included in their presentations will be the cultural, geographic, political and economic information about their country of service and how these factors may have impacted their Peace Corps service.

**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.

**Returned Peace Corps Volunteer Interview** [Criteria 1, 2C, 2D] (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. As part of your interview be sure to ask country and sector specific questions about the cultural, geographic, political and economic context in which they served. Summarize the interview and then reflect on what you learned. Papers should be a minimum of 3 pages, double space in 12 point font.

**Cultural Immersion Activity** [Criteria 1, 2C] (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.*

**Community Assessment Mapping Project** (5%): Using the “Participatory Analysis for Community Action (PACA) Training Manual” located on Canvas 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** [Criteria 1, 2C, 2D] (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, the region of the world where the book takes place, their Peace Corps Pen Pal and their service 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 and is a former ASU student. 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.

**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.

## Course Schedule

Date	Assignment	Due
8/17	Class Introduction & Introduction to the Peace Corps Story & Country Presentation Assignment [Criteria 1, 2C, 2D]	Familiarize yourself with the course Canvas site, syllabus and assignments
8/22	Peace Corps Basics	Read Fact Sheets on Canvas.
8/24	Book Club Intro	Order book
8/29	Intercultural Activity, The State of Our World Discussion. [Criteria 1, 2D]	Read and be up to date on the latest world news
8/31	History of Peace Corps - Guest Speaker: Mark Walker [Criteria 1, 2C, 2D]	Listen to Stanley Meisler author of "When the World Calls" and read readings linked on Canvas
9/5	History of Peace Corps	History Group Presentations
9/7	Mission & Vision of Peace Corps	Canvas Readings
9/12	Personal Mission & Vision	Personal Mission and Vision Due
9/14	Guest Speaker/ Book Club, Mary Jane Parmentier, RPCV Morocco & Laura Hosman [Criteria 1, 2C, 2D]	Read the Peace Corps Times linked on Canvas
9/19	Community Service Project/ Book Club [Criteria 1, 2D]	Select community service project
9/21	Rosh Hashana- <b>No Class</b>	
9/26	Intercultural Competency - Culture	Go over interview assignment
9/28	Intercultural Competency – Americans as seen by others	Canvas Reading, The Unofficial Peace Corps Handbook
10/3	Guest Speaker/ Book Club, Deanna Dent, RPCV Zambia	
10/5	Trip to MeKong [Criteria 1, 2C]	Canvas Readings
10/10	Fall Break - <b>No Class</b>	
10/12	Intercultural Competency – Theory	
10/17	Intercultural Competency – Theory II	Canvas Readings
10/19	Intercultural Competency – Conflict Resolution [Criteria 1]	Interviews Due Introduce Cultural Immersion Activity

10/24	Julia– Health and Safety [Criteria 1]	Canvas Reading, The Unofficial Peace Corps Handbook
10/26	Visit Mosque [Criteria 1, 2C]	
10/31	Sustainable Development - Overview	Canvas readings, Cultural Immersion Activity Due
11/2	Sustainable Development - Needs Assessment, Matt Gallagher	Canvas reading Introduce Community Mapping Assignment
11/7	Sustainable Development – Needs Assessment, Matt Gallagher [Criteria 1, 2D]	Canvas readings
11/9	Book Club Work Day & meet with recruiter assignment explained, Julia	Needs assessment due
11/14	Book Club Cultural Workshop	
11/16	Book Club Cultural Workshop	
11/21	Book Club Cultural Workshop [Criteria 1, 2C, 2D]	
11/23	Thanksgiving - No Class	
11/28	Book Club Cultural Workshop [Criteria 1, 2C, 2D]	
11/30	Class Wrap-up	Final Reflection due

**\* Schedule is subject to change**

## Course Policies

### Attendance 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 the readings and assignments for each class. Four or more unexcused absences could result in failing the course.

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#), or to request accommodation for missed assignments [due to University-sanctioned activities](#) or [active military service](#).

### **Late Assignment Policy**

Late assignments will be automatically penalized 2% per each day that they are late.

### **Drop and Add Dates/Withdrawals**

If you are unable to take this course for any reason, be aware that there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Withdrawing as a Financial Aid Recipient](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

### **Grade Appeals**

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [CISA Grade Appeals policy](#).

### **Trigger Warning**

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at [Jessica.hirshorn@asu.edu](mailto:Jessica.hirshorn@asu.edu).

### **Classroom Behavior**

Include policy regarding expected classroom behavior and the use of cell phones and other devices. Define inappropriate use of cell phones and other devices.

We want to build a classroom climate that is comfortable for all. It is important that we 1) display respect for all members of the classroom – including the instructor and students; 2) pay attention to and participate in all class sessions and activities; 3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and 4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

### **Establishing a Safe Environment**

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences

and encourages engaged honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

### **Email Communication**

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account. For help with your email go to MyASU > Service > Live Chat OR New Ticket.

### **Prohibition of Commercial Notetaking Services**

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

### **University Policies:**

#### **Academic Integrity**

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the Student Academic Integrity policy at <https://provost.asu.edu/academic-integrity>.

#### **Students with Disabilities**

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

**Disability Resource Center** ([eoss.asu.edu/drc](https://eoss.asu.edu/drc))

**Email:** [DRC@asu.edu](mailto:DRC@asu.edu)

**DRC Phone:** 480-965-1234

**DRC FAX:** 480-965-0441

## **Mental Health**

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site:

<https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

## **Student Code of Conduct**

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at <http://students.asu.edu/srr/code> and the ACD 125: Computer, Internet, and Electronic Communications available at: <http://asu.edu/aad/manuals/acd/acd125.html>

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10

<http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

## **Harassment Prohibited**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

## **Title IX**

[Title IX of the Education Amendments of 1972](#) protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. ASU does not discriminate on the basis of sex in the employment, education programs or activities it operates.

ASU is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence. All ASU employees are mandatory reporters and are obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence.



“As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, [eoss.asu.edu/counseling](http://eoss.asu.edu/counseling), is available if you to wish discuss any concerns confidentially and privately.”

Sexual violence, sexual harassment, stalking and relationship violence have a profound impact on a victim's academic, social, working, and personal life, and negatively affects victims' friends and families, other students, co-workers, and members of the university community. To combat this complex social problem, ASU provides a variety of [resources](#) and [educational programs](#) designed to prevent sexual violence and other acts of sexual misconduct, including sexual harassment, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response.

Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to seek support and report the incident. ASU Counseling Services is available if you to wish discuss any concerns confidentially and privately. ASU has appointed a Title IX Coordinator to oversee ASU response to Title IX complaints, develop training and education programs/materials for faculty, staff and students, as well as monitor trends and effectiveness of Title IX education efforts. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at [sexualviolenceprevention.asu.edu/faqs](http://sexualviolenceprevention.asu.edu/faqs).

Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Office of Civil Rights.

### **Statement on Inclusion**

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

### **Campus Resources**

As an ASU student, you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help, and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu>
- Counseling Services: <http://students.asu.edu/counseling>

- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>
- ASU Writing Centers: <https://tutoring.asu.edu/writing-centers>
- ASU Police Department: <https://cfo.asu.edu/police>
- International Student Resources: <https://students.asu.edu/international/support/academic>

### **Syllabus Disclaimer**

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Canvas.

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu/>

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Hessler, P. (2006). River Town: Two Years on the Yangtze. New York, NY: Harper Perennial

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For Dean, whose patience and support (fortified by plenty of *tuica*) allowed me to complete this project.

— Rosemary

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BREAD, SALT, AND PLUM BRANDY

## **PREFACE**

In spite of centuries of invasion, oppression, and unspeakable brutality, the Romanian people are some of the most generous on the planet, welcoming you into

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