

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	Leadership and Interdisciplinary Studies
Prefix:	IDS	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**, each topic requires **an individual submission**, separate from other topics.

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 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area 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. 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.

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: 2/14/20

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
IDS	355	Peace Corps Seminiar	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)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: 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.</p>
<p>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>	<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 helping a country meet their stated international development needs in a sustainable way.</p>	<p>Peace Corps 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. Each student is required to choose a Peace Corps service story to present that addresses a specific topic or issue. The students first present about the country where the story takes place and then they summarize or tell the story, followed by discussion questions on related topics. Past topics have included things like serving in Armenia as an African American Volunteer, or serving as a LGBT volunteer in a Muslim country, the importance of Tea and getting to know your community, Gender related issues and girls empowerment programs such as "Let Girls Learn" or "Camp GLOW (Girls Leading our World)". Each presentation is different and addresses a different country of service and a different story or issue. There are 1-2 presentations that occur at the beginning of most class periods.</p> <p>The course includes a variety of guest speakers that have served in different countries, time periods and sectors. The guest speakers help students to develop an appreciation and understanding of a large variety of Peace Corps experiences and</p>

		<p>the issues and challenges faced by volunteers based upon their specific country, time in history of service and sector (type of position) of service. This assignment is intended to assist students in understanding a variety of Peace Corps experiences and helping to increase their awareness of a variety of different placements.</p> <p>In the later part of the semester the focus of the class turns to sustainable development and assessment. Students learn what it means to develop projects that are sustainable and meet the stated development needs of the community and country where they are serving. There are several lessons around the idea of sustainable development. The class uses the 7 elements of human security as a model to examine development needs. Students are required to participate in an assessment project that helps them learn how to conduct a needs assessment in order to assess community development needs.</p>
<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>Demonstrate an appreciation of the challenges inherent in working in diverse settings</p> <p>Explore the geography of areas for Peace Corps Service and improve geography skills</p> <p>Learn about a variety of countries and geographic regions and the challenges that are often faced while working in those countries/ regions</p> <p>Increase intercultural communication skills and competencies</p> <p>Learn about international sustainable development challenges faced while working in specific countries of service and sectors.</p>	<p>The book club assignment focuses on four regions of the world, Latin America, Africa, Asia and Eastern Europe. Through reading and discussing Peace Corps memoirs students gain insight into what it is like to serve in the specific country and region where the memoir takes place.</p> <p>Part of the book club assignment includes being pen pals with ASU alumni who are currently serving in the Peace Corps in the geographic region associated with their group and memoir. This past semester each group was assigned two different pen pals, as students who graduate and go on to serve in the Peace Corps have been excited to share their experiences with students in the course.</p> <p>An additional part of the book club assignment is that at the end of the semester each book club presents a workshop on their book giving details about the geography and sustainable development needs (using the 7 elements of human security) of the country where the book took place. During the workshops students also go over their pen pal correspondence and what they did for</p>

		<p>their service projects.</p> <p>A large part of the curriculum of this course focuses on increasing global and intercultural competencies. The course does so by following a fictional volunteer named Jane through her service and all the many cultural mistakes that she makes. The lessons begin with the mistakes and then explain the intercultural theory behind it, often followed by an interactive activity or case study.</p> <p>Guest speakers help students to gain insight into the different cultures, countries and development needs 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. It is a great way to allow students to step outside of their box and begin to experience 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>
<p>Criteria 2D: This course is of the cultural significance of a non-US centered global issue.</p>	<p>Increase knowledge of international sustainable development related issues.</p> <p>Illustrate a basic knowledge of issues related to international development work.</p> <p>Interview a Returned Peace Corps Volunteer about their service in a specific country and the challenges that they faced working in that country</p> <p>Become Pen Pals with a</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 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 for students to understand the specific development related issues that a currently serving volunteer may be experiencing.</p>

	<p>currently serving ASU Alumni in order to learn about the international development challenges faced while working in a specific country of service and sector.</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 sustainable 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 Description

IDS 355 - Peace Corps Seminar

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

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

Course Description: This course is designed to help students become familiar with the Peace Corps, to broaden global understanding, increase intercultural competencies and gain an understanding of sustainable development. It is intended to serve as a forum for students to enhance their intercultural competitiveness and to evaluate if international service is something that they wish to pursue.

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, improving global understanding, intercultural competencies, evaluating international service opportunities or learning about sustainable development.

Course Goals:

Through this course students will:

- Gain cultural insight into the people, culture and geography of the countries where Peace Corps volunteers serve
- Explore geographic and sector areas for Peace Corps service
- Improve upon intercultural competencies, global understanding, and geography skills
- Increase understanding of international sustainable development related issues
- Learn about the Peace Corps, its mission and its history
- Become familiar with the Peace Corps application process
- Evaluate the prospect of future Peace Corps Service, international development work or other forms of national service

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Commented [JH2]: Criteria 2C

Commented [JH3]: 2C

Commented [JH4]: Criteria 1, 2D

Expected Learning Outcomes:

- Research and present on the geography, people and cultures of a variety of countries where Peace Corps Volunteers serve
- Articulate regional and sector related issues and how the issues might affect one's Peace Corps service
- Demonstrate basic global and 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
- 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

Commented [JH5]: Criteria 1, 2C

Commented [JH6]: Criteria 1, 2D

Commented [JH7]: Criteria 1, 2C

Commented [JH8]: Criteria 1, 2C, 2D

Commented [JH9]: Criteria 1, 2C

Texts:

- 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.

Commented [JH10]: Criteria 1, 2C, 2D

Course Requirements:

All students are expected to complete the following requirements:

Participation, 20%

Story & Country 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 Cultural Workshop, 10%

Meet with a Recruiter & Final Reflection, 10%

Commented [JH11]:

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

Commented [JH13]: Criteria 1, 2C

Commented [JH14]: Criteria 2D

Commented [JH15]: Criteria 1, 2C, 2D

Global Awareness General Studies Requirement:

This course fulfills the general studies requirement for "G" or Global Awareness Credit. The objective of the global awareness (G) requirement is to help students recognize the need for an understanding of the values, elements and social processes of cultures other than those of the

U.S. The global awareness area includes courses that recognize other contemporary cultures and the relationship of the American cultural system to generic human goals and welfare.

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 & Country Presentation Assignment	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.	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 Canvas
9/5	History of Peace Corps	History Group Presentations
9/7	Mission & Vision of Peace Corps	CanvasReadings
9/12	Personal Mission & Vision	Personal Mission and Vision Due
9/14	Guest Speaker/ Book Club, Mary Jane Parmentier, RPCV Morocco & Laura Hosman, Solar Spell	Read the Peace Corps Times linked on Canvas
9/19	Community Service Project/ Book Club	Select community service project
9/21	Rosh Hashana- No Class	
9/26	Global and Intercultural Competency - Culture	Go over interview assignment
9/28	Global and Intercultural Competency – Americans as seen by others	Canvas Reading, The Unofficial Peace Corps Handbook
10/3	Guest Speaker/ Book Club, Deanna Dent, RPCV Zambia	

Commented [JH16]: Criteria 1, 2C, 2D

Commented [JH17]: Criteria 1, 2D

Commented [JH18]: Criteria 1, 2C

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

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

Commented [JH21]: Criteria 2C

Commented [JH22]: Criteria 2C

Commented [JH23]: Criteria 1, 2C

10/5	Trip to MeKong	Canvas Readings	Commented [JH24]: Criteria 1, 2C
10/10	Fall Break -No Class		
10/12	Intercultural Competency – Theory		Commented [JH25]: Criteria 1, 2C
10/17	Intercultural Competency – Theory II	Canvas Readings	Commented [JH26]: Criteria 1, 2C
10/19	Intercultural Competency – Conflict Resolution	Interviews Due Introduce Cultural Immersion Activity	Commented [JH27]: Criteria 1, 2C
10/24	Julia– Health and Safety	Canvas Reading, The Unofficial Peace Corps Handbook	Commented [JH28]: Criteria 1
10/26	Visit Mosque		Commented [JH29]: 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	Commented [JH30]: Criteria 2 D
11/7	Sustainable Development – Needs Assessment, Matt Gallagher	Canvas readings	Commented [JH31]: Criteria 1, 2D
11/9	Book Club Work Day & meet with recruiter assignment explained, Anna	Needs assessment due	
11/14	Book Club Cultural Workshop		
11/16	Book Club Cultural Workshop		Commented [JH32]: Criteria 1, 2C
11/21	Book Club Cultural Workshop		Commented [JH33]: Criteria 1, 2C, 2D
11/23	Thanksgiving - No Class		
11/28	Book Club Cultural Workshop		Commented [JH34]: Criteria 1, 2C
11/30	Class Wrap-up	Final Reflection due	

* Schedule is subject to change

*** Notes for G Credit: A large part of the curriculum of this course focuses on increasing global and intercultural competencies. The course does so by following a fictional volunteer named Jane through her service and all the many cultural mistakes that she makes. The lessons begin with the mistakes and then explain the intercultural theory behind it, often followed by an interactive activity or case study. Guest speakers also help students to gain insight into the different cultures, countries and development needs in which they served.

In the final course reflection, a student noted the following about the curriculum: “First, as a human communication student, I loved the course’s curriculum on intercultural communication. I found this curriculum to be even more informative than some of my major classes because we applied the information in practical ways, through exploring Peace Corps volunteers’ experiences. I better understood the concepts at hand as I was able to identify them in the context of different Peace Corps countries and cultures. Should I become a Peace Corps volunteer, having this deeper understanding of different cultural conceptualizations of

time, power distance, and other elements of interpersonal relationships will help me in combatting ethnocentric worldviews and prepare me to be a more culturally competent volunteer.”

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 and Country Presentation (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?

** (Note for G-Review purposes) Peace Corps 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. Each student is required to choose a Peace Corps service story to present that addresses a specific topic or issue. The students first present about the country where the story takes place and then they summarize or tell the story, followed by discussion questions on related topics. Past topics have included things like serving in Armenia as an African American Volunteer or serving as a LGBT volunteer in a Muslim country, the importance of Tea and getting to know your community, Gender related issues and girl’s empowerment programs such as "Let Girls Learn" or "Camp GLOW (Girls Leading our World). Each presentation is different and addresses a different country of service and a different story or issue. There are 1-2 presentations that occur at the beginning of most class periods.

Commented [JH35]: 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...

Guest Speakers: 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 Guest Speakers: Throughout the semester the class will host several 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.

****Note for G Credit purposes:** The course includes a variety of guest speakers that have served in different countries, time periods and sectors. The guest speakers help students to develop an appreciation and understanding of a large variety of Peace Corps experiences and the issues and challenges faced by volunteers based upon their specific country, time in history of service and sector (type of position) of service. This assignment is intended to assist students in understanding a variety of Peace Corps experiences and helping to increase their awareness of a variety of different placements.

Commented [JH36]: Criteria 1, 2C, 2D

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***

*****Note for G approval purposes:** The cultural immersion assignment helps students to better understand a culture that is different from their own. It is a great way to allow students to step outside of their box and begin to experience a culture that is different from their own. It is meant to be experiential.

Commented [JH37]: 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. 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.

***Note for G-Credit: Interviews with returned Peace Corps Volunteers help students to gain a better understanding of the countries where the interviewees served, as well as the cultural, geographic, political and economic context of their service.

Commented [JH38]: Criteria 1, 2C, 2D

Community Assessment 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.

***Note of G-Credit: The community assessment assignment teaches students how to assess the sustainable development needs of a specific community.

Commented [JH39]: 2D

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, 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 are worth 5% and workshop is worth 10% of the grade.

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

***Note for G-Credit: The book club assignment focuses on four regions of the world, Latin America, Africa, Asia and Eastern Europe. Through reading and discussing Peace Corps memoirs students gain insight into what it is like to serve in the specific country and region where the memoir takes place. Part of the book club assignment includes being pen pals with ASU alumni who are currently serving in the Peace Corps in the geographic region associated with their group and memoir. This past semester each group was assigned two different pen pals, as students who graduate and go on to serve in the Peace Corps have been excited to share their experiences with students in the course. An additional part of the book club assignment is that at the end of the semester each book club presents a workshop on their book giving details about the geography and sustainable development needs (using the 7 elements of human security) of the country where the book took place. During the workshops students also go over their pen pal correspondence and what they did for their service projects.

Commented [JH40]: 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.**

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Screen Shot of Table of Contents for: Hessler, P. (2006). River town: Two years on the Yangtze. New York, NY: Harper Perennial.

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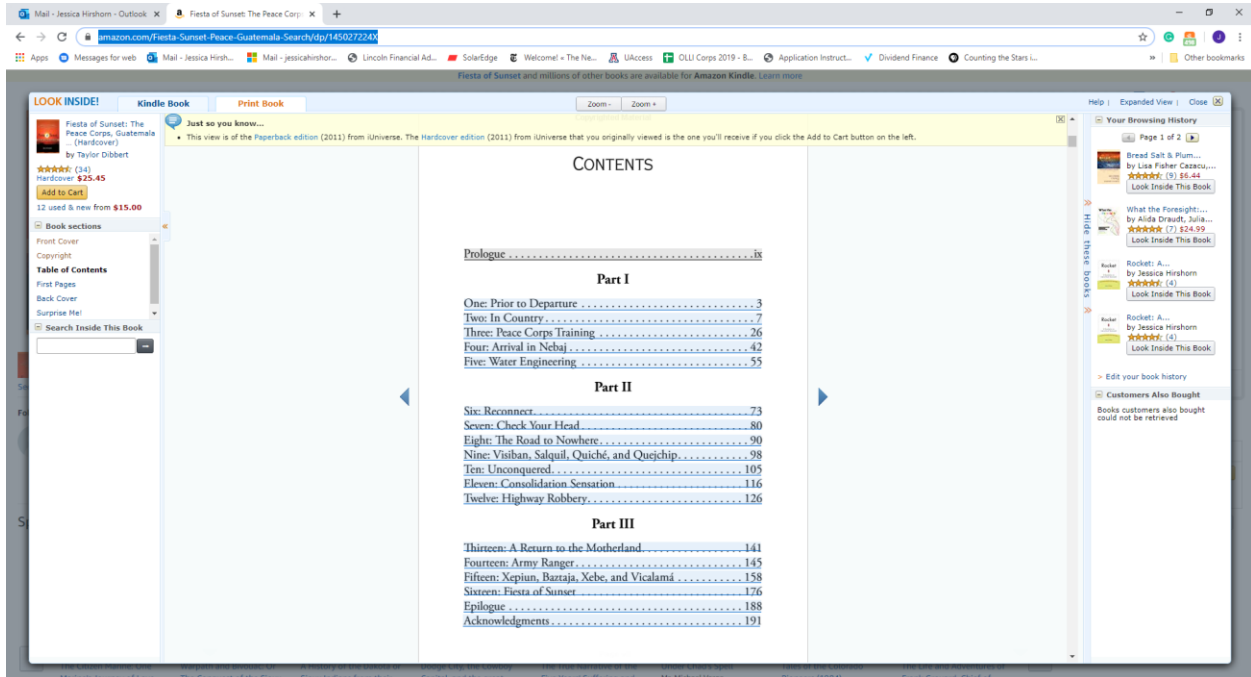


Table of Contents for: Cazacu, L. F. (2009). Bread, Salt, & Plum Brandy: A True Story of Love and Adventure in a Foreign Land. San Diego, CA: Aventine Press.

LOOK INSIDE! Kindle Book Print Book

Just so you know...
This view is of the Kindle edition (2011) from Aventine Press. A preview of the print book (Paperback edition) is currently not available.

Printed in the United States of America.
For Dean, whose patience and support (fortified by plenty of *tuica*) allowed me to complete this project.
— Rosemary

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