

# TRAVELS WITH CICERO

Designing a travel component for your courses



Wendy C. Turgeon-St. Joseph's College, NY

- **Models of study abroad**

- full course overseas

- supplemental and/or optional component

- required supplemental component



- **Curriculum connection**

- Some venues and themes:

**Greece and Rome-** self and society in the ancient world

**Centers of mediaeval learning in Europe:** Paris, Oxford, etc.

**Historical contexts of philosophical thought**

**“Philosophy of place”**

**Asian philosophy** and sites : India, Japan and other Asian countries



## **Collaboration**

Consider working with a colleague in another department.

The benefits include:

- enriching the learning experience through cross-disciplinary engagement
- two faculty on the trip: a really essential requirement
- maximizing participation from students (drawing from more than one course)

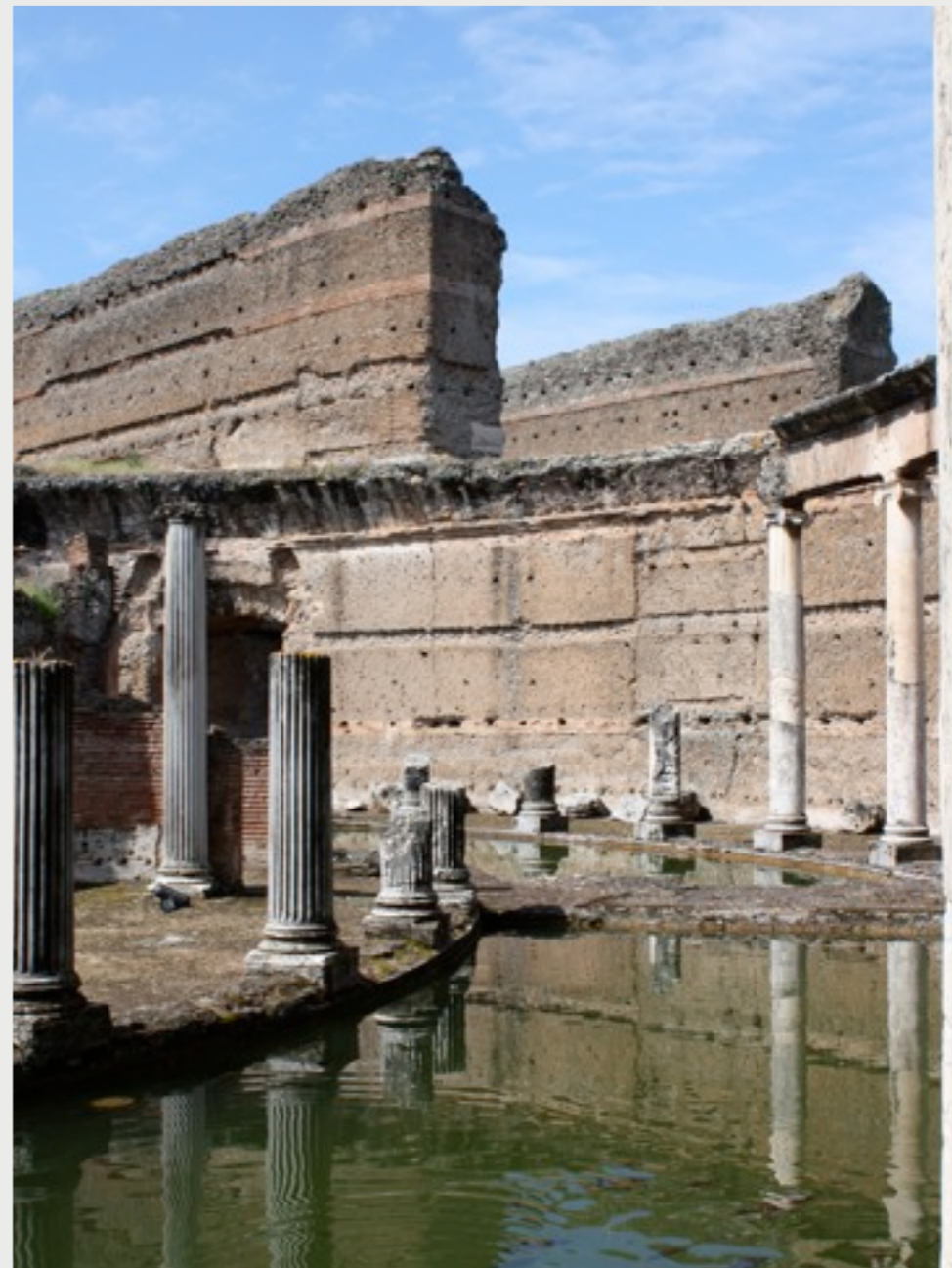


# Setting up the itinerary

role of Global Studies Office

Time of year/ length of stay

Where to stay/ what to see?



**Paying for the trip and the student: Financial aid?**

During the semester vs. summers

Grants and institutional support: connections to core/general education goals-building a case



## **Setting up your course: the logistics**

Advertising and controlling registration

Working on your own or with another faculty to design the syllabus: looking for points of connection

Use of online platform or classroom time: connecting to the upcoming trip



# Before you leave

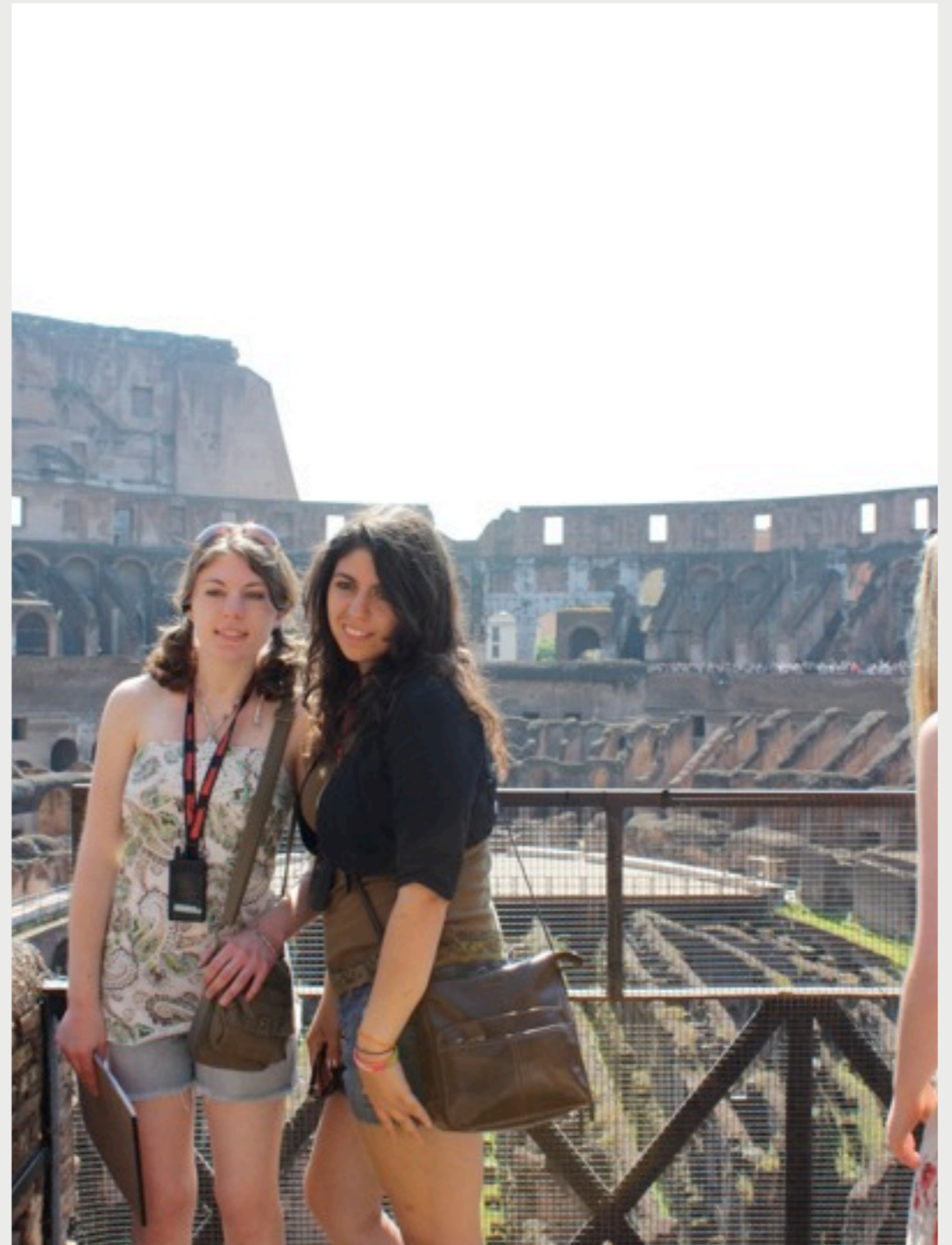
## **dealing with management issues**

Dealing with MIAs

Reminding students of their financial and course commitments

Establishing a schedule of face to face meetings and planning for them regarding the trip details

Accommodating non-travelers—in such courses where the travel is optional





# On the Trip

Weather and unrest: the anxious parent

students... keeping track and  
keeping safe; set rules and follow  
them

Dealing with guides and why it can  
be useful to have them

dealing with problem students:  
know your legal rights



## On the Trip (cont.)

meals- why it is worth **not** including them

on-site activities, learning plans, free  
time

the code of conduct agreement



# Essential documents and tools

- The name and number of the campus person to contact for problems Global Studies Office person, dean)
- contact information for all students
- Copies of full itinerary as scheduled with names of drivers and guides, if included
- Students should have their student ID cards
- A letter from your dean on letterhead which indicates that you are part of an educational tour
- A global cell phone is useful if it can be arranged





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- Discovering what it is to be American



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- Learning personal responsibility and initiative



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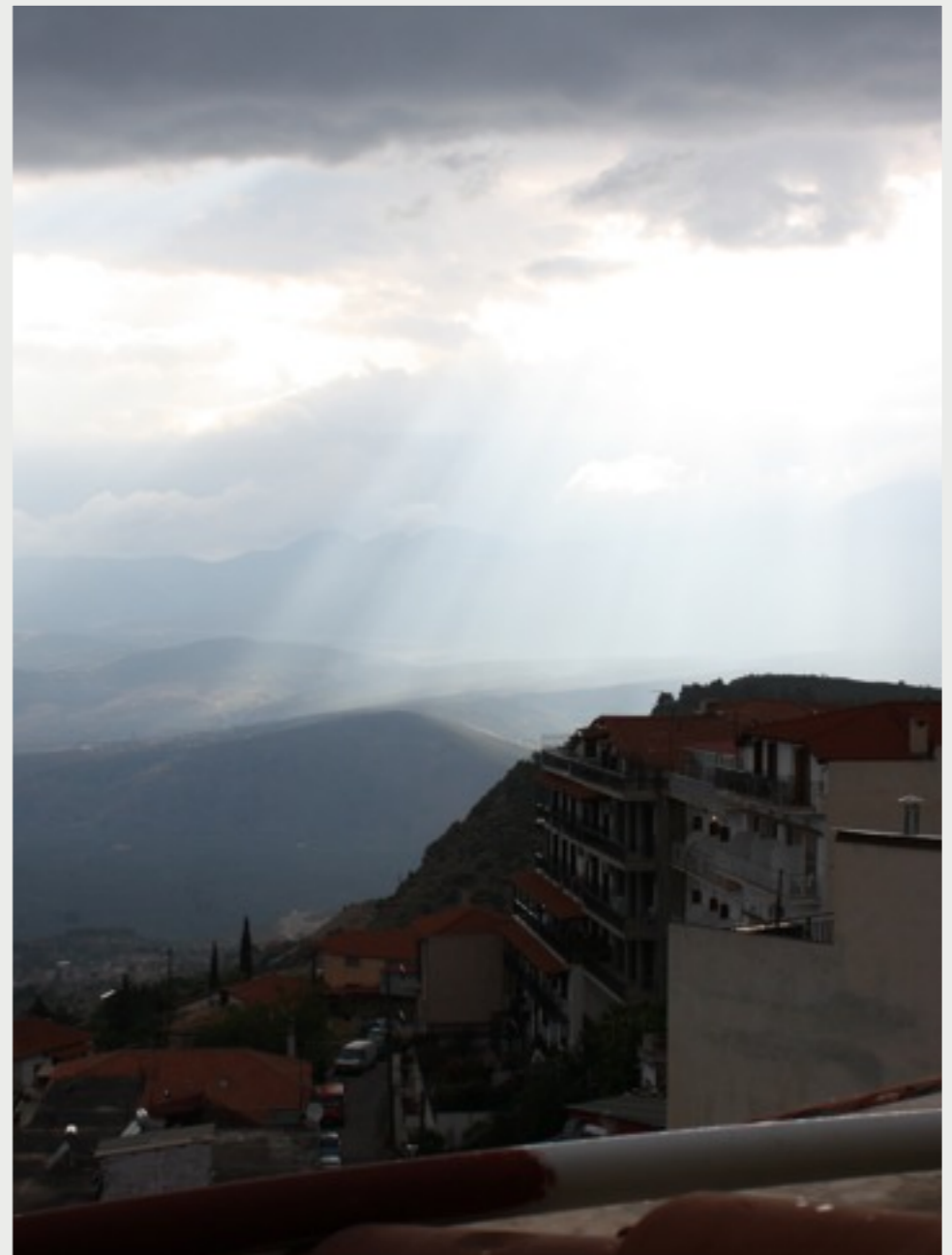
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- Learning personal responsibility and initiative
- Situating learning within a geographic context



## Assessment-Faculty feedback

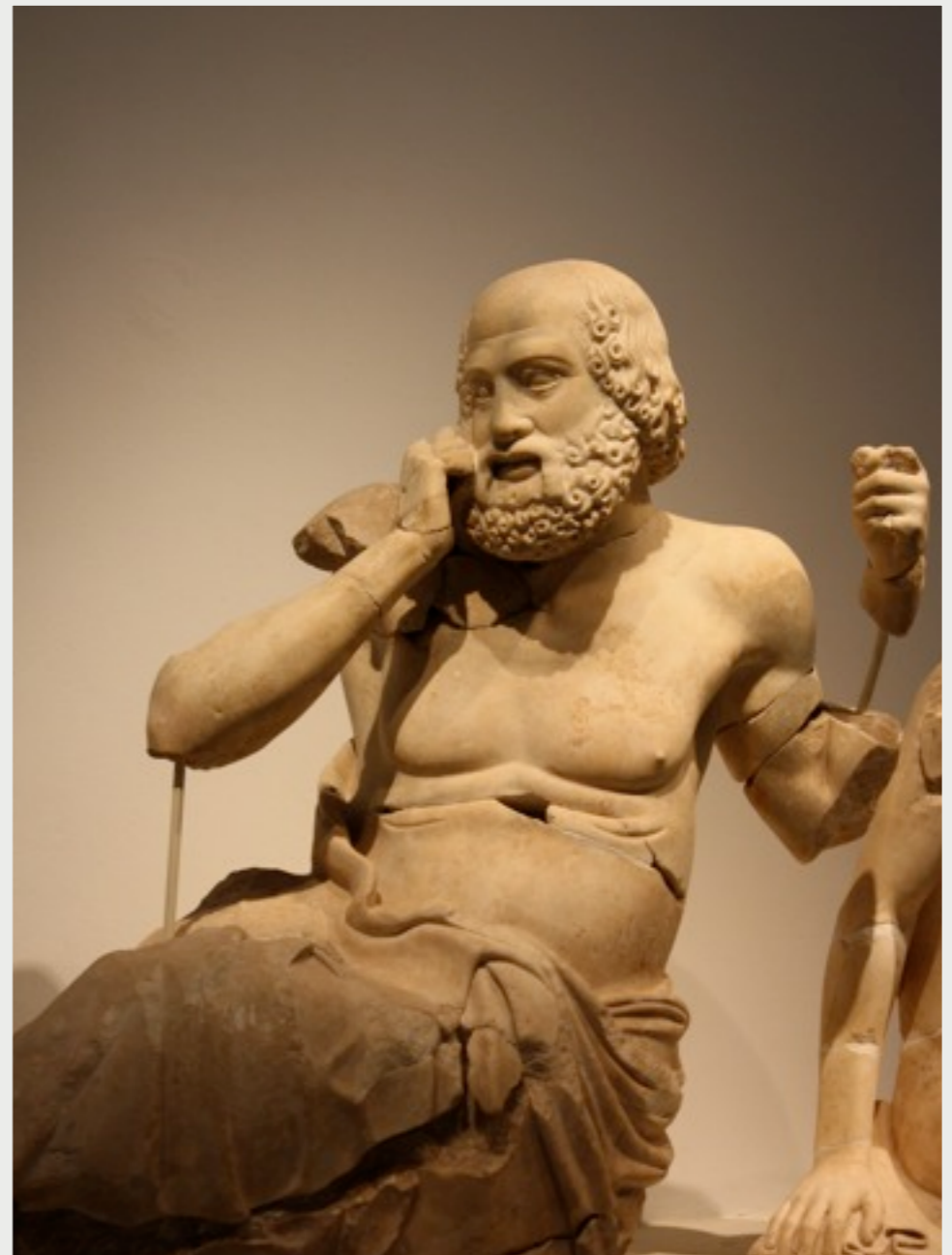
After you return, write up a full report on the aspects of the trip that went well or not.

Such as...



What would you advise doing differently next time around?

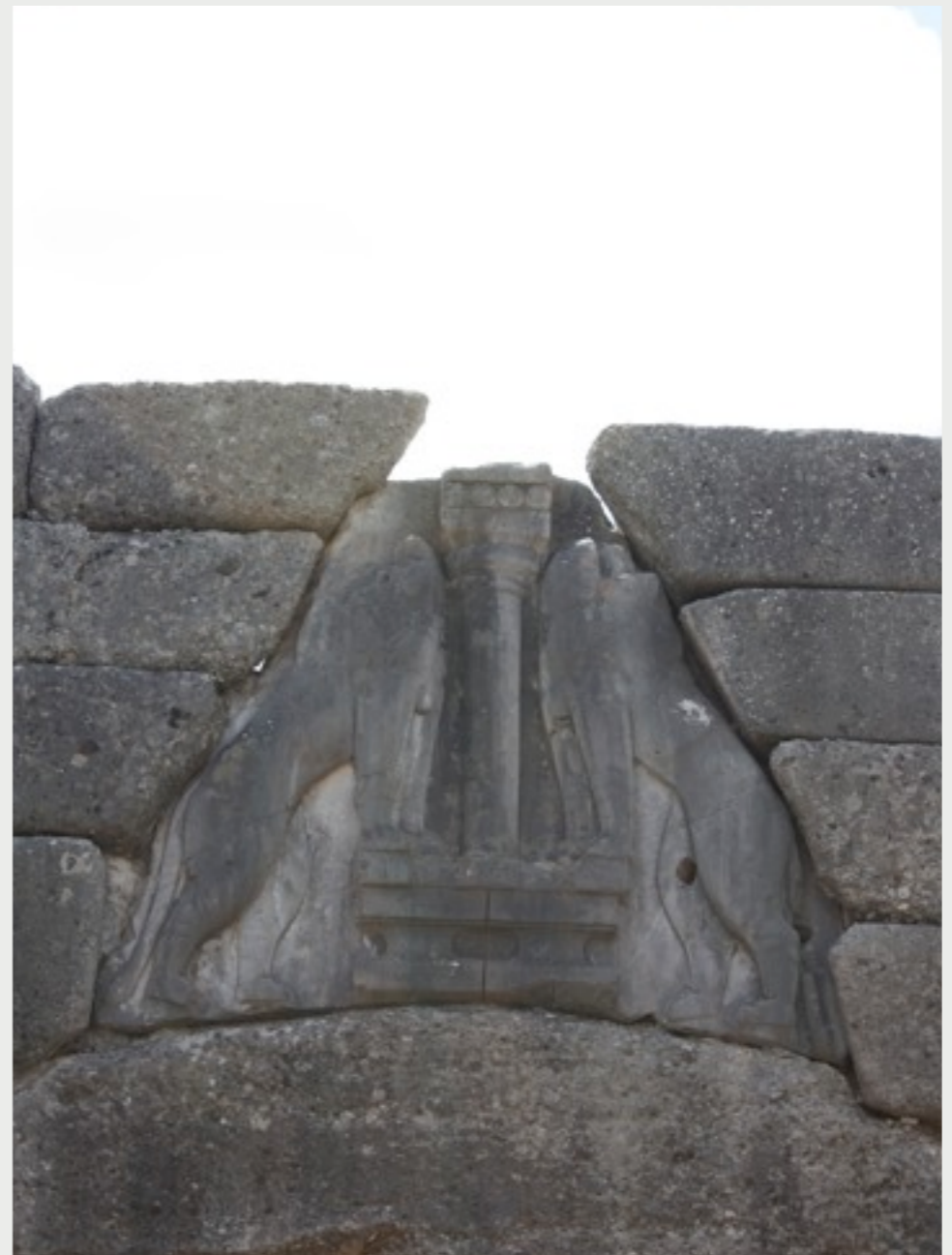
- Make note of particularly nice (or horrid) facilities
- Should the itinerary be rearranged and why?
- Note helpful guides (if you had professional guides) and let the travel agency know how appreciative you were of their knowledge and guidance.



# Student Assessment

Why important

sample form: See [http://  
www.sjcny.edu/CampusLife/Global-  
Studies-Student-Evaluation-Form/  
1188/](http://www.sjcny.edu/CampusLife/Global-Studies-Student-Evaluation-Form/1188/)





## **Model: Our Freshman Travel Course**

Rationale: to offer freshman the opportunity to take a course both onsite and online during their spring semester



Designing an interdisciplinary course which meets General Education requirements:

the hybrid course concept: CLA/  
HIS/PHI 157 Self and Society in  
Ancient Greece and Rome



- Hybrid course

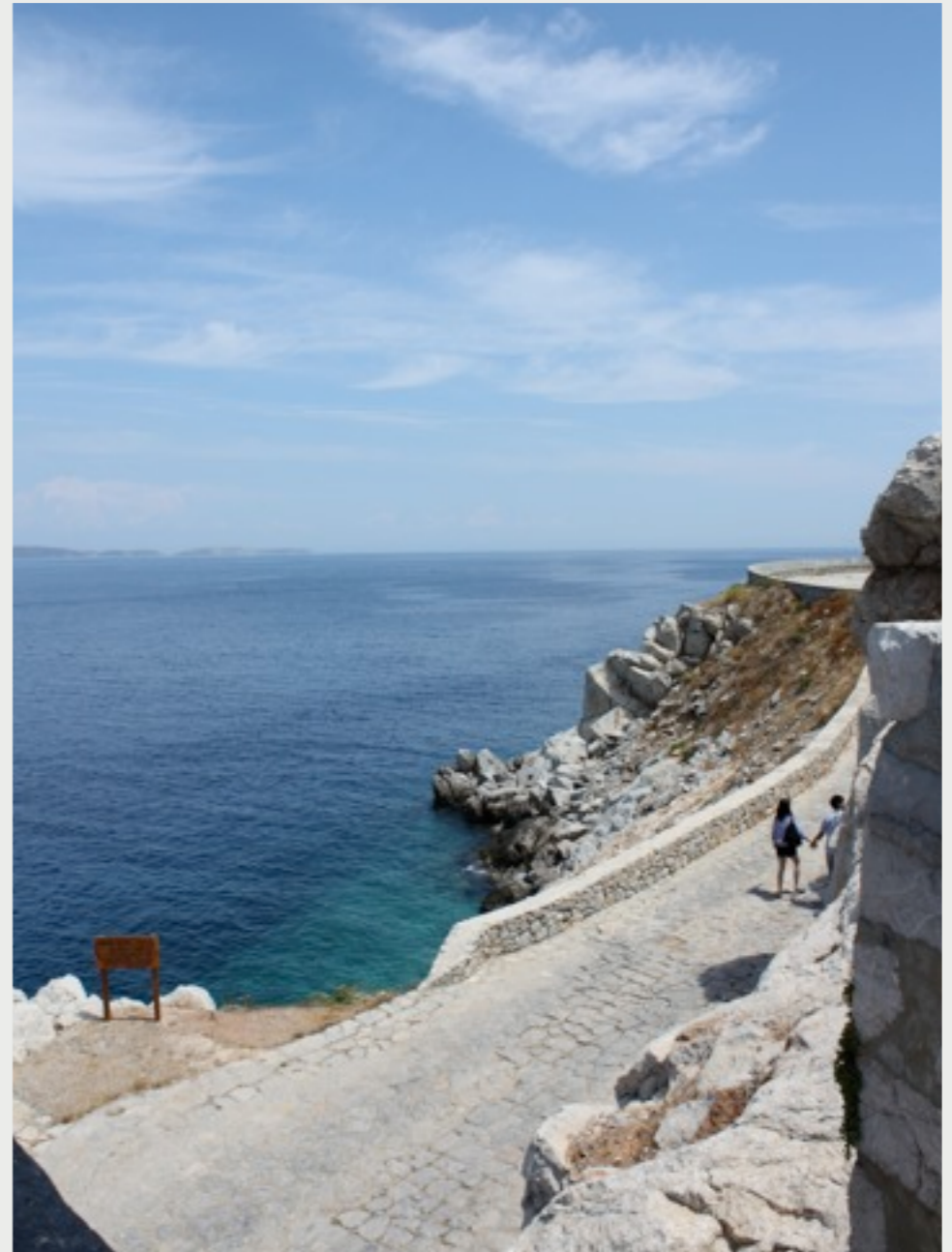
online and scheduled  
meetings throughout  
spring term



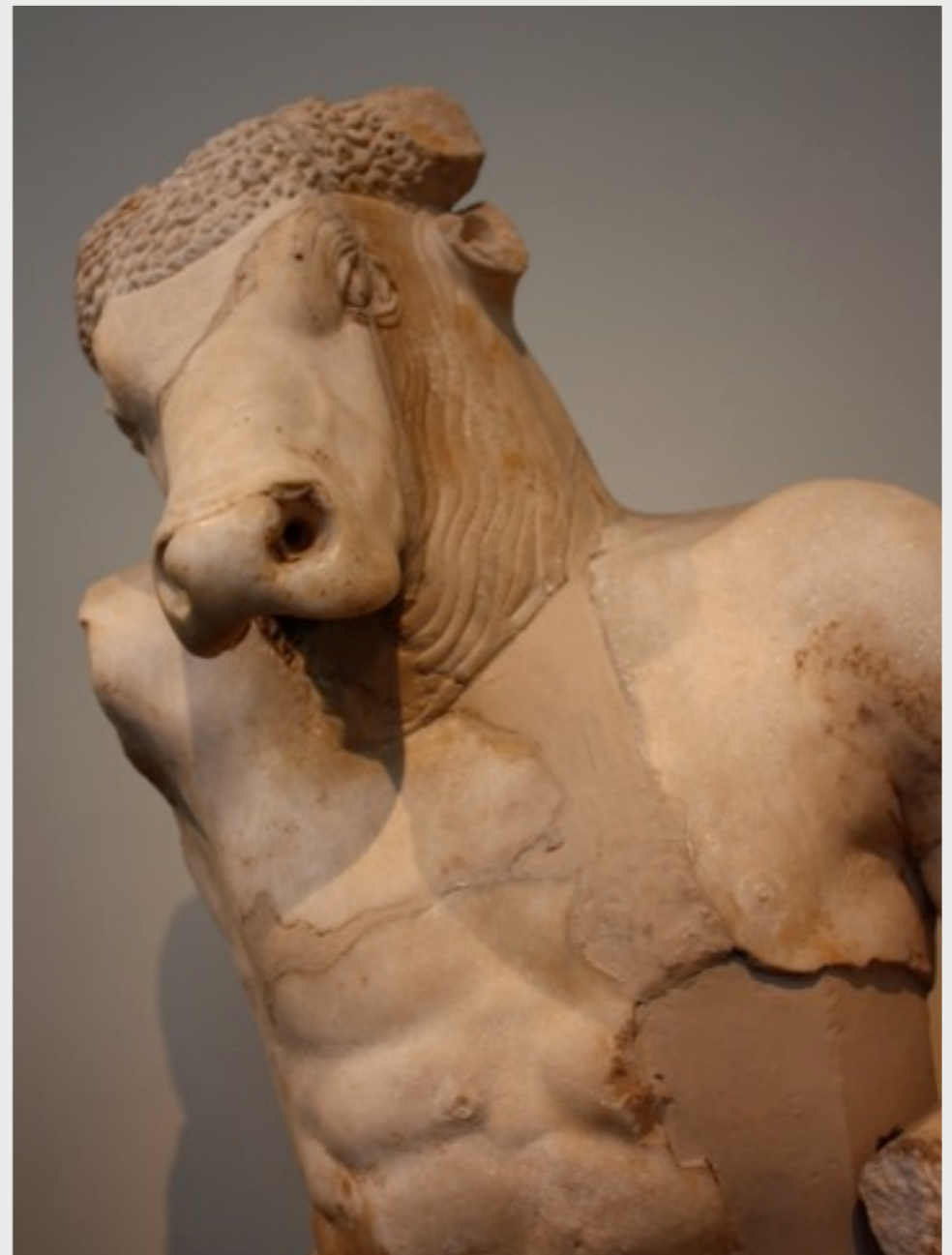
## Preparation sequence

1. setting the itinerary a year in advance

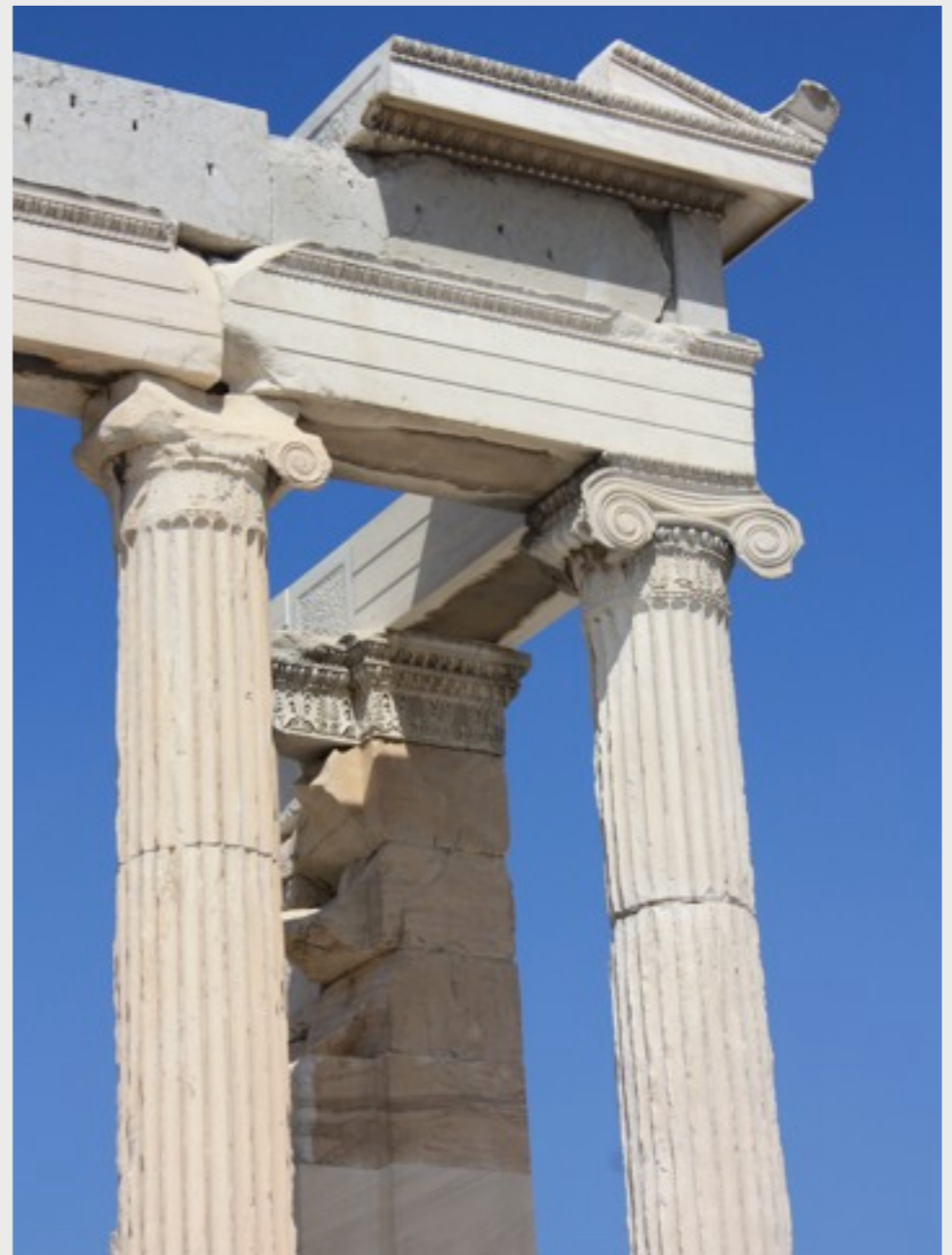
2. working with colleague in history to design readings along with venue



3. Advertising the course, visiting freshman classes, designing brochures



## 4. Managing enrollments

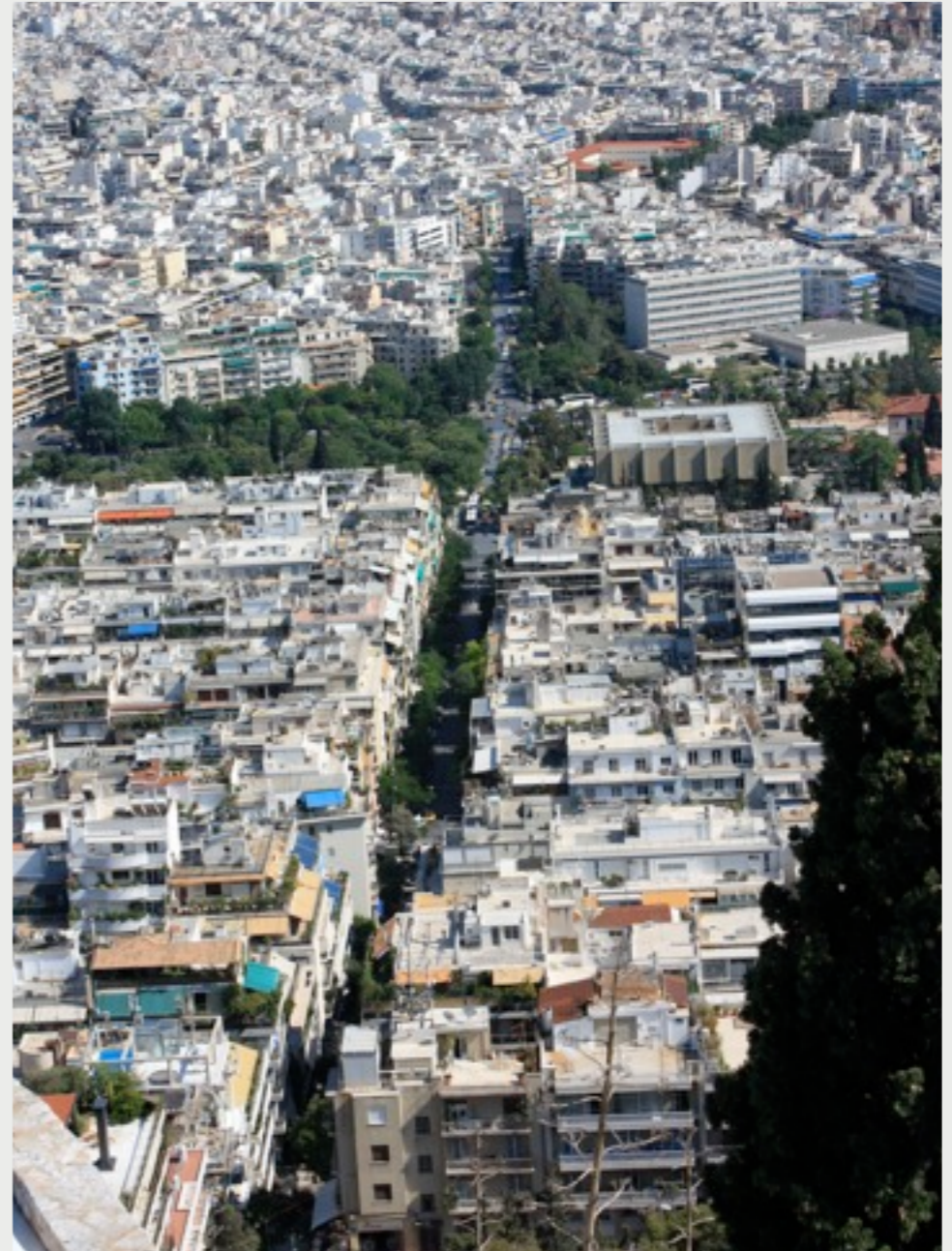


5. Setting up class meetings

6. Use of Blackboard online platform



7. Working with Global Studies, travel agency and students to prepare





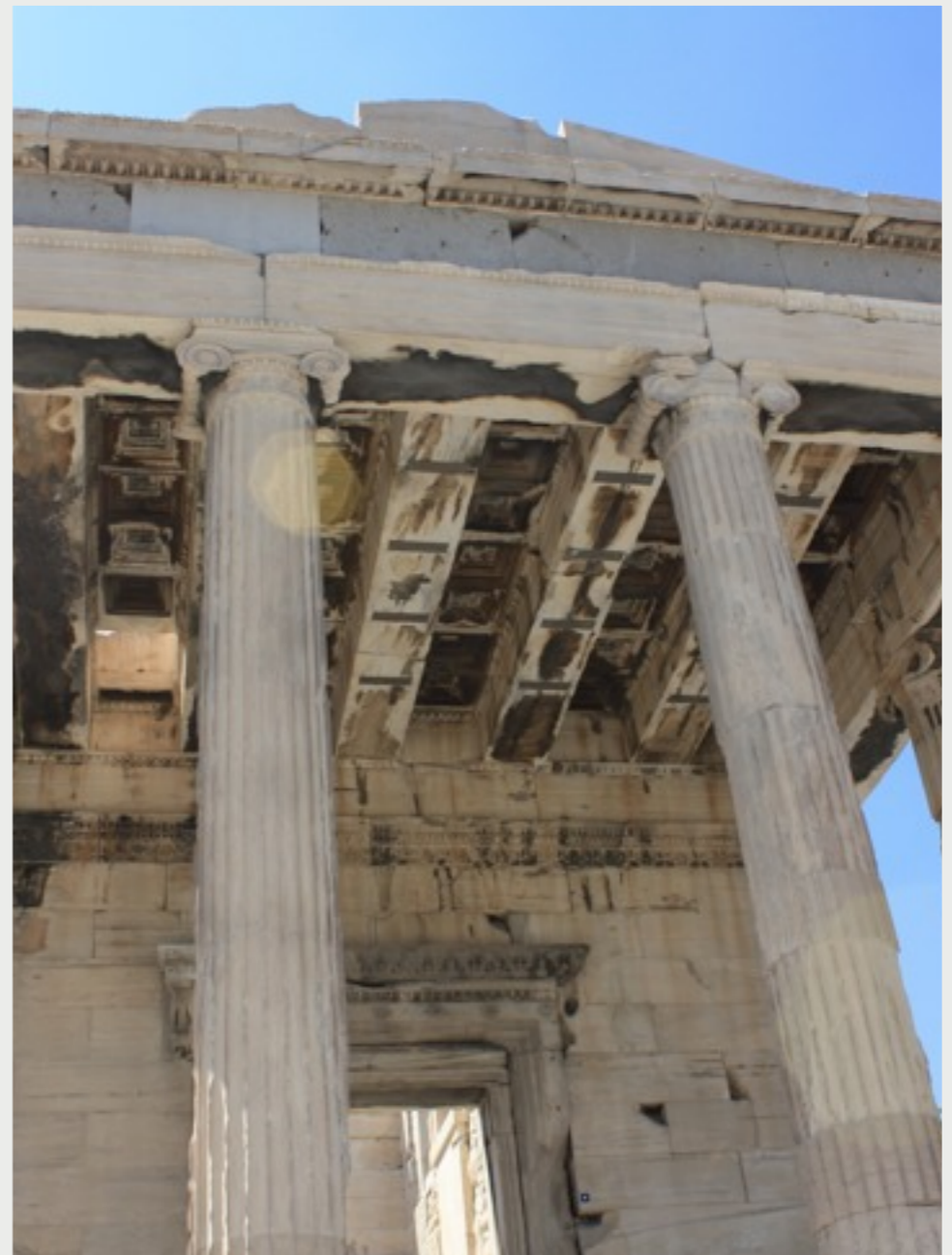
## 8. Dealing with problems:

no-show students

anxious parents

weather and unrest

19 freshmen; 17 young women...





**RESULTS: SUCCESSFUL TRIP AND UNFORGETTABLE  
EXPERIENCE FOR THE STUDENTS AND FACULTY**