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