

Manchester College Off-Campus Class Guidebook

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I. Introduction

Off-campus courses are a distinctive part of many Manchester College students' academic experiences. In January Session each year, over 100 students travel to Europe, Asia, Africa, and within the U.S. to learn about an academic topic on site. Students who enroll in these courses often experience their first international travel, and many of them "catch the fever" for international experience. Some decide to pursue a semester or year long study abroad program after their off-campus class experiences.

Off-campus courses provide a rich opportunity for students to spend intensive time in locations that bring learning to life. In recent years, students in English literature courses, for example, have hiked the hills of the Lake District where the Wordsworth lived and wrote. Political science students have met with lobbyists, politicians, and their staff members in Washington, D.C. as they studied U.S. politics. Peace studies students have lived and eaten with indigenous persons in Mexico to experience labor conflicts. Biology majors have waded in tidal pools at low tide in the middle of the night in Friday Harbor, Washington, to gather data about migration patterns of marine animals.

This learning could have happened on campus, through reading, library work, and web research; but off campus, the learning came to life!

This guidebook provides faculty with information about the design and implementation of off-campus courses. Most of these courses occur in January, but not all. With careful planning, the courses can be safe, educational, and life transforming.

II. Pre-Class Planning

A. Academic

1. Course Proposal and Approval Process

Off-campus courses must have the same level of academic rigor as classes taught on campus. Even those classes for which travel is central to the topic need to be organized around the topic, not around a "tour" of interesting places.

Proposals for off-campus January classes must be submitted to the instructor's department chair by December, thirteen months before the actual class. This time allows the department chair to incorporate the course into the full-year course schedule that is due to the Registrar by mid-February. The instructor should also inform OAA about those classes so that any opportunities for cooperative travel plans or overlap problems can be identified early.

Some off-campus courses are regular *Catalog* classes taught in different settings, such as the social psychology class, which was taught several times in a multicultural neighborhood of Miami, Florida. For those courses, the proposal to the department chair and OAA to teach off campus is the only approval needed. Other courses are designed

specifically for the off-campus experience.

Faculty members proposing a new class specifically for off-campus teaching/learning may propose either a new *Catalog* or a temporary course to the Academic Policies Committee. Forms for both types of courses are available on the College web site at <http://www.manchester.edu/OAA/apchome.htm>.

2. Syllabus

Faculty teaching off-campus courses are expected to provide syllabi to the students in the course and OAA. The syllabus should include information about assignments, readings, grading, and other expectations.

3. Grades

Off-campus course grades should be based on standards comparable to on-campus courses. The Academic Policies Committee (APC) has voiced concern that January grades have been unusually high. Grade inflation for off-campus courses gives unfair advantage to students who have the resources to travel. In light of our mission and support of off-campus study, grading for off-campus courses should be as rigorous as that of full semester courses.

4. Class Participants

All students should be reminded that off-campus courses and study abroad requires the student to be in good standing with the institution. Off-campus travel is a privilege not a right. Various methods including Early Alert, off-campus clearance and conduct guidelines may be used to facilitate this process. Alumni/ae, friends, or other non-Manchester students who want to participate need to enroll as auditing students (\$40.00 per credit hour). This ensures that each participant has a formal relationship with the College. A quick visit to the Admissions and Registrar's Offices will handle this process. Faculty need to make sure that everyone in the group is enrolled at the College (for credit or audit).

5. Timetable

The timetable below assists in planning for an off-campus class.

December 1 (13 months before the class)	Proposals detailing course description and location due to department chair and OAA
October 1 (3 months before the class)	Check with the director of health services about immunizations
November (2 months)	On-campus orientation meeting (faculty and students)

before the class)

December (1 month before the class)	Tentative budget, list of participants, and payment schedule to Controller & OAA Students' forms for January Board Refund to business office Students' signed waiver forms to OAA
December (second week)	Instructor provides itinerary and list of all people traveling with group to OAA
February	Faculty orientation meeting (for classes traveling the following year)
February-March (11 months before the class)	Begin advertising off-campus classes for the following year, prior to registration
March 1 (for previous year)	Final budget report to Controller & OAA
March 31 (2 months after the course)	Business office reconciliation completed and account reconciled

B. Logistics

1. Immunizations

Contact the director of health services by October 1 to determine what immunizations, if any, are needed; students need this information early. In the past, students have gone to the clinic for immunizations in December, which is too late for some to be effective. Vaccinations for Hepatitis A, for example, require at least 30 days; Hepatitis B may require several months.

2. Passports

Passport information and applications are available at <http://travel.state.gov/passport>, county courthouses, and some federal post offices. The completed form must be presented in person at an approved site.

The Wabash County Clerk's Office processes passport applications. Items required along with the application include: two passport quality photos, a certified birth certificate, and a

driver's license or photo I.D. If you have questions, call the Wabash County Clerk's Office at 260-563-4171. Passport photos can be taken at area Walgreen's or CVS stores.

Check the expiration date if you have a passport. While most adult passports are valid for ten years, some students may have a child's passport with an earlier expiration date. If a student received a passport at 15 years or younger, s/he must apply for a "new" passport, rather than a "renewal."

Allow at least 10-12 weeks for both new and renewal applications. Use a traceable/trackable mailing system when sending documents. Students should make sure that they have their passport by December 1.

MC group leaders are advised to have all participants submit a photocopy of the first page of the passport well in advance. Leaders should check expiration dates, correct spelling of passports and airline tickets, and carry the set of copies with them during travel.

Students should be reminded when they complete immigration paperwork at customs that they are traveling on a short term program as a "tourist." They are enrolled at MC not at a foreign institution and while we want them to study and learn for the purpose of immigration status they are *tourists'* not long-term students in residence.

3. International Student Identification Cards (i.e. ISIC)

International Student Identification Cards are available through the Council on International Educational Exchange (CIEE). The Council Travel organization, headquartered in New York City, distributes the cards.

Though not required, the I.S.I.C. may be useful for some groups. These cards give reduced rates for admissions to museums, concerts, theatres, bus and rail transportation, housing, and retail shops, including many in the U.S.

The non-refundable cards also provide basic accident and sickness insurance for travel outside the U.S., including hospital stays, accidental medical expense, passport protection, and more. The card also provides discount phone rates world wide as well as free web-based email for ISIC holders. Finally, the ISIC provides access to a 24-hour toll-free HelpLine for emergency situations.

The basic card costs approximately \$22 and is valid one year from date of issue. Comparable Faculty/Teacher Identification cards are also available. Check the web site for information: <https://www.myisic.com/MyISIC/GetYourCard/GetYourCard1.aspx>.

4. January Board Refund

Students who will be off campus in January should complete a January Board Refund form (see appendix) in OAA by **December 1** if they wish to claim credit for meals not

eaten during January Session (per the *Catalog*). Students submit the Board Refund requests to the instructor who submits them to the Business Office.

5. Travel Agencies

The College regularly uses Menno Travel (Goshen office) for international travel plans. The phone numbers are: 1-800-635-0963 and 1-260-534-1521. The web site is <http://www.mennotrav.com/>. For travel within the U.S., you may call Conference and Travel (Fort Wayne office) at 1-800-346-9807. You may use other travel agencies, but these two have been particularly helpful in the past.

6. Currency Conversion and Exchange

The web site www.oanda.com/convert/classic is available for converting currency. As many as 164 currencies and 3 metals are listed, and the information is updated daily. A small conversion chart can be printed to carry in your wallet.

Exchanging currency may be done a number of ways and varies by country. Depending on your destination and your itinerary, you may wish to order some foreign currency in advance through a bank, other financial institutions, or Menno Travel. Most groups will exchange U.S. dollars upon arrival and during the time abroad. Debit cards, credit cards at ATMs, and traditional traveler's checks at banks are some of the common methods of currency exchange.

7. Faculty Orientation

The Office of Academic Affairs hosts the "orientation to off-campus courses" program each spring. This informal orientation combines introductory information about off-campus course design with testimonies and guidance from experienced Faculty members. The meeting also provides Faculty who have not led off-campus courses the opportunity to find mentors from our more "traveled" Faculty.

8. Student Orientation

Faculty leading off-campus courses should meet at least once, though preferably more often, with students to orient them to the course, the academic goals, travel details, safety issues, and expectations for student behaviors. The College hosts an orientation session for all students who are enrolled in off-campus courses. During this orientation, students and Faculty learn about the value of off-campus study, safety and security issues, and the importance of student behaviors on the visibility of Manchester College. Typically, this orientation takes place in November. All Faculty and students involved in off-campus courses are expected to attend.

9. Embassy or Consulate

Before a travel class goes to another country, the instructor should contact the U.S. embassy or consulate in that country to notify them that the Manchester College group will

be there. U.S. embassies are better able to provide services, particularly in the event of problems, if they are informed in advance. A simple way to handle this contact is to give the embassy a copy of the course itinerary as well as contact numbers at the College. The U.S. Department of State can provide this contact information. Call 202-647-5225, or visit the web site at <http://www.state.gov/travelandbusiness/>

10. College Liability

a. Liability Waiver Form

All individuals traveling with an off-campus course must file the completed Off-Campus Program Waiver Form (liability waiver, see appendix) in the Academic Affairs Office by **December 1 for January Session courses or one month prior to any other off-campus course**. This includes Faculty, staff, students, friends of the College, and all others traveling with the College group. In addition, individuals under 21 years of age must have the form counter signed by a parent or guardian.

Faculty may pick up in OAA the appropriate number of waiver forms for the class. Students should submit waiver forms to the instructor who submits them to OAA. If the Faculty member does not submit waiver forms to OAA by December 1 for January Session courses or by one month prior to any other off-campus course, the trip will be cancelled.

b. Liability Insurance

A \$15.00 per person fee is charged for liability insurance coverage for travel outside the U.S. This amount should be figured into the course budget. The course instructor may request a waiver for participants who are providing professional services for the College (e.g. physicians volunteering their time for the medical practicum) in which case the College may pay for their liability coverage. This fee does not provide health insurance but offsets the extra insurance costs that the College incurs because of off-campus courses.

c. Countries Not Covered

Do not plan a trip to any location which is not covered by the College liability insurance or which poses clear danger to students. A current list of countries not covered by College insurance will be provided by the Office of Academic Affairs. Changes in political and environmental conditions may affect safety and force cancellation.

11. Itinerary

An itinerary and list of all people travelling in the group must be submitted to the Office of Academic Affairs, and the President's Office by **December 1** for January Session courses or one month prior to any other off-campus course. This must include contact numbers. OAA will send course itineraries to the College Information Desk (for calls

during business hours) and to Campus Security so that security officers who are working at “off” hours know whom to contact in case of emergency.

12. Communication with Families

To assist OAA with calls from concerned family members, if possible, please contact OAA when you arrive at your destination. Please have students inform their parents that due to location and conditions of some locations the use of phones and internet may be limited or not available. Even though a phone card states that it can be used internationally it may not work in some areas of travel.

13. Budget Issues

a. Budget Realistically

Be sure to charge enough to cover the expenses of the course adequately. You can always refund money if you don't use it all; or if the extra is modest, you can treat the participants to a dinner on the last night. The College will not pay for overages, so the Faculty member must collect enough to cover all expenses. Funds for emergency cases should be built into the budget.

Please counsel students who cannot afford your trip to go at a later date. Some students have been persuaded to add an off-campus trip to their debt, which may not be in their best interest. Encourage these students instead to save for a trip in a later year.

b. Budget and Payment Schedule

Prepare a tentative budget (see appendix) during the fall before the course. Submit the tentative budget to the Controller **and** OAA by **November 1** for January Session courses or two months prior to other off-campus courses. The Controller will assign an account number. The tentative budget packet should include a list of all people travelling, the amount due from each person, the payment schedule, and an itinerary. Inform the Controller of all changes made to the tentative budget. All collection of fees for any off-campus course must be processed through the business office. All direct payments to instructors must be approved by OAA.

c. Final Budget Reconciliation

Submit a final accounting of the trip and the final budget report (see appendix) to the Controller **and** OAA by **March 1**. This should include a budget summary report and invoices or receipts to support all expenditures.

The business office will reconcile your report with the activity in the account. Refunds or reimbursements will not be released until the reconciliation is completed. The account will be closed upon reconciliation.

III. On-Site Logistics

A. Contacts

1. Contacting Embassy or Consulate

When a study class arrives in another country, it is good to contact the embassy or consulate by phone, indicating that the group has arrived. The U.S. Department of State can provide this contact information. Contact 202-647-5225 or visit <http://www.state.gov/travelandbusiness/> for more information.

2. Important Phone Numbers and Web Sites

Your travel agent's work and emergency phone numbers and campus emergency phone numbers (with international dialing codes).

U.S. Department of State

Phone 202-647-5225 (ask for the "desk" of the country to which you are traveling)

<http://www.state.gov/travelandbusiness/>

Centers for Disease Control International Travelers Hotline

Phone 404-639-3311 or 1-800-311-3435 (for a faxed copy of their current report)

<http://www.cdc.gov>

British Foreign and Commonwealth Office

<http://www.fco.gov.uk/>

B. Emergency Procedures

1. Faculty Back Up

A back-up leader must be identified for each off-campus course. If two instructors are leading the class, they can serve as back up to one another. If a class only has one instructor as leader, s/he should identify a responsible student to serve as back up. The back-up leader should be identified in the itinerary in case of an emergency or illness involving the instructor. Class members should know who is serving as the back-up leader. The instructor should make sure the back-up leader knows all emergency contact numbers, all passport information, the itinerary, and other necessary details.

2. Campus Crisis Management Plan

The Director of Public Relations (260-982-5285) has a communication plan in place in the event of any campus emergency. If an emergency receives attention from the press, the Office of Academic Affairs will immediately contact the Director of Public Relations to handle the communication with media and others.

3. Emergency Funds

Visa and MasterCard are internationally accepted credit cards. Each leader should have access to this type of card in case emergency funds are needed. A credit card can be obtained in the business office. Note that an international PIN may be required.

IV. Return to Campus

A. Travel Study Debriefing

A group gathering, party, photo-swap session, or informal discussion meeting is recommended within 1-2 months following the off-campus course. This extends the course's learning outcomes and helps students integrate, rather than compartmentalize, the off-campus experience. Students typically look forward to the opportunity to reflect on their travel experience and appreciate the ongoing leadership promised. Additional evaluations may also be conducted at that time.

B. Resources for Re-Entry

The "Resources for Re-Entry" handout is available from the MC International Studies Office, with many resources located in Funderburg Library for group or personal use.

In addition, if students experience difficulty re-adjusting to U.S. life, the College counseling services can assist them in their re-entry process.

V. Appendix - Sample Forms

- | | | | |
|----|-----------------------------|----|---|
| 1. | List of Participants Form | 6. | Faculty Tips |
| 2. | Waiver Form | 7. | Sample Itinerary and Instructions to Students |
| 3. | Board Refund Form | 8. | Sample Syllabus |
| 4. | Tentative Budget Sheet Form | 9. | Selected Sources for Off Campus Courses |
| 5. | Final Budget Sheet Form | | |

Page _____ of _____

Submit to the Office of Academic Affairs by December

Student Form - Blue



OFF-CAMPUS ACTIVITY WAIVER FORM

Please print legibly or type

Describe off-campus Activity: _____

Date(s) of Activity _____

Participant's Name: _____ Phone: _____

Name of Course: _____ Instructor: _____

MC Student Yes No

Names and phone numbers of 2 persons to contact in case of an emergency:

Name: _____ Home: _____ Work: _____

Cell Phone: _____

Name: _____ Home: _____ Work: _____

Cell Phone: _____

The following health insurance information is requested in the event of an injury that requires immediate medical attention.

Insurance Company: _____

Policyholder (name of insured): _____

Policyholder Identification Number: _____

ATTENTION: It is necessary for the participant (and parent or guardian, if the participant is under 18) to complete the Off-Campus Activity Assumption of Risk, Liability Release and Agreement Not to Sue form on the reverse side of this document before his/her application for the off-campus Activity can be considered for approval.

APPLICANT IS TO KEEP ONE COPY OF THIS FORM AS A RECORD

**OFF-CAMPUS ACTIVITY ASSUMPTION OF RISK,
LIABILITY RELEASE AND INDEMNIFICATION AGREEMENT**

1. I desire to participate in the following activity/trip _____ (“Activity”), more fully described on the reverse side of this document. I fully understand and appreciate the dangers, and risks inherent in the Activity, in the transportation to and from the Activity, and in any independent research or activities I undertake supplemental to the Activity. These dangers and risks can result in injury and impairment to my body, general health, well being, and could include serious or even mortal injuries and property damage. I understand that Manchester College cannot and will not guarantee the safety of participants, monitor or control the personal decisions, choices and/or activities of participants, control the acts or omissions of host institutions or other providers of goods or services involved in the Activity, or prevent participants from engaging in unwise, illegal or dangerous activities. I am willing to accept these risks. I further agree that the designated leader of the Activity may send me home, at my expense, for significant inappropriate conduct.
2. Knowing the risks of such Activities, and in consideration of being permitted to participate in the Activity, on behalf of myself, my family, heirs, and personal representative(s), I agree to assume all the risks and responsibilities surrounding my participation in the Activity, the transportation, and in any independent research or activities undertaken as supplemental to it. I further agree to release, hold harmless, indemnify and defend the College and each of its officers, employees, agents and directors from and against any injury, loss, damage, liability, cost, or other expense to person or property which I may suffer, or for which I may be liable to any other person or business entity, during my participation in the Program arising from any of the risks described herein, my own actions, or the negligence of the College, its officers, agents and/or directors. In no event shall the College’s liability for any act or failure to act exceed the amount paid for my participation in the Activity.
3. I have consulted with a medical doctor with regard to my personal medical needs. There are no health-related reasons or problems which preclude or restrict my participation in the Activity. I agree to promptly express any health or safety concerns to the Activity staff or other appropriate individuals with the College. The College may (but is not obligated to) take any actions it considers to be warranted under the circumstances regarding my health and safety. I agree to pay all expenses relating thereto and release and indemnify the College from any liability for such actions. I understand that the College does not provide any accident or medical insurance during my participation in the Activity. I have arranged, through insurance or otherwise, to meet any and all needs for payment of medical costs while I participate in the Program. I recognize that the College is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility for them.
4. It is my express intent that this release and hold harmless agreement shall bind myself, the members of my family and spouse, if I am alive, and my estate, family, heirs, administrators, personal representatives, or assigns, if I am deceased, and shall be deemed as a “Release, Waiver, Discharge and Covenant” not to sue the College.
5. In signing this Release, I acknowledge and represent that I have carefully read this Agreement and understand its contents and that I sign this document as my own free act and deed. I further state that I am at least eighteen (18) years of age and fully competent to sign this Agreement, or that the person executing the document below my name has the requisite legal capacity to execute this document on my behalf; and that I/we execute this release for full, adequate, and complete consideration fully intending to be bound by the same.
6. I further agree that this Release shall be construed in accordance with the laws of the State of Indiana. If any term or provision of this Release shall be held illegal, unenforceable, or in conflict with any law governing this Release, the validity of the remaining portions shall not be affected thereby. If I am a College employee (excluding designated leaders of the Activity), I do not consider participation in the activity within the course and scope of my employment with Manchester College. If I am a driver, driving my personal vehicle, I certify that I personally carry Automobile Liability Insurance, which includes medical payments coverage. I agree that I will not transport other Activity participants in my personal vehicle.

THIS IS A RELEASE OF LEGAL RIGHTS. READ AND BE CERTAIN YOU UNDERSTAND IT BEFORE SIGNING.

Signature: _____ Date: _____

Printed Name: _____

IF UNDER 18, THIS FORM MUST BE SIGNED BY A PARENT OR GUARDIAN BEFORE STUDENT CAN PARTICIPATE.

I am the parent or guardian of the above named student. I have read and understand this Release, and agree to be bound by its terms.

Print Name of Parent or Guardian

Signature

Date

Student Form - Green



AUTHORIZATION FOR BOARD REFUND
For January Session Students

Deadline - December 1, 2007

To be eligible for a refund, a student (1) must already be enrolled in one of the food plans, (2) must be a full-time student during the fall semester immediately preceding January session and must be enrolled as a full-time student during spring semester immediately following January session, (3) must be enrolled in an approved off-campus program during the January session for which application is made, and (4) must be off-campus for at least one week during January. The amount of refund is 90% of the unused portion of January session board charges. Refunds will not be made for students absent on field trips for a day or two; the smallest unit of refund will be for a full week. To receive a refund, the student should complete the form below and take it to the Business Office no later than December 1 for processing. The total refund will be deducted from your spring semester tuition billing After your January travel is completed. Refunds will not appear on statements before February 1, 2008. No cash refunds will be made.

Student Number: Student Name:

I am currently on a meal board plan.

Student Signature: Date:

After obtaining the signature of your instructor, please submit this form to the Business Office.

I certify that the above named student is enrolled in

Course Instructor Signature: Date:

Note: Refund for students on food plan for one semester only will be half the listed amount. Student must be enrolled full time in both fall and spring semesters to receive refund, even if only on the meal plan one semester.

DO NOT WRITE BELOW THIS LINE

Table with 4 columns: Description, 1, 2, 3. Rows include Number of weeks, Refund on Spartan Meal Plan A and B, Refund on Spartan Meal Plan C, and Refund on Spartan Commuter Meal Plan.

Business Office PROCESSING:

Account No. 10-42000-45300

Amount credited on Tuition Account: \$ _____

Approved by: _____

Date: _____

Faculty Form - Yellow



TENTATIVE BUDGET REPORT FOR OFF-CAMPUS COURSE
January Session _____ (year)

Dept. _____ Course No. _____ Title: _____ Account No. _____

Instructor: _____ Inclusive Dates Off-Campus: _____ Location: _____

File this report with the business office and Office of Academic Affairs by December 1. Attach extra sheets if necessary to provide requested detail. Also include a roster of participants and an itinerary for the trip. Information from this report is used to file insurance reports, verify student aid, and provide data for college financial audit.

PROJECTED INCOME	Total Persons	Fee	Sub total
MC Students		\$	\$
Instructors/Professionals		\$	\$
Students from Other Colleges		\$	\$
Alumni and Other Non-Students		\$	\$
All Other Income		\$	\$
Total Income			\$

PROJECTED EXPENSES	From:	To:	\$
Travel in USA		Mileage -	
		Mileage -	
Travel Abroad	From:	To: (and return)	\$
Other Travel	From:	To:	\$
	From:	To:	\$
Lodging	Total Nights:		\$
Meals	Total Meals:		\$
Expense Money Given to Participants	Number:	X \$	\$
Liability Insurance Paid to MC if Travel Outside USA	Number:	X \$15.00	\$
Other expenses: Itemize and attach receipts		\$	\$

Total Expenses	\$
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Signature of Instructor _____

Date _____

Faculty Form - Orange



FINAL BUDGET REPORT FOR OFF-CAMPUS COURSE

January Session _____ (year)

Dept. _____ Course No. _____ Title: _____ Account No. _____

Instructor: _____ Inclusive Dates Off-Campus: _____ Location: _____

File this report with the business office and Office of Academic Affairs by March 1. Attach extra sheets if necessary to provide requested detail. Attach copies of receipts for ALL expenditures. Information from this report is used to file insurance reports, verify student aid, and provide data for college financial audit.

INCOME	Total Persons	Fee	Sub total
MC Students		\$	\$
Instructors/Professionals		\$	\$
Students from Other Colleges		\$	\$
Alumni and Other Non-Students		\$	\$
All Other Income		\$	\$
Total Income			\$

EXPENSES (attach copies of receipts)	From:	To:	\$
Travel in USA		Mileage -	
		Mileage -	
Travel Abroad		(and return)	\$
Other Travel			\$
			\$
Lodging	Total Nights:		\$
Meals	Total Meals:		\$
Expense Money Given to Participants	Number:	X \$	\$
Liability Insurance Paid to MC if Travel Outside USA	Number:	X \$	\$
Other expenses: Itemize and attach receipts		\$	\$

Total Expenses

\$

Signature of Instructor _____

Date _____

Faculty Tips for January Off-Campus Classes

“My best advice is that anyone planning a study-abroad course should start VERY EARLY.”

~ *Mark Angelos*

“Consider going within the US, as may allow some students to leave campus who couldn’t afford otherwise to leave January Session.

Consider staying at a youth hostel. Again, very inexpensive and allows for students, in some ways, to have an international experience in the US, as most everyone else there will be from another country (at least where I was).

Consider (when feasible numberwise for the dept.), teaching a “regular” course (like I taught Social Psych) in a location/setting where can really bring the course alive and real in a way not possible on campus or in limited times in the classroom. We learned social psych principles first hand as students interacted with each other and in situations with other folks/settings around.”

~ *Neil Wollman*

“That it would take more time to plan than you could imagine, and that a couple of weeks before you go, you will wish you had never thought of going on a January Session trip. Three weeks later, you will be very happy you did!

Visit the site on your own to scout it out. If you don’t speak the language, you will have to spend more money on guides. Overstate the expenses; you can always reduce them once you have firm commitments. Students would rather get a rebate than to be dunned for more money. Estimate extra costs not covered by your fees so that you are giving an honest estimate of cost to the student. Make sure to urge your students not to form cliques, but to make all participants welcome. Carry small amounts of prescription medicine you might need in a hurry, such as Lomotil. Check with the Health Department to see if shots are needed for your area. If you have non-Americans in your group, make sure they don’t need a visa to travel where you are going.”

~ *Jim Adams*

“Strange things have a way of happening – plan ahead as much as possible, and be ready to improvise when needed.”

~ *David Hicks*

“I felt prepared because I partnered with another Faculty member who had some serious “off-campus course” mentors. Have students sign a contract about appropriate behavior; require appropriate dress for the area; charge more than the cost of the trip – it’s good to have a cash buffer, and students will enjoy a refund if you don’t use the buffer. My class went pretty smoothly, mostly because details were planned well in advance, and I had a partner to help with those details.”

~ *Deb DeWitt*

“Handling expenses and student registration for the course were important. January Session Faculty need to know ways to make the trip as safe as possible for students and how to handle students who have problems adjusting to different culture. Perhaps an “orientation” seminar about foreign travel.”

~ *Terese Salupo-Bryant*

“I think safety issues are most crucial; students are often very light-spirited when it comes to exploring new sites and sceneries; no rides on the back of motorcycles of strangers, even if they are about to fall in love with Midwesterners.

As a preparation for the next off-campus course I will use a rule sheet that includes "simple" hints such as: Days start at a certain time; the group will not wait more than 15 minutes to begin the day. A missed day of participation results in lowering the grade... or some penalty. Accountability for each learning day will be in place. Explain

group dynamics. Teach students about target cultures before departure. Assign roles to students (depending on their major) for group consistency and when conflict resolutions are to occur.” ~*Beate Gilliar*

“I wish someone had mentioned how tiring it is to be essentially "on duty" 24/7!! Even with a well-behaved and small group, I was surprised at how hard it was for me to feel like I was off duty. I discovered also that our business office is poorly set up to help cycle the financial arrangements for courses in which the professor does not run the big expenses through a travel agent or needs to pay bills in other currencies. Specifics: I used moderate-priced hotels in France or student hostels, which travel agents normally do not handle. Those generally do not accept the American Express credit card (the only account MC has in the business office), so I had to send drafts in French francs or put things on my personal credit card for reimbursement. It worked, but it was a lot more worry for me. All of this kept the price very reasonable for the students but made my job harder.

Assume that the planning of a January course amounts to having an extra course to teach in the fall semester. Also, don't be apologetic about the academic rigor of the course and about graded assignments that the students are responsible for as part of the course work, either during the travel or otherwise. Some students want to buy an A, but that is not the attitude of most students. If we can't stand behind the academic validity of a course, and show how it is measured, then we shouldn't offer the course for a traditional grade and we perhaps shouldn't offer it as academic credit.

One of the tremendous qualities of a travel course is that your range of options for how to interact with students and "teach" expands radically; the whole day becomes your class period in a sense, and the whole space becomes the classroom. It's a very exciting and creative context.

~ *Janina Traxler*

“Probably the first time, a hint at the amount of lead time needed and an awareness of the importance of arrangement details. To that end, of course, an outline of the basic planning process for transforming an idea into an itinerary, and a calendar of suggested steps and/or a list of required deadlines, forms, etc., will be helpful.”

*First, be aware that an off-campus study tour can be the most exciting, rewarding, (not to mention exhausting!), 24-7 course you will ever be able to share with your students. Be prepared for "out-of-the-class" learning and mentoring. January Session students are ready to be challenged! Invite questions, welcome discussions, pose tough dinner table thoughts, and listen. It can be a wonderful two-way learning experience!

*In addition to serious academic preparation of both course material and the site(s) to be visited, don't ignore the importance of group dynamics during travel experiences. Individual student responses can be profound, intense, sometimes curious, outright odd, and often unexpected. Use these comments, when possible. Appropriate feedback is desired. January Session classes are often early, life-changing experiences for our students.

*Provide assigned readings before going. Expect background preparation of the subject and the site(s).

*Encourage each student to select a theme or topic as the focus of his/her attention during the study tour and conduct outside readings and research. This often will help students to connect the course with his/her field or major. It makes the experience more personally relevant and immediately meaningful. (In fact, I've had students participate in the trip more fully by being expected to be "the expert" on a given topic (whether international currency exchange or trees and algae) or to lead a portion of the trip (ex.prepare highlights of a historical city tour in advance, for example). Each group is different and each student is able--and expected--to contribute. It's part of the idea of "taking ownership" of one's experience.

*Design a comprehensive component (final exam essay or post-travel paper, etc.) which incorporates both the expected, learned material of the course and also invites personal reflection. This provides an opportunity for reinforcement and places one's personal experiences in summarizing context. Students often actually LIKE this part! It helps "make sense" of such immediate and intense experiential knowledge. It solidifies the course information.

*Hold informational meetings before going--but also at least one mini-class focused on the class content. (Some January Sessions will have more, some less.) Identify key items (names, dates, terms, etc. etc.) which must be

learned prior to departure. Establish the essential vocabulary needed, I.D. historical periods or current issues with which to be familiar. Give sources and leads. Students can then learn this on their own in advance. Expect it!

*Hold pre-departure info. sessions--even if scheduling during Fall semester is tough. Students want this. They are curious. And, it will help build a more cooperative and engaging group for the instructor. (Parents also, who are often the active, sometimes paying, NON -participants in this experience, are frequently appreciative of early information and solid programming.)

*Ask students to share their goals of the course and of travel experience prior to departure. Build this into a group discussion. Emphasize the rights (yes, rights) and value of each participant in this collective experience. Some are close friends, some are individual travelers--all are to be respected--and travel nerves can get frayed after 21 days with little sleep.

*Hotels are not residence halls. Repeat. Behavior modification required. Repeat.

*And a few favorite sayings to keep handy when things, well, may not go as planned.

"Adventure is discomfort in hindsight" (always a good line for repeating when in deep mud, on the 7th day of rain, or at the announcement of yet another cancelled flight!)"

~ *Thelma Rohrer*

"Plan for the best but prepare for the worst, as the cliché reminds us.

Examples:

- pickpockets
- suicides in student families, or natural deaths
- student illness, serious or otherwise
- loss of tickets, money, passports, prescription medicines, luggage --snowstorms, gale-force winds (90 mph+) on ferry trips, strikes on the railroads--all of which may cancel or completely arrange carefully planned schedules (incl. housing, travel, etc.)
- damage from drunken student celebrating (my favorite Cheltenham story)

(All of these happened at one time or another on one of my trips.)

Finally, I think it's important to meet the group, as a group, several times, to define and articulate protocols, class requirements, and overseas-travel objectives. I gave my classes one rule that "covered everything," then told them I'd not hesitate to send them home if violations were critical. I never had to do it, but I came really close once. Here's the rule: Never embarrass yourself as a human being, Manchester College as your home campus, or me as your professor."

~ *Rowan Daggett*

Selected Sources for Off-Campus Courses: Health, Safety, and Ambassadorship

Ambassadorship and Cross-Cultural Tips:

Axtell, Roger E. Do's and Taboos Around the World. New York: Wiley, 1993.

LOC: Funderburg 303.482 D74a3.

The definitive guide to good global etiquette uses a lively blend of humor and fascinating facts to provide even more information on how to dress, deal with exotic food, pronounce names, exchange gifts, interpret body language and more in over 96 countries. Reflects the new changes in Europe as boundaries shift and old customs surface.

Axtell, Roger E. Gestures: The Do's and Taboos of Body Language Around the World. New York: Wiley, 1998. LOC: Funderburg 153.6 Ax78g.

Guides one through gestures country by country, explains what they mean, how to use them, and when to avoid them. Also uses anecdotes and hypothetical situations to better inform the reader.

Storti, Craig. Art of Crossing Cultures. Yarmouth, ME: Intercultural Press, 2001, 1997, 1994, 1990. LOC: Funderburg 303.482 St75a.

The author paints a portrait of the personal challenges of adjusting to other cultures by incorporating sampling of writings of great writers, poets, and observers of the human condition. Also contains tips on how to master the process and develop strategies.

Storti, Craig. Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Differences. LOC: Funderburg 303.482 St75c

Ten cultures are represented by the non-Americans in the collection of conversations. Each dialogue contains breaches of cultural norms, which the reader must figure out. The intent of this book is to show contrast of cultures and increase culture awareness.

Health Advice:

Centers for Disease Control, CDC Travel Information

<http://www.cdc.gov/travel/index.htm>

Official US government information about health conditions worldwide, including recommendations for immunizations and locations of travel clinics.

Safety Issues:

A Safe Trip Abroad—US State Department (See also: US State Dept.--addtl. entries)

<http://travel.state.gov/>

Tips from the US State Department for all who travel abroad.

Travel Safe: International Travel

http://www.ciee.org/health_safety/safety/resources.aspx

Recommended reading for travelers to all destinations. Produced for CIEE.

US Department of State

<http://www.travel.state.gov>

Essential help from the US government, for everything from travel safety advisories to crisis assistance for US citizens abroad, as well as contact information for all US embassies and consulates abroad. Also lists foreign embassies and consulates in the US. Frequently-consulted parts of this very comprehensive web site include the following:

Having a Safe Trip Abroad
Passport Services
Travel Tips for Students
Travel Warnings and Information
Travel Warnings on Drugs Abroad

Travel Tips and Other Sites:

Customs Office, Traveler Information

<http://www.customs.gov/xp/cgov/travel/vacation/kbyg/>

Information on customs restrictions and duty fees on items brought into the US by travelers, including the publication Know Before You Go.

Journeywoman

<http://www.journeywoman.com>

Site has extensive information, articles, and links for women traveling abroad.

Mapquest

<http://www.mapquest.com>

Choose country, city, and streetmaps worldwide. Fast and convenient.

The New York Times

<http://www.nyt.com>

Outstanding coverage according to five world regions. Provides maps and 5-day weather forecasts.

Weather Channel US and World

<http://www.weather.com>

Worldwide three-day forecasts, fast site.

Provided by: Office of International Studies and Academic Enrichment,
Thelma Rohrer, Director, Winger 114, TSRohrer@Manchester.edu

COMM 325 Intercultural Theatre

January 2007

Scott K. Strode, Ph. D.

COURSE DESCRIPTION:

This course will focus on the traditional performing arts of the Maori culture of New Zealand. Characteristic features of the art form will be studied, discussed, and observed. Fundamental questions about the nature of performance and its relationship to cultural aesthetics, and entertainment will be considered. Lecture, discussion, videotape, and direct observation and experience with professional performers of traditional dances and action songs will illustrate course content.

OBJECTIVES:

1. to provide you with a fundamental grasp of the major characteristics of traditional Maori performing arts
2. to enrich your understanding of a Polynesian performance art
3. to encourage you to make connections between the traditional performance arts of a Polynesian culture and the history, politics, economics, and social policies surrounding this art form
4. to challenge you to compare a non-European performance art with Western theatre
5. to enable you to analyze elements of a traditional Polynesian performance art form

LEARNING GOALS:

Upon completion of this class, you should be able to:

1. describe and discuss the basic characteristics and conventions of the various forms of *kapa haka*
2. demonstrate elements of a *kapa haka* and a traditional Maori game
3. compare the traditional performance arts of the Maori culture with performance art in Western theatre

COURSE CONTENT:

Unit I: basic overview of Maori culture
Unit II: typical examples of *kapa haka* and traditional Maori games
Unit III: on site examples of *kapa haka* and traditional Maori games through demonstration and participation

The dissemination of course content will take place on the Manchester College campus and during our tour of relevant sites in New Zealand.

REQUIRED READING: Course Reading Packet in syllabus

ASSESSMENT:

Journal	40
Final Exam	100

Critical Essay	150
Participation	10

JOURNAL:

Keep a hand-written notebook where you will record your personal reactions to the readings, video tapes, discussion, and experiences in New Zealand. At least 2 significant entries per week required. A significant entry is one full page. This is "safe" writing in the sense that it can be informal, personal, and spontaneous, but it should also be thoughtful and comprehensive. Evaluate, extend, and connect your own thoughts in relation to the material. Also, let the course cause you to question your own presumptions about Non-European performance and culture in general and Polynesian performance and culture in particular. Begin by writing about your previous experiences with this form, no matter how slight. What do you think of when you hear Maori performance arts? etc. Let the journal also be a place where you can dream about your own ideal theatre - a place of worship? A place of community? A place where many traditions can meet? Question even the most mundane entertainment traditions in the West (such as TV or Hollywood movies) What can you ponder about the functions of theatre in various cultures, given such an extreme comparison? Don't keep your journal in the same notebook as your class notes! The journal should not become a personal emotional diary of your life, or a critique of the instructor or the course.

CRITICAL ESSAY: (the following information on the essay is taken from: Hudson, Suzanne. Writing About Theatre & Drama, 2nd ed. Belmont, CA: Thomson/Wadsworth, 2006)

“An essay is a prose, nonfiction literary composition. . . . An essay may make use of sources, but not to the extent that a research paper does. . . . An essay may be objective or subjective. An **objective essay** offers information without commentary, opinion, or interpretation. A **subjective essay**, on the other hand, does offer an opinion. A **critical essay** is subjective. The purpose of the critical essay is not, as the term may imply, to criticize, but rather to critique. To *criticize* is to denounce or find fault; to *critique* is to exercise careful judgment or to offer scholarly interpretation. Critical essays are either analytical or argumentative. To *analyze* means, literally, to take a thing apart to discover how the pieces work together to create a whole. An **analytical essay** examines various pieces of a whole in order to evaluate, interpret, or speculate about causes and effects. . . . An **argument essay** assumes a contrary audience, one that is predisposed to disagree with the writer, but also one that is both rational and educated. When you write an argument essay, your task is not only to defend your position, but also to refute your opponent’s position.” Your essay must be on the following statement. The paper must be at least 6 to 8 pages in length, excluding notes and bibliography. Due February 16th 2007. Preliminary outline due February 12th. Your paper must present a point of view or a purpose of investigation, not just a regurgitation of encyclopedic information. MLA format required. At least 4 sources required.

Write an analytical/argumentative essay with the following statement as your thesis:

“There is a relationship between elements of Western culture and its performing arts just as there is a relationship between the Maori culture and elements of its traditional performing arts.”

You may choose representative performing arts from each culture. Use the readings from the syllabus, other print or internet sources, and your experiences in New Zealand to support and illustrate your points. Provide examples. Document your sources. Include a bibliography.

PARTICIPATION: The basic format of the class will be lecture and discussion of the readings and videos on

campus, and direct observation of professional performers in New Zealand. Obviously, you have to come to class to participate. Chronic absences will most definitely affect your grade. I consider "chronic" any more than 3 absences, but try not to miss even that many! I am also most definitely prejudiced in favor of those who do attend all the time. But you must do much more than attend. You must be in class **actively**, not just passively. This means being prepared for every class and offering to the discussion without waiting to be asked. **DO** force yourself to speak up at least once a session! Remember, you will not be rewarded for silence! I may also ask you to write discussion questions or to lead discussions. We will meet as a class periodically while in New Zealand. Participation will also, of course, include your department in New Zealand.

ON CAMPUS SCHEDULE

January 4

1. syllabus and readings packet
2. Maori culture, etc
3. itinerary

January 5

1. video clips
2. discuss video clips
3. discuss readings

January 23

1. discuss the experience
2. relationship between readings and experience
3. "Whale Rider"

January 24

1. discuss essay
2. schedule final exam

Course Description:

Introduction to the history, culture, and daily life of France. Background reading, slide presentations, and lectures will give students a basic sense of the major periods of French history, the outstanding intellectual and artistic movements which shape formal French culture, and the distinctive features of French daily life. Much of the time in France will be devoted to activities which illustrate, extend, and synthesize the background material. All students will complete journal writing, an individualized project, and other short written assignments in France.

Graded components:

25%	Travel journal: directed writing which reflects on major sites and on-site presentations
15%	Individualized project: topic chosen by student; oral presentation and written record of project
25%	City studies: short paper on each of the three major cities visited (Paris 11%; 14% others)
20%	Daily life portfolio: short activities to be completed in France, which formalize student familiarity with several types of daily activities
15%	Final exam: measures learning of the formal cultural material as well as the most important informal material of the course.
<hr/>	
100%	Total

Miscellaneous information:

1. Remember that as a participant in a travel course, in many ways you represent Manchester College and American culture for the people with whom you have contact. I expect you to behave so that you do not embarrass yourself, your travel companions, or Manchester College--in short to behave as mature, responsible people. I reserve the right to send students home early, at their own expense, if their behavior is grossly irresponsible.
2. Much of the learning in a travel course occurs outside of the formal assignments. I encourage you to explore and to soak up as much of the experience as possible. The graded assignments are intended both to give you the maximum background before you enter a new experience and to formalize the learning while it is still fresh.
3. Much of the written work of the course can be completed before we depart; everything must be complete by the due dates which accompany the detailed assignments.
4. You are not obligated to like everyone you meet or everything you experience in France, but you are obligated to participate with the intent of learning something and helping the group function well.
5. Grading: I'll assign grades according to the typical scale (A=90%+, B=80-89%, C=70-79%, D=60-69%, F=0-59%). Behavior which is irresponsible enough that I send you home early will result in an F for the course.

City study: Paris

Before January 5, 2007:

1. Read the Michelin guide (Paris) introductory pages concerning the history of Paris
2. Visit a selection of websites for Paris, including those for the museums/monuments covered by the Paris Museum Pass (see website: http://www.parismuseumpass.fr/flash/hp_fr.html).
3. List 7 dates in Paris history **before 1900**; indicate the importance of each date and a site associated with each date. Include:
 - A. 2 dates before 1500
 - B. 3 dates after 1800
 - C. 2 other dates
4. Write 1-2 * about the history and cultural importance of **one** of these sites: La Défense, Centre Pompidou.
5. Write 1-2 * about the history and cultural importance of **one** of these sites: the Louvre; the ensemble Place de l'Etoile/Champs-Elysées/Tuileries; the Musée d'Orsay.

City studies: Lyon, Strasbourg

Before January 6, 2007:

1. Read the introductory pages for each town. You have photocopies for Strasbourg. For Lyon, go to this website: www.lyon-france.com, and read the sections called "Lyon culture, Silk, Architecture, History, and World Heritage. Read other information you can find, especially via websites under the name of each city. Ex: www.mairie-strasbourg.fr (which has won an award for quality).
2. Choose a significant feature of the history or culture of each town (a decisive moment in its history, an important monument or historical figure, a decisive cultural influence, some political or commercial activity which defines the town).
3. Find additional information about the aspect of each town that you have chosen. You can read other pages of Michelin guides, look for information on the internet, check encyclopedias, etc.
4. Write a few ¶ which summarize what you have learned. Don't forget to place your choice of topic within the larger context of the town and its history.

TRAVEL JOURNAL

Prepare a journal page for each date on the syllabus which includes a journal entry, and focus on the items listed for each day. In all cases, you will include some basic information. Use the form indicated below. Print out these pages before we leave campus; complete Part I before departure; complete Part II after the day's activities.

Model Journal Page

Student's Name
Date

Part I (to do before the day of the activities):

1. the site(s) to be visited or the major activity of the day
2. important historical dates associated with this site or activity
3. the cultural importance of this item for the French
4. other important observations, depending on the nature of the visit

Part II (to do after the visit): Write 1-2 * to evaluate the day's experience. What did you learn? appreciate? What was most interesting? most important?

You may do these activities in any order (except the day in Paris), but don't forget to do them before the last day in France (January 24, 2007). For each activity, follow the directions; you will produce about a page (a few paragraphs).

Basic courtesy: Don't forget that when you enter an office, a reception area (at the hotel) or small store (such as a newspaper stand, a pastry store, a tourist bureau), you must greet the people you meet, including other clients and especially the owner, manager, or main worker. You will appear impolite if you forget to do this. Simply say "Bonjour Monsieur, Madame, Messieurs-dames." When you leave, don't forget to say "Merci, au revoir."

- I. Cinema and TV:
 - A. Examine (and attach) a list of films which are playing during our visit in France (see newspaper).
 - B. Indicate how much a showing costs (in euros and in \$). Are there reduced prices? For whom? When?
 - C. Notice how many films are available in VO (original language) or VOST (original w/sub-titles). Based on this, compare French exposure to non-French cinema and US exposure to non-US cinema.
 - D. Examine (and attach) a TV schedule for one of the days we are in France.
 - E. When do the French have their major evening news programs? Compare this to a common American schedule. What are the differences, and how might you account for them?
 - F. Note 2-3 other differences between American and French TV habits. How are those differences related to other things you know about French and American daily habits?

- II. Print Media:
 - A. Purchase 5 French newspapers for the same date (avoid Saturday and Sunday); you may share newspapers with classmates. Indicate the papers' names and cost.
 - B. What is the character of each paper: general interest or special interest?
 - C. What is the readership of each newspaper: national, international, regional? specific political or intellectual orientation? How can you tell these things?
 - D. Compare these newspapers--with each other and with the newspapers you read most frequently in the US. (1-2 paragraphs)
 - E. How do most French get their paper: individual purchase? subscription? Where does one go to purchase the paper? (indicate the French terms for these places)

- III. Train
 - A. Check the meaning of TGV, SNCF, TEE, EC.
 - B. Examine the Strasbourg-Paris schedule and do the exercises on the accompanying sheet. Turn these in with the other activities for the Portfolio.
 - C. List 4 special services (other than transporting people and merchandise) offered by the train system in France. What would be the advantage of each service?
 - D. The French rail system offers discounts to various types of people. List 3 discounts and indicate who qualifies.
 - E. Take a train schedule for a route other than Paris-Strasbourg but one which links Strasbourg, Lyon, or Avignon with another place you would like to visit. Attach that schedule. Tell what place you want to visit, choose the best train for making the trip, and justify your choice.

- IV. Individualized day in Paris: Plan your use of one day in Paris (Saturday, January 13). *Plan to travel with 1-2 classmates; do **not** leave the city of Paris; plan to be back at the hotel by 6:30 p.m.* You can use this day to see things which are not already planned for the group or to visit a place for a second time.
 - A. Choose at least 2 activities; one or both must be a new activity for you.
 - B. Justify your choices; explain what you want to learn from these activities and how they enhance the academic value of your time in France (1-2*).
 - C. Indicate your itinerary: estimate the time you will need for each major activity, the price for the day, how you will get around, when you plan to return to the hotel. As you plan these activities, use the metro map, the information about open times and dates for the places you will see, etc.
 - D. Proposal due January 4; reactions should be done by January 17, 2007.

Results: a short paper (3-5 pages) summarizing what you learned about your topic
 an oral presentation (5-10 min.) to share your topic with the class; with visuals if appropriate

Topic: some aspect of French culture which interests you and for which you can find good material. For example:

- economic questions (incl. euro, EU, major exports and imports, etc.)
- institutions (European Parliament, French educational system, church-state relations, etc.)
- daily life, popular culture, "deep" culture (importance of certain sports, concept of privacy, etc.)
- leisure activities, the concept of vacation
- political parties; how the government is designed and functions
- intellectual and artistic movements
- a major company, governmental or commercial sector (Michelin, the Paris métro, the cinema industry)

Tasks:

1. meet with Traxler to discuss topic (before December 15, 2006)
2. gather material: library, newspapers and magazines, web sources, cultural text for class
3. draft paper (due January 4): form should follow nature of topic. This could look like a case study, a documented paper, an analysis of data, etc.
4. finalize paper (due January 6); judged for the clarity and quality of the content
 - A. content: is your material interesting? does your paper add to the quality of your trip?
 - B. organization: revise the prose so the paragraphs are clearly focused and economical
 - C. quality of expression: eliminate wordiness, inaccuracies; make the text engaging.
5. oral presentation of project, judged for the following qualities:
 - A. content
 - i. choose carefully what you will present; tell the essentials but keep our interest
 - ii. consider how your presentation will add to the quality of the trip for others in the group
 - B. organization:
 - i. clear; announce carefully your points and remind us of them as you change points.
 - ii. effective: remember that your classmates will not have much prior knowledge of your topic.
 - C. presentation
 - i. know your material well enough that you can speak from notes but not read a full text
 - ii. speak clearly
 - iii. support your presentation by providing key terms and other essential information visually

- R Jan 4 (a.m.) French history and major figures
 images: 19th C art; history of France
 language #1: greetings, courtesy, breakfast, numbers 1-10
- ** read Steele pages for afternoon session: pp. 73-86, 99-114, 115-138
- R Jan 4 (p.m.) language #2: review of session 1, drinks, numbers 11-20, restaurant vocabulary
 intro to euros
 Paris metro
 cultural stereotypes
 images: 20th C art
- ** for Friday: due: Paris city study, description of individualized day
 readings (Steele): pp. 17-34, 44-64, 95-98, 139-59
 quiz: history outline (photocopy from Thursday)
- F Jan 5 (a.m.) gastronomy
 French governments
 Republicanism, human rights
 images: Paris
 language #3: review Wednesday material, numbers 20-60, vocab for menu and meals
- F Jan 5 (p.m.) nationalized health and education
 centralization vs. individualism
 interpersonal relationships and privacy
 French train system
 language #4: review
 images: Gallo-Roman architecture, Lyon
- **for Saturday: revised project
 oral presentation of project (afternoon)
 city studies: Strasbourg, Lyon
 readings (Steele): pp. 160-91
- Sa Jan 6 (a.m.) images: Strasbourg, Colmar
 workers' rights, social benefits
 classicism, rationalism
 religion: church vs state
 leisure
 language #5: basic fruits, vegetables, desserts
- Sa Jan 6 (p.m.) oral presentations

daily life portfolio: completed by January 23 when we leave Strasbourg

travel journal: completed by January 23 when we arrive in Paris

final exam: taken in morning of January 24, before departure for airport (unless we decide otherwise)

- M Jan 8 depart for Paris (assemble at Fort Wayne airport at 5:30 p.m.)
- T Jan 9 arrive Paris
Notre-Dame cathedral, Memorial to the Jewish martyrs, Tour Eiffel
(travel journals for Notre-Dame, Tour Eiffel)
- W Jan 10 Musée d'Orsay, Sainte-Chapelle, Arc de Triomphe
travel journal for Orsay, Sainte-Chapelle
- R Jan 11 Louvre, Tuileries gardens, Centre Pompidou (Place Beaubourg)
travel journal for Louvre, Pompidou
- F Jan 12 Centre for Jewish culture and history, Institut du Monde Arabe, La Défense, la Grande Arche
travel journal for La Défense, Center for Jewish culture
- Sa Jan 13 individualized day in Paris (see separate description)
- Su Jan 14 leave Paris, travel to Lyon; submit travel journals for Paris
Center for the History of the Resistance and Deportation (travel journal)
- M Jan 15 Vieux Lyon (walking tour), Basilica Saint-Jean (walking tour) (travel journal for both)
- T Jan 16 Centre Toni Garner, interview with Hannah Wu (travel journal for both)
- W Jan 17 Lyon Musée des Beaux-Arts (Fine Arts museum), Silk Workshops, Vieux Lyon (walking
tour of buildings in traditional Lyon)
travel journal for Fine Arts museum, Vieux Lyon
- R Jan 18 Museum of Gallo-Romain culture, archaeological site (travel journal)
leave Lyon; travel to Strasbourg; submit travel journals for Lyon
- F Jan 19 scavenger hunt of Strasbourg; discussion with CEC (14h); walking tour of Strasbourg downtown
- Sa Jan 20 walking tour of Petite France (old town), hypermarket Auchan, Alsatian museum (10-12h)
travel journal for Alsatian museum
- Su Jan 21 Musée de l'Oeuvre Notre-Dame (1 h), mass at cathedral; interview with Gay Schieminovski
travel journal for cathedral and museum N-D
- M Jan 22 Synagogue de la Paix and discussion with Gérard Dreyfus; Council of Europe
travel journal for Council of Europe
- T Jan 23 return to Paris; submit travel journals for Strasbourg
- W Jan 24 leave Paris, return to US; completion of all course work; final exam before departure for airport
flight to US: 1:55 p.m.

IDIV 420 A -- Development of Scientific Thought in Great Britain
January 2007

Instructor - Dr. Susan Klein, sjklein@manchester.edu, 260-982-5319

Goals - A travel course to London, United Kingdom that will address the scientific history of Great Britain that leads to the current understanding of modern scientific thought. The history of scientific discovery will be placed into the context of the political, religious, and artistic environment that impacts the work of scientists and the development of new theories.

Grading Distribution and Course Requirements

travel journal	30 %
daily questions	20 %
participation	20%
paper	30%

Course-related materials

- Bound blank book for travel journal (not spiral, the pages should be permanent)
- Double sided tape to add items to your journal
- Small scissors
- Packet of reading material (references provided below)

Arrangements

Flight - We are leaving from Chicago, O'Hare airport

January 8 – Monday

American Airlines Flight 46

Leave Chicago 8:05 pm (that's central time)

Arrive London 9:45 am the next day

January 24 – Wednesday

American Airlines Flight 47

Leave London 2:15 pm

Arrive Chicago 5:00 pm

Accommodations

Globetrotter Inns, London
Ashlar Court
Ravenscourt Gardens
Stamford Brook
W6 0TU

p. 0208 746 3112

f. 0208 748 9912

e. london@globetrotterinns.com

w. www.globetrotterinns.com

We are checking in on January 9, with check out on January 24.

Included Expenditures

travel (flight, trains, subway, boat)
accommodations - 15 nights
breakfast and dinner each day
admission to all scheduled activities

Financial items that are your responsibility

Lunch each day
Snacks
Souvenirs
Other incidentals (admission to things that are clearly during free time)

Useful Info

Calling home with an AT&T card

First you must note the type of phone you are calling from – dial access code below to reach a line to the US

British Telecom New World phone 0800-890-011

C & W New World Phone 0500-890-011

You will be connected with an operator – dial 800-569-6972 or what ever the phone number is on the card. (connects to AT&T)

Dial the card number – usually 12 digits

Dial the phone number of the person you are trying to call

This method charges 5 minutes from the card for every one minute of talk time

If you need to reach the college to get a message to someone the number is 260-982-5051 (office of academic affairs), 260-982-5999 (security), 260-982-5000 (switchboard)

Safety, Security and Sanity – Rules for IDIV 420

January 2007 – London, UK

In order to keep this trip running smoothly and to insure your safety, there are a number of rules that each person will need to agree upon and then follow. If you do not follow these rules, the right to send you home immediately (at your expense) is reserved.

1. You must keep your passport and related documents with you at all times.
2. You must be present at breakfast each morning even if you have no intention of eating.
3. You must attend all course related events, unless illness prevents it, and the instructor is aware of said illness.
4. You will be back into the hotel by midnight each night.
5. You will not be out alone wandering the city at anytime. If you are venturing off to explore something, you must do so in groups of at least two.
6. You must keep a copy of the business card of the hotel with you at all times (helps to tell a taxi driver where to take you). You must also keep some money in a place where pickpockets or muggers cannot access (in case you need a taxi ride).
7. You will not become drunk at any time.
8. You will not get into the car of a stranger; you will not visit a stranger's home.
9. You will not go off with some person you meet in a pub, bar, or dance club.
10. You will notify the instructor or chaperon immediately if you are ill, injured, notice anything suspicious, or believe another student needs help.
11. You will respect one another, watch out for each other, and try to be a good ambassador of the course, the College, the United States.
12. You will comply with any requests of the instructor and the chaperon that involve the operation of the course or your safety.

I understand that if I do not follow these rules the instructor has the right to send me home at my expense.

Name printed

Signature

Date