TRAVEL COURSES
2016-2017

TRAVEL COURSES FAIR
Tuesday, April 5, 2016
11:00 AM to 1:00 PM
Perry Campus Center
Cafeteria Hallway
DOANE COLLEGE TRAVEL COURSES GENERAL INFORMATION

The Doane College Travel Course Bulletin contains information about travel courses offered the academic year. Students are urged to read this bulletin carefully for information about courses and deadlines for deposits and payments each year. Travel courses are open to all Doane students. Travel scholarships are available for juniors and seniors.

TVL 300: Students participating in a Travel Course enroll in the appropriate section of TVL 300. See WebAdvisor for section information.

- **January 2017 Travel Courses**: register for a Fall TVL 300 section no later than September 6, 2016.
- **May 2017 Travel Courses**: register for a Spring TVL 300 section no later than January 30, 2017.

**Course Description:** This one-credit two-part course, taught by faculty sponsoring off-campus trips, prepares students for the travel course experience in either January or May. The first part, the on-campus portion of this course, takes place during the semester before the travel portion of the course and will introduce students to the scope of the course content including cultural experiences and the logistics and realities of the travel process. The second part, the off-campus travel portion of the course, follows the on-campus experience and will include guided reflection activities and assignments for student participants. This course satisfies the Experiential Learning component of the Doane College Core Curriculum. *Pass/Fail*

**GOOD ACADEMIC AND DISCIPLINARY STANDING:** Students must be in good academic and disciplinary standing with Doane College in order to participate in a travel course. If the academic or disciplinary standing of a student changes at any time between the date the initial deposit is paid until the course departure date, the student may be denied the opportunity to travel and could forfeit all monies paid. **Students must complete the pre-travel verification contract at the time of deposit and are responsible for maintaining status until the date of departure.** Instructions and forms are available online [www.doane.edu/oip](http://www.doane.edu/oip)

**Travel courses are open to freshmen, sophomores, juniors, and seniors.**

**CONTRACT:** When students pay their deposit at the Business Office they will be required to sign a pre-travel verification contract that outlines college policies about payment, refunds, and other issues relating to travel courses. This form is available online at [www.doane.edu/oip](http://www.doane.edu/oip)

Any trips for which participants must utilize their own financial resources (including Doane’s travel scholarship) are totally and unconditionally voluntary. Students cannot be subjected to penalties of any kind for choosing not to participate.

**COMPLETION OF COURSE PAPERWORK:** At time of deposit, students must complete the Pre-travel Verification Contract Form. In addition, once students register for the appropriate section for their travel course they must complete their pre-departure travel documentation. Forms and instructions are available at [www.doane.edu/oip](http://www.doane.edu/oip)

**DEPOSIT DEADLINES:** Doane College requires that all students participating in travel courses must complete the Pre-Travel Verification Contract Form that verifies understanding of college policies about payment, refunds, eligibility, and other issues relating to travel courses when they deposit at least 10% of the total cost of the travel course by the following deadlines (check with the faculty sponsor for other deadlines):

- **Deposit Deadline for January 2017 courses**: September 30, 2016
- **Deposit Deadline for May 2017 courses**: February 10, 2017

**COSTS:** Full-time students enrolled at Doane College pay the additional student costs for courses as indicated in this bulletin. Included with these costs is a **$150 administrative fee** which also covers the cost of the required basic international supplemental travel insurance that each student is required to have in order to participate in travel courses as well as other travel contingencies. The fee will be added to each participating student’s Doane College account. **Important note:** Travel costs are approximate and can change as the value of the U.S. dollar and travel costs change. Refer to each course description for additional costs.

**THE TRAVEL SCHOLARSHIP:** Juniors and seniors must be enrolled in the appropriate section of TVL 300 during the Fall 2015 semester to be eligible for the $1,000 travel scholarship for travel courses. To qualify, the travel course must last 10 days or more. Travel scholarship funds can cover no more than 75% of the expenses of any one trip paid for from the travel scholarship. Transfer student vouchers will be pro-rated by the number of semesters students will have attended Doane. Eligible students should consult with faculty sponsors for details about application procedures for the travel fund.
JANUARY 2017 TRAVEL COURSES

Cultural Immersion and Service Learning in India: pg. 3
Covering the Inauguration: pg. 4

DEADLINES FOR STUDENTS

September 6, 2016
Last day to register for the Fall TVL 300 section for your Travel Course
Deposit Deadline for January 2017 courses

Due once student is registered
Pre-departure travel documentation

Due by time of initial deposit
Pre-travel verification contract

Travel courses satisfy the Experiential Learning component of the Doane College Core Curriculum

Experiential Learning:
A defining experience directly linked to the course’s learning outcomes that involves
1. Application of knowledge and skills to practice,
2. Guided reflection on the role or importance of the experience in the student’s education, and
3. One or more of the following:
   • Cultural immersion-Study abroad, Short-term travel
     • Professional practice
     • Scholarly practice
     • Service-Learning
This course is designed to blend numerous elements including off campus travel, service-learning, and interdisciplinary study. Students will travel to several cities and villages in south India and will spend time experiencing the rich diversity of this region while exploring its many spiritual, cultural, and historical elements. Students will spend time prior to the 14-day travel experience in several on-campus sessions preparing them for the richness and challenges of this travel course. Key features of the course will include: exposure to the great contradiction and contrast of India. They will witness, side by side, the most contemporary expressions of technology and globalization along with the marginalization of the Dalits, (the Untouchables.) Students will view the splendors of ancient architectural temples alongside dwellings handmade of mud. As they work with the Indian people in their service-learning project, students will feel and appreciate the great welcoming heart of south India with the final days in Agra visiting one of the 7th wonders of the world, the Taj Mahal.

- Information on destination safety and security for Americans traveling to India: [http://travel.state.gov/content/passports/english/country/india.html](http://travel.state.gov/content/passports/english/country/india.html)
- Review the U.S. State Department travel information at: [http://travel.state.gov/content/passports/english/country.html](http://travel.state.gov/content/passports/english/country.html)

**Student Learning Outcomes:**

- To expose students to the religions and cultures of south India
- To help students understand the nature of hospitality and what it means to be honored for one’s humanness
- To engage in service-learning projects as a lens to understanding what it means to be in reciprocal human relationships
- To explore first-hand the many layers and challenges of sustainable living and the threats to this world view posed by globalization
- To understand the struggles in Indian history while honoring the legacy of accomplishments of its people

**Grading System: Pass/Fail only**

**Course Requirements:**

Each student is required to keep a daily journal of the entire experience along with the following requirements:

- Full, cooperative participation in the daily activities of the class while in India. There is flexibility in this requirement. Accepting an invitation to go out with new Indian friends is a good reason for missing an occasional group discussion.
- Students will be asked to engage in pre-travel mini-studies that they help to contribute to by researching: the caste system, colonization, Taj Mahal, Dr. B.R. Ambedkar, Hinduism, Dalits, contemporary issues.

**Texts or Readings Required:**


**Special Requirements:** None

**Estimated costs per student:** $2,950 (does not include the $150 administrative fee). Travel Scholarship for juniors and seniors will reduce the price of the estimated cost by $1,000.
D. Swartzlander

Witness history and help cover as a new team the 2017 Presidential Inauguration. This involves a 10-day trip to Washington, D.C., leaving Nebraska on January 12 and returning January 21. Students will learn about the historical, political, cultural and journalistic world of the nation’s capital, culminating in student reporters covering the Inauguration of the next president of the United States. Students will tour Washington, D.C. media, visit the Library of Congress and meet to discuss issues with the Nebraska legislative delegation, representatives of the Washington Press Corps and possibly other national leaders. Students will file stories with newspapers, primarily in Nebraska, and various radio outlets in the Lincoln area. They also will post video, text, photos, and audio online at The Doaneline (www.doaneline.com). Students also will tour the Smithsonian Institute, the Washington and Lincoln memorials, historic Georgetown, and other D.C. attractions. Trip plans include visiting the Pentagon, Ford’s Theater, the U.S. Capitol, Holocaust Museum, the Newseum, the U.S. Supreme Court, and other historic, political, journalistic, and cultural sites.

Student Learning Outcomes
Students will work to understand and articulate:
- Information about professional opportunities in journalism
- The history of the nation
- The political process in the United States.

Grading System: Pass/Fail only

Course Requirements:
Students must keep a journal of their experiences while in Washington, D.C.

Texts or Readings Required: TBA

Special Requirements: None

Estimated costs per student: $2,650 (does not include $150 administrative fee). Does include airfare, lodging, unlimited Metro passes, admission to museums that charge and breakfast. Lunch and dinner are not included. You will need some money for incidentals, including souvenirs. Travel Scholarship for juniors and seniors will reduce the price of the estimated cost by $1,000.
MAY 2017 TRAVEL COURSES
Exploring Environmental, Economic, Cultural, and Political Sustainability in China: pg. 6
Scotland and England: Indoors, Outdoors, and Beyond: pg. 7
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The Hawaiian Islands: pg. 9
Cultural (Auto) Biographies: Learning with Panama: pg. 10

DEADLINES FOR STUDENTS

January 30, 2017
Last day to register for the Spring TVL 300 section for your Travel Course
Deposit Deadline for May 2016 courses

Due once student is registered
Pre-departure travel documentation

Due by time of initial deposit
Pre-travel verification contract

Travel courses satisfy the Experiential Learning component
of the Doane College Core Curriculum

Experiential Learning:
A defining experience directly linked to the course’s learning outcomes that involves
1. Application of knowledge and skills to practice,
2. Guided reflection on the role or importance of the experience
   in the student’s education, and
3. One or more of the following:
   • Cultural immersion-Study abroad, Short-term travel
     • Professional practice
     • Scholarly practice
     • Service-Learning
TVL 300-1: Exploring Environmental, Economic, Cultural, & Political Sustainability in China: May TBA
J. Bossard

In this course, students will learn about four different areas of sustainability in China: 1) environmental, 2) economic, 3) cultural, and 4) political. While learning about the history and current state of these four areas, we will attempt to answer questions like these: What will happen when China runs out of non-renewable natural resources? Will air pollution get worse as China continues to produce more of the world’s goods? How will the prices of goods worldwide be affected by China’s growing middle class? Is economic development exploiting the cultures of rural areas? As China’s economy becomes more free-market oriented, will Chinese citizens expect a more democratic government? In May of 2017, students will have the opportunity to observe and experience these four areas first-hand by visiting China. We will spend eleven days in Beijing and the surrounding area from May 22-June 1. Activities will include: touring the Forbidden City and Tiananmen Square, visiting an eco-tourism wind farm, touring an organic farm, walking through an inactive coal mine, participating in the evening activities of a “town square,” and walking on the Great Wall.

- Information on destination safety and security for Americans traveling to China: [http://travel.state.gov/content/passports/english/country/china.html](http://travel.state.gov/content/passports/english/country/china.html)
- Review the U.S. State Department travel information at: [http://travel.state.gov/content/passports/english/country/china.html](http://travel.state.gov/content/passports/english/country/china.html)

**Student Learning Outcomes:**

Upon completion of this course, you will be able to:

1. Identify the components of the environment, the economy, culture, and the political system that are unique to China.
2. Describe the interconnectedness of the environment, the economy, culture, and the political system of China.
3. Understand what sustainability means in the context of the environment, the economy, culture, political systems.
4. Understand the complexities of sustainability of the environment, the economy, culture, political systems of China.

**Grading System:** Pass/Fail only

**Course Requirements:**

- Spring Semester: We will meet as needed during the spring semester. We will discuss the preparations for the trip and any questions that students have will be answered. Between meetings, there will be optional assignments that include readings and watching videos.
- During the Trip: Students will be expected to participate in discussions and assemble a journal to document their trip. The journal will include reflections, drawings, pictures, artifacts, etc. The journal may be hard-copy or on a computer. Students will be expected to share some of their documentation and reflection during discussions.

**Texts or Readings Required:** TBA

**Special Requirements:** None

**Estimated costs per student:** $4,950 (this includes the $150 Administrative Fee). Additional expenses include: passport (if you do not already have one), vaccinations for Hepatitis A and Typhoid (optional, but recommended by the CDC), and money for souvenirs. You will need money to purchase food while traveling to and from China. Travel Scholarship for juniors and seniors will reduce the price of the estimated cost by $1,000.
This twelve-day travel course in Scotland and England is designed to provide experiences that introduce the students to the magnificent cities and villages, geography, education, and culture of the United Kingdom. The course is structured in two parts. The first part of the course will be a four or five day cultural exploration of northern and central England. The last seven days will be a study tour of nature-based schools to gain a deeper understanding of outdoor education, child development, and nature pedagogy. During the trip the students will learn about the culture of the two countries and the role of nature pedagogy in the development of children. Students will visit major cities, cultural sites, and nature-based schools in both countries. They will have opportunities to tour museums, castles, gardens and ancient historic sites. Students will work side-by-side with world-renowned experts in nature-based education. Other experiences include guided walking tours where students will see schools, art galleries, Stratford-upon-Avon, castles, and modern and historic shops. Day trips to nearby historic and quaint small towns and villages will provide a broader perspective of the land and the people of Scotland and England.

- Information on destination safety and security for Americans traveling to Scotland & England: [http://travel.state.gov/content/passports/en/country/united-kingdom.html](http://travel.state.gov/content/passports/en/country/united-kingdom.html)
- Review the U.S. State Department travel information at: [http://travel.state.gov/content/passports/english/country.html](http://travel.state.gov/content/passports/english/country.html)

### Student Learning Outcomes:

- Students will read informative handouts, travel guides, etc. about Scotland and England and visit cultural and historic sites to gain an appreciation of their history and culture.
- Students will visit historic and cultural sites and interact with local citizens and experts to better understand the complex nature of the British and Scottish cultures both past and present.
- Students will visit schools, museums, cultural education centers and visit with experts to compare artistic, creative, and educational processes of England and Scotland, both past and present to those in the United States.
- Students will read books and other information provided to understand and evaluate the role nature pedagogy plays in developing the whole child.
- Students will participate in a UK Nature-based Education Study Tour and work in nature-based schools in the UK to apply models of nature pedagogy that they might one day apply in their own professions.

### Grading System: Pass/Fail Only

### Course Requirements:

Students will be required to:

1. Attend all scheduled class sessions and outdoor activities in the spring semester and during the trip,
2. Complete all assigned reading packets that will be provided during the spring semester and during the trip,
3. Read and reflect on one book selected from an approved list that is related to nature-based experiences,
4. Keep a daily journal with a final synthesis entry,
5. Work with children in nature-based schools,
6. Work in small groups to present information on selected topics related to their experiences in Scotland and England, and
7. Obtain a passport.

### Texts or Readings Required:

Readings will be provided

### Special Requirements:

Students must be willing to work with children in a nature-based education setting in all types of spring weather that occurs in the United Kingdom.

### Estimated costs per student:

$4,200 (this does not include the $150 Administrative Fee). Travel Scholarship for juniors and seniors will reduce the price of the estimated cost by $1,000.
Discovering France and Italy is a 13-day tour to Paris and Nice, France and then on to Venice, Florence, and Rome, Italy. Beginning our tour, we fly to Paris where we will have a day excursion of the city, go to the Palace of Versailles, the Lourve and see sights such as the Eiffel Tower, Arc de Triomphe and the Place de La Concorde, Opera, River Seine, Latin Quarter, Notre Dame and much more. After two days in Paris we move on to Nice where there is a day planned on the beaches and in the old city. The next day we are on our way to Venice. We will stay in an old Palace in Venice on one of the canals. Planned tours include a walking tour and then time to wander the ancient streets/canals. There will be a day for you to explore this fascinating city. The next day we depart for Florence where we will explore a city rich in art, history, and tradition. We will visit the Duomo, Baptistery, bell tower, and the Piazza della Signoria. We will also visit the Uffizi gallery. Following Florence we will depart for Rome via Sienna. There will be a walking tour of Sienna and a visit to the Duomo and the city center where horses race. In Rome we will visit the Vatican, a UNESCO world Heritage site, the Coliseum, the Roman Forum, and Ostia Antica, the original colony of Rome.

- Information on destination safety and security for Americans traveling to France and Italy:
  [http://travel.state.gov/content/passports/english/country/italy.html](http://travel.state.gov/content/passports/english/country/italy.html)
  [http://travel.state.gov/content/passports/english/country/italy.html](http://travel.state.gov/content/passports/english/country/italy.html)
- Review the U.S. State Department travel information at:
  [http://travel.state.gov/content/passports/english/country.html](http://travel.state.gov/content/passports/english/country.html)

### Student Learning Outcomes:
1. Students will gain a better understanding of the diversity found in the population of France and Italy and the history that has impacted this diversity.
2. Students will learn about the history of France and Spain.
3. Students will learn about the present day government structures of France and Italy.
4. Students will learn about the present political and social issues of France and Italy.
5. Students will learn about the ancient history of Rome and the influence of the Roman Empire.
6. Students will learn about the history of France.
7. Students will explore the food, culture, art and architecture from across the centuries in Italy and France.

### Grading System: Pass/Fail only

### Course Requirements:
- Students will complete all tours, seminars, and assignments
- Students will participate in all pre-tour meetings
- Students will keep a personal journal
- Students will participate in daily seminars discussing their experiences
- Students will be required to research one assigned topic from the trip and turn in a report prior to the trip.
- Students will be required to report information on their topic when appropriate.
- Students will abide by the conduct code for the trip.

### Texts or Readings Required: TBA

### Special Requirements: None

### Estimated costs per student: $4,300 (does not include $150 Administrative fee). Travel Scholarship for juniors and seniors will reduce the price of the estimated cost by $1,000.
The Hawaiian anthem, “Aloha ‘Oe” will take on new meaning during this 12 day tour of the Pacific Islands. Written by Queen Lili‘uokalani, the last monarch of the Hawaiian empire, “Aloha ‘Oe” indicates both the tragedy of American colonialism and the incredible resilience of Native Hawaiians, all notions that we will explore in paradise. Our trip will include a stay near the famous Waikiki Beach, tropical excursions on land and sea, and hiking in Hawaii Volcanoes National Park where we will tour one of most active volcanoes on the planet. In addition to the mainstays of Hawaiian tourism (beach time and a luau) we will explore the history, culture and environmental beauty that make this region one of the most popular tourist destinations in the country. Along the way, we want students to become knowledgeable about the process of colonialization that occurred on the Hawaiian Islands and to experience the long history of westernization and indigenous discrimination that has impacted such a stunning destination. Tours of Parker Ranch, Iolani Palace – the last royal residence of the Hawaiian monarchs, the Hawaiian Mission House and a Plantation Village will provide a greater understanding of the indigenous culture and history of the islands. This tour of the Hawaiian Islands promises to be an incredibly fun, action packed and eye-opening look at the nation’s fiftieth state.

Student Learning Outcomes:
- Students will gain a better understanding of the process of colonialism and westernization that occurred on the Hawaiian Islands.
- Students will explore the biological diversity of Oahu and Hawaii through various excursions on land and sea.
- Students will become familiar with the historical roots of Hawaii’s current socio-economic problems, namely concerns regarding the environmental sustainability and poverty that arises in tourist-driven economies.
- Students will become immersed in Hawaii’s rich indigenous heritage, developing a greater understanding of the cultural diversity of one of the nation’s most popular destinations.

Grading System: Pass/Fail only

Course Requirements:
In preparation for our trip, we will meet with the students to discuss travel arrangements and explore the various facets of Hawaii that we will tour while on the islands. The students will be expected to complete a reading packet and discuss the information in advance of our trip.
- Students will attend all scheduled activities per the final itinerary.
- Students will abide by the code of conduct established for this trip.
- Students will keep a personal journal with daily entries while in Hawaii and keep an Instagram photo journal of their experiences.
- Students will be required to make one presentation on an aspect of the trip before departure.
- Students will be required to attend all pre-travel course meetings.

Texts of Required Readings: TBA

Special Requirements:
- While there are no specific fitness requirements, students should be prepared for several miles of walking and hiking.

Estimated costs per student: $3,000 (does not include $150 administrative fee or $500 in food and incidental expenses). Travel Scholarship for juniors and seniors will reduce the price of the estimated cost by $1,000.
This course will explore the relationship between individuals and cultures in both global and local contexts, helping students to reflect on their particular positions in the world (autobiography) and the biographies of other cultures, people and regions. In addition to the readings and discussions, students will spend two weeks in Panama and visit a variety of sites that may include Panama Canal’s Miraflores locks, the Amador Causeway, Panama Viejo, the Panama Canal Museum, Gatun Lake, Barro Colorado Island, beaches, Portobello, colonial Spanish forts, the Anton Valley, the rainforest and the Metropolitan National Park. The course will also incorporate service and experiential learning opportunities (education and healthcare) that deepen students’ understanding of the global flows of products, people and ideas that shape local geographies and populations.

- Information on destination safety and security for Americans traveling to Panama: http://travel.state.gov/content/passports/english/country/panama.html
- Review the U.S. State Department travel information at: http://travel.state.gov/content/passports/english/country.html
- Center for Disease Control information at: http://wwwnc.cdc.gov/travel/destinations/list/

**Student Learning Outcomes:**

Students will:

1. analyze and recognize their own positionality in the United States (i.e. autobiography) and compare it with Panama,
2. learn about and discuss cultural, historical, sociological and pedagogical phenomena and artifacts in Panama and make cross-cultural comparisons,
3. develop and participate in a service project in Panama,
4. be able to communicate in Spanish using basic phrases,
5. deepen their understanding of the role Panama plays in a globalized world and of the concept of globalization.

**Grading System: Pass/Fail only**

**Course requirements:**

Students will complete the requirements before and/or during the trip:

a) Traveler’s journal
b) Contributions to the Sharing Circle
c) Small topic pairs-presentations
d) Service-learning project

**Texts or Readings Required:** TBA

**Special Requirements:** There are no special requirements for this trip. However, having studied Spanish at some point in high school or college would be beneficial for students on the trip. Students enrolled in the pre-departure course will learn basic Spanish to prepare for the trip. There may also be an opportunity for students to hike/walk in a national or city park to observe wildlife and fauna. Students are required to adhere to the code of conduct as outlined by the college.

**Estimated costs per student:** Estimated $2,893 (includes $150 travel contingency fee). Travel Scholarship for juniors and seniors will reduce the price of the estimated cost by $1,000.