

Faculty Report Template

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Faculty/Rank: Associate Dean of Undergraduate Studies/Professor, Religious Studies

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Proposal title: "Summer Study at Oxford University"

Country/ies visited: United Kingdom

Institution visited: Oxford University

Dates of travel: 06/23/10 – 07/20/10

Number of student participants: 14
(all SDSU)

Previous IP proposals submitted and grants awarded: Oxford, UK, Summer 2009
(list titles, countries and dates):

Have all required reports been submitted? Yes

Other funding for this activity available/applied for: CES-related Program

Proposal Abstract (75 word maximum):

The purpose of the proposal was to obtain funds for airfare and lodging for a faculty member teaching in a Summer Study Program held at Oxford University, June 23 – July 20, 2010, offered through the **College of Extended Studies** (CES). To make the program more financially accessible to students, no faculty teaching in the program accepted additional pay and no costs for faculty airfare/lodging were included in the CES budget.

Travel report:

I. Opening/overview of intentions/activity

Oxford University is rated as one of the most prestigious institutions in the world, if not the premier university. Although there are private vendor programs that offer opportunities to study there, they generally range in price from \$12,000 and up, and they do not feature an “integrated” curriculum. This program featured an intensive three-week study in residence at Oxford University, with assigned readings and online assignments and discussions prior to departure, at approximately 25% of that amount (less than \$3,000 per student). The courses offered were connected, integrated, experiential and team-taught.

9:00 – 10:45 am	“Literature, Art & the Quest for Meaning”	
11:00 – 12:45 pm	“Science, Religion & the Quest for Meaning” [Debates; Panels; Excursions to Lewis & Freud sites; guest lecturers; small group work; films; art museums; etc.]	

II. In preparation for the trip abroad

Curricular preparation included:

- Complete contract negotiations with St. Hilda’s College, Oxford
- Arrange guest lectures, including Walter Hooper and Peter Collett
- Make arrangements with Stonehenge, educational guides, and lodging and transportation
- Make arrangements for local excursions in Oxford; Excursions to C.S. Lewis sites, including the “Pub Trail,” the Kilns, and so on
- Make arrangements for theater productions that connected to course themes, including a Shakespeare play at the Globe Theatre
- Make arrangements for Art Exhibits, including the Dali exhibition on “Freud and Religion” (Tate Modern)
- Plan/book excursion to Freud’s house in London, and viewing of archival video footage

III. Upon arrival/specific activity

Negotiations with St. Hilda’s College, of the Oxford University system, are made by me (Christopher Frost), and a detailed contract documents the particulars of the agreement (hard copy previously forwarded to OIP).

The Oxford Summer Program is especially suited for Honors students, but is open to all SDSU students with suitable academic preparation for “seminar style” instruction.

IV. Conclusion, recommendation, and next step?

- Why is this particular institution valuable for SDSU?
Because Oxford University is an institution renowned for quality and excellence, and the influence of that perception on our students is palpable. An example from our prior trips is the direct engagement in a discovery by a program faculty member that connects to the courses and that garnered international press:
www.oxfordtimes.co.uk/search/4509846.CS_Lewis_and_JRR_Tolkien_started_book_together/
- Sustainability of project (is there a high likelihood that students in the department will be interested in studying the proposed subject area at the prospective partner university and vice versa)?
Students continue to express high interest in the opportunity to study at the Oxford University site, and are uniformly enriched by the program.
- How will this exchange program (or expansion) increase participation by students in international activities, or enhance international learning environments for students?
This international learning environment is structured to be of the most rigorous sort. The only “downside” that I have encountered is captured by student comments of this sort: “I do not want to leave Oxford, because I know that I’ll never have a class like this again. . .”
- What students will benefit?
Any students sufficiently academically prepared and motivated for an intensive, seminar experience.
- What will be their activities (e.g. course work, international internships, field research, etc.)?
Course work and experiential excursions intricately tied to that coursework
- What will be your role in promoting and supporting these activities?
I am willing to put together a summer program at Oxford every year, given the demand for the program, rather than every two years as originally projected, provided I can keep the program affordable (which requires some OIP funding).

V. Additional Information

Course Syllabi and Daily Schedules, attached as separate documents.