

GRINNELL-IN-LONDON FALL 2010

Application & Application Instructions

DEADLINE: 5PM on January 29, 2010

NAME: _____

Please check off each of the items below to indicate that you have successfully completed that part of the application. Attach each item to this first page in the order listed below:

- √ _____ **Checklist (this page)**
- √ _____ **On-Line Application (print off)**
- √ _____ **GIL Application**
- √ _____ **Rationale**
- √ _____ **Waiver (2 sides)**

Remove the application instructions and return the original to the OCS office in person, together with five photocopies.

This document includes both the application for GIL and the instructions for filling out this application. Please read the instructions carefully. Also, read the Off-Campus Study Handbook, the Grinnell-in-London Student Handbook and review the GIL web site (<http://www.grinnell.edu/academic/GIL/>) before filling out this application. You will need to meet with some or all of the following people: Professors Ellen Mease and Mark Montgomery (GIL advisers), major adviser, concentration adviser, and two faculty from whom you will request recommendations. Please do not wait until January to begin work on your application.

If you have questions about the application, please contact Neela Nandyal, Assistant Director of Off-Campus Study at andyaln@grinnell.edu.

PERSONAL INFORMATION

Major

Although you may submit this application without declaring a major, discussing GIL with a professor in your intended major department is an important part of sound academic planning. If you have not declared a major by the application deadline, your four-year plan must reflect an intended major and be signed by both your current adviser and a professor from your intended major department, ideally your intended adviser. If you subsequently decide to major in another subject, even after receiving approval to study off campus, you will be free to update your application at that time.

COURSEWORK

PHASE I- 9 weeks- students must enroll in at least 8 credits

ART 295: The Early Renaissance in Florence & Flanders

(Paula Nuttall), 2 credits, prerequisite: none. Enrollment cap: 15. The Florentine renaissance is widely regarded as an artistic watershed, when artists formulated new ways of representing reality based on direct observation, scientific principles and classical precedent, with profound implications for the course of European art. Equally important were contemporary developments in Flanders, where artists were likewise engaged in new ways of seeing, and where the oil technique offered unprecedented potential for depicting light and texture. This course will provide the opportunity to study the art of both Flanders and Florence, introducing students to the major artists (Masaccio, Donatello, Botticelli, Leonardo da Vinci, Jan van Eyck and Rogier van der Weyden), and to broader art historical themes such as patronage, iconography and technique. Students will acquire an understanding of what constitutes the Florentine renaissance, but by also studying Flanders will be encouraged to question the standard view of Florence's central position in the art of the fifteenth century. Approximately 50% of classes will take place in London's galleries, taking advantage of the unparalleled collections of the National Gallery and the Victoria and Albert Museum, and an additional 3-day visit to Bruges and Ghent, located in Belgium, will offer the opportunity to study Flemish painting in situ.

ECN 295A: The City of London

(Mark Montgomery), 4 credits, prerequisites: none.

Inside the City of London is "The City of London", a single square mile that once was the whole city, but is now its financial center. For centuries The City was, in fact, the financial center of the entire world. This course will explore The City's role in the evolution of money and finance. Topics include how institutions like the Bank of England and the East India Company shaped the modern economic and political world. We consider the emerging importance of paper money, and the monetary role of such historical figures as Henry VIII and the Rothschild family. Also we look at contemporary issues: Why did Great Britain opt out of European Monetary Union, and was this a good idea?

ENG 121: Introduction to Shakespeare

(Donna Vinter), 4 credits, prerequisite: none. Enrollment cap: 25. This course will study representative plays from each period of Shakespeare's career, including histories, tragedies, and comedies. Through close analysis of these plays both on the page and on the stage the course will aim to develop an appreciation of the richness of Shakespeare's theatrical art, in its powerful marriage of words and images. Attendance at productions of Shakespeare both in Stratford and in London, including at the newly built replica of the Globe in Southwark, will be central to our study.

HIS 231: History of London

(Lisa Bowers Isaacson), 2 credits, prerequisite: none. Enrollment cap: 25 in each of two sections. This course explores the history of London from its Roman origins to the present day and examines how royalty, trade, religion and transport have shaped the city's pattern of growth over 2,000 years. Course work consists of weekly lectures, guided walks and discussions of readings from contemporary sources. Students are given an opportunity to investigate an aspect of London history of particular interest to them.

HIS/POLSCI 295: History of the Common Law

(Russell K. Osgood), 2 credits, prerequisite: none.

The Anglo-American legal system, called the *Common Law*, has its origins in the development of royal legal system after the conquest by William of Normandy in 1066. This system is unique and differs from the civil law system of the rest of Europe in its focus on judicial autonomy from the state, the jury's role, and relatively reduced role of statutes in developing law and its procedures. This course will cover the significant themes in the development of this system and will expose students to original legal materials largely housed in London, even today. Course assignments will consist of original writs, cases and other legal materials. The class will have guests who are experts in particular corners of this vast and rich vein of historical materials. Each student will have to do one oral presentation and also write one moderate length paper due at the end of the shortened course session.

HUM 295: The Age of Revolution: 19th Century England: Self, Society, Other, State

(Ellen Mease) 4 credits, prerequisites: none.

A multidisciplinary intellectual history course in the thought of the 19th century, principally England during the period of revolutionary changes in literature and the arts (Romantic poetry and music, Jane Austen's *Pride and Prejudice* or Bronte's *Wuthering Heights*, Mary Shelley's *Frankenstein*, Conrad's *Heart of Darkness*, Shaw's *Man and Superman*), in natural science (Darwin's *Origin of Species*), in the sciences of man (Freud's *Civilization and its Discontents*), in political theory (Marx), in philosophy (Nietzsche's *Thus Spake Zarathustra*). We will take advantage of the extraordinary concentration of London's cultural resources, to attend performances of theatre, opera and symphony; to study Romantic landscape painting, pastoral and sublime (J.M.W. Turner); to tour Darwin's country home at Down, Kew Royal Botanical Gardens and the Natural History Museum's Origin of Species gallery 105; and to visit museums and exhibitions devoted to the Industrial Revolution, discoveries in science, natural history and technology, and England's role as a colonial power. Potential field trips include: Greenwich Royal Observatory, Natural History Museum, Liverpool's Maritime Museum and Quarry Bank Mills, Lake District (Wordsworth), Peak District (Bronte), Bath and Chawton (Austen house).

POL 295: Principles of Ethno-National Conflicts & Their Management

(Julianna Fuzesi) 2 credits, prerequisite: none. Enrollment cap: 20. This course aims to familiarize with the devices used for the regulation of national and ethnic conflicts. It seeks to provide students with an understanding of the tools available to states and policy makers to manage conflict. The course will include a close examination of cases of divided societies such as India, South Africa, Lebanon and Yugoslavia. Once students have a grasp on the concept of ethnicity, the course will divide conflict management into four main themes: 1) territorial devices, 2) repressive and accommodation incorporation, 3) violence, and 4) solutions within democracies. Instruction and discussion will occur in the classroom as well as out in London, at various museums, communities, and sites.

THE 275: British Theater in Performance

(Sheila Fox), 2 credits, prerequisite: none. Enrollment cap: 25. This course explores the inner workings of the elements that comprise the professional theatre in Britain through a careful examination of contemporary and classic plays in actual performance.

PHASE II- 6 weeks**ENG 250: Modern Literature in Place: Modern Irish Literature**

(Donna Vinter), 4 credits, prerequisites: ENG 120. Enrollment cap: 20. This course will study modern Irish literature written between about 1890 and the present, including fiction, poetry and drama by such authors as W.B. Yeats, J.M. Synge, James Joyce, Sean O'Casey, Elizabeth Bowen, Samuel Beckett and Seamus Heaney. It will introduce the student to the turbulent history of modern Ireland, while considering how these writers foster, invent, reinvent and critique ideas of Irish national, cultural and religious identity. It will also look at how the authors engage with themes that speak to the wider modern human experience. We will take advantage of opportunities to see Irish plays and hear Irish music in London, and there will be a field trip to the Republic of Ireland.

HUM /GLS/THE 295: The Play of Ideas

(Ellen Mease), 4 credits, prerequisites: none.

A multidisciplinary course based on the best text-based or literary plays in performance in the fall 2010 season. The British theatre scene is always rich with plays that seize on the leading ideas in political and cultural life, philosophy, science, and/or intellectual history. The Greek tragedians, Shakespeare, German Romantics like Schiller, writers of revolt (Ibsen, Shaw, and Brecht), modern classics like Beckett, Pinter, Stoppard (*Arcadia*, *Travesties*, *Coast of Utopia*, *Rock 'n Roll*), Frayn (*Copenhagen* and *Democracy*) and other current British, Irish and European playwrights engage their audiences with "smart plays." Through close reading, discussion, analysis of performance and of the political, social and cultural worlds of the play and playwright, this course will study the ways in which drama can be used as a critical tool for thinking and analysis, challenging the orthodox, subverting the complacent. The course may include class interviews and discussions with guest actors, directors and playwrights.

SST 195: The British Parliament

(George Jones), 2 credits, prerequisite: undertaking a Parliamentary internship. Enrollment limited to three Parliamentary interns. Class discussions and assignments focus on understanding and interpreting internship experiences with an academic perspective. Please note that class meetings may begin in Phase I.

SST 295: Understanding Work in the UK

(Donna Vinter, Mark Montgomery), 2 credits, prerequisite: acceptance into regular internship.

Enrollment cap: 12. Class discussions and assignments focus on understanding and interpreting students' internship experiences and those of their co-workers within the UK work environment. Topics include the meaning of work and changing definitions of work, the emergence of the culture of overwork and pressures that interfere with a viable work-life balance, the growth of the service economy and consequent increased importance of 'emotional labour' (work requiring one's emotional skills), the social costs of low pay, and the impact of EU legislation on the world of work in the UK.

SST 300: Internship

(Donna Vinter, Mark Montgomery, George Jones), 4 credits, prerequisite: none. Enrollment cap: 15.

Students work 32 hours a week for six weeks at internship sites in London. Separate application for an internship is required after approval to attend the program is granted in March. Learning contracts must be approved by the instructor, the internship adviser, and the work-site supervisor.

RECOMMENDATION FORMS

Please fill out the top portion of the recommendation forms included in this application and give them to two faculty members from whom you have taken classes. It isn't required that they be from your major or intended major department. Your recommenders will return your recommendations directly to the Off-Campus Study Office. Please be sure to give them the forms at least ten days in advance of the application deadline.

APPROVAL SIGNATURES

Grinnell-in-London Adviser: The GIL advisers are the faculty who will be teaching in London fall 2010: Ellen Mease (mease@grinnell.edu) and Mark Montgomery (montgome@grinnell.edu). Contact either professor by email to make an appointment to discuss your application. If you are interested in an internship, you must meet with Mark Montgomery. If you are not interested in an internship, you may meet with either Professor Mease or Professor Montgomery.

Grinnell-in-London Internship Adviser: The GIL internship adviser is the faculty who will be teaching the internship seminar and overseeing the internships in London fall 2010: Mark Montgomery (montgome@grinnell.edu). If you are interested in an internship, you must meet with Professor Montgomery and obtain his signature.

HAROLD & ANTONIA GARST '54 LEE FELLOWSHIP

Three fellowships of \$3,000 each will be awarded annually to Grinnell College students accepted into the Grinnell-in-London Fall Program. The Roswell and Elizabeth Garst Foundation established the fellowship to honor Harold Lee, a former professor and director of the London program, and Antonia Garst '54 Lee who taught for many years at the American School in London. The Grinnell-in-London admissions committee awards the fellowships based on student rationale for participating in the program, academic record, faculty recommendations, financial need, and the Harold & Antonia Garst '54 Lee Fellowship Application. Only students with high or very high financial need will be considered. Students with tuition remission are not eligible to apply. All applicants to GIL who are eligible for the fellowship will be considered – there is no separate application.

PLANNING FOR OFF-CAMPUS STUDY

Make an appointment with your **academic adviser** to develop a four-year plan of study at Grinnell. The Board is interested in both the breadth and depth of your academic program. Your program of study will be carefully evaluated with respect to the principles of a strong liberal arts education.

Please fill in the 4-year plan sheets for fall semester.

NOTE: If your four-year plan indicates an intention to graduate in fewer than eight semesters, you must have been approved for accelerated (“early”) graduation before final approval to study off campus can be granted. If you submit your application for GIL without prior permission to graduate early, your approval to study off campus will be made conditional upon such permission being granted.

RATIONALE

Your written academic rationale for studying off campus is a very important. Follow the directions in this section of the application carefully and state the rationale behind your proposal to study on GIL. Your essay will be closely considered - along with recommendations, GPA, and four-year plan - in approving your application.

INTERNSHIP

To apply for an internship, simply complete section 5 of the rationale. Your application will be reviewed in February and if you are accepted to the program, you will receive an acceptance packet in March. Please note that application to GIL as an internship student may require an interview with members of the Admissions Committee. Your acceptance packet will contain a one page internship application that explains that you write two essays and polish your résumé. You will be given suggestions on what a successful application includes, directions to visit both the Career Development Office and the Writing Lab, and a deadline for these items to be submitted to OCS. You will receive more instruction on internships at orientation in April.

WAIVER FORMS

NOTE: This form requires the signature of a parent or guardian.

Attached to this application is the **Grinnell College Waiver, Release, and Indemnification Agreement**. All students applying to study off campus are required to submit a copy signed by both the student and the parent/guardian. The agreement must be submitted together with your GIL application. Applications submitted without a signed agreement will be considered incomplete and cannot be reviewed by the GIL Board. When you have discussed GIL with your parent(s) or guardian(s) and obtained a signature on the waiver form, please sign it yourself and turn it in with your GIL application. Normally, the agreement should be brought to the OCS office together with your application, but if your parent(s) or guardian(s) wish to fax the form, faxed copies are acceptable. (If necessary, two copies of the form may be submitted, one signed by the student and the other by the parent or guardian.) **OCS Office fax: 641-269-4718**. When filling out the form, for 'Program' please list Grinnell-in-London Fall 2010. For length of Program, please list Aug -Dec 2010.

ON-LINE PORTION OF APPLICATION

You must fill out an online portion of the OCS application at <http://www.grinnell.edu/offices/ocs/application/>. When you have completed the on-line form, **attach a printout of the information you've entered to the front of this application.**

Applying to Grinnell-in-London or Grinnell-in-Washington as a first or second choice program? Applying for GIL or GIW plus a spring OCS program? Please see below for directions.

Applying to GIL or GIW as your first choice:

Complete the GIL or GIW application. You do not need to submit an OCS application.

Applying for GIL or GIW as your second choice:

Complete the OCS application. Fill out the fall semester sections of the OCS application for GIL or GIW. You do not need to submit a GIL or GIW application.

Applying for a full year off-campus (GIL or GIW as the fall semester choice, plus a spring OCS program):

1. Make an appointment to discuss your plan with either Neela Nandyal or Richard Bright.
2. Complete the GIL or GIW application, and list your spring OCS program choice in section II of the application.
3. Complete the following sections of the OCS application:
 - First page. You need only one signature, that of the Program Adviser for your non-GIL/GIW program.
 - Spring four-year plan, signed by your adviser if you have declared or, if you have not declared, by a professor in your intended major department.
 - Spring OCS course plan.
 - Rationale essay. You may use the same rationale essay for both applications.
4. Arrange for the following recommendations to be sent to the OCS office:
 - 2 OCS recommendation forms. Each recommendation form should list GIL or GIW under “ Fall 2010 Program” and your spring OCS program choice under “Spring 2011 Program.” You do not need to submit the recommendation forms attached to the GIL and GIW applications.
 - A letter of support from your major adviser or intended major adviser. This letter should specifically address your plans to spend a full year off-campus, and how they fit into your four-year plan.