

COURSE-EMBEDDED TRAVEL GUIDELINES
FALL 2013

The proposal should be one-page in length and address the following questions:

How does proposed travel support course objectives and what is its educational payoff? The trip to the site must be integral to the goals of the course in the particular semester when the course is being offered. The instructor will prepare students in advance for travel to the site. While it is desirable for all students in the course to participate in the trip, faculty should recognize that it may not be possible for *every* student to do so. Due to the obvious expense of international travel, the trip should provide exceptional educational value.

How is the trip linked to the faculty member's scholarly agenda? The trip should build on, or help develop, the faculty member's scholarly interests. Ideally, the trip should also be open to a small number of other faculty members who have similar interests and whose presence will increase the quality of the trip. The trip might result in a proposal for a Faculty Development Seminar or another opportunity to increase faculty knowledge of the site.

When will travel take place and what will you do during the trip? International travel should occur during a college recess period, but be linked to a specific course. The faculty member should provide a brief outline of the structure of the trip, along with anticipated enrollment in the course, as well as a brief explanation of how the goals of the trip can be met with the anticipated number of participants.

What familiarity or connections does the faculty member have at the site or sites of destination? The faculty member will better be able to facilitate the trip if she or he already has familiarity with the proposed destination. Ideally, the faculty member should make use of existing institutional connections to the site (such as an OCS program attended by Grinnell students) to profit from these support structures. If Grinnell has no institutional connections to the site, the faculty member should explain what support mechanisms are in place.

How will the results of the trip be shared with the broader campus community? The trip should benefit the larger campus community. Dissemination efforts can include student presentations, displays, performances, or other creative ways to share trip outcomes.

Additional information:

Travel within the United States is possible, as long as it serves the goals of the course and increases the global knowledge of students. The CIS funds are intended to support trips that last two or more days. Shorter outings should be proposed to the Instructional Support Committee.

The CIS can assist in the preparation and, if selected, the implementation of your proposal by:

- Answering questions about ideas you have concerning a proposal. Contact David Cook-Martin or Lynn Stafford at the CIS
- Linking you to information about existing institutional connections at a specific site
- Offering logistical support for travel planning
- Offering travel and emergency protocols and orientation

Here are some recent examples of course-embedded travel awards. Please see this clip about recent course-embedded travel to the Namib Desert and to South Korea:

<https://www.youtube.com/watch?v=pp3RNv5rMUM>

- Dan Reynolds (German) and Jenny Anger (Art) took students enrolled in their GRM/ART 295 course to Berlin for ten days over spring break 2012. The students studied the cultural and political history of Berlin as part of their final course projects.
- Jack Mutti (Economics) took students enrolled in ECN 295 to Seoul, South Korea for ten days in January 2013, as the conclusion to his course on Korea's economic development. Students met with business, political, and intellectual leaders in Korea.
- Kathy and Peter Jacobson (Biology) took students enrolled in BIO 395 to Namibia for three-and-a-half weeks in December-January as part of a course of study, spanning both fall and spring semesters, on Namibian desert ecology.
- Charles Cunningham (Physics) will be taking students enrolled in Physics 180 to the UK for approximately 10-12 days during spring break (2014), to enable students to experience the structures they will study in the course (Bridges, Towers & Skyscrapers) as a sort of "laboratory" experience, to discover features of various structures.
- Monty Roper (Anthropology) will be taking students enrolled in GDS 395 to Costa Rica during spring break (2014), to carry out individual research projects in a community which has a volunteer program, homestays and eagerly welcomes student researchers.