

# Course Descriptions & Bios, London 2024

## Anne Belden

### Santa Rosa Junior College

*The journalism bug infected Anne Belden in college when she experimented with radio news at UC Santa Cruz and then print at UCLA. After nearly two decades as a writer and editor for newspapers and magazines, she took over the helm of Santa Rosa Junior College's journalism program in 2006. She teaches the primary journalism courses and advises The Oak Leaf News staff, who publish a website, magazine and social media sites.*

*Anne received her undergraduate degree in mass communication from UCLA and a master's degree in media studies from Stanford University. In October, she published her first book, "Inflamed: Abandonment, Heroism, and Outrage in Wine Country's Deadliest Firestorm" about the botched evacuations at two senior care communities during the 2017 Tubbs Fire in Santa Rosa.*

*Anne's travels have taken her to 34 states, Canada, The Bahamas, Mexico, Belize, Costa Rica, Guyana, Chile, Madagascar, South Africa and several European countries. Yet she has always been drawn to London. Although Anne was slated to teach in Florence in 2021 — a trip cancelled by the pandemic — London was always her first choice. She is excited to teach journalism and mass communication in such a vibrant city and global information hub.*

## **JOUR 2: News Gathering and News Writing**

*3 units, CSU/UC transferable. Grade or P/NP.*

What better place to learn about producing content for print and online media than London, the home of the BBC, Fleet Street and tabloid journalism. Build your skills in news, opinion and entertainment review writing, and learn how to report and produce multimedia feature stories – all while you explore and deepen your knowledge of London, engage with students and area residents, visit the city's arts and entertainment scene and explore social issues facing Londoners. No previous journalism experience is required.

## **JOUR 52A: News Media Practice**

*3 units, CSU transferable. Grade only.*

Enhance your skills in writing, editing, photography, video production, podcasting and social media content creation as we produce "The London Branch" of The Oak Leaf News. You will publish articles, videos and podcasts to TheOakleafnews.com and affiliated social media sites on Facebook, Instagram, Twitter and TikTok. Record your life-changing London experiences as you research, write or produce news, feature, sports, opinion, personal experience and arts and entertainment stories related to Study

Abroad students or London life in general. No previous journalism experience is required but taking Journalism 2 simultaneously will be to your advantage.

## **MEDIA 4: Intro to Mass Communication**

*3 units, CSU/UC transferable. Grade or P/NP.*

This class will give you an overview of the history, structure, function and influence of print, electronic and digital media — with a London twist. We won't only study how Americans engage with mass media but how the British use it as well. Among the varied assignments, you will evaluate the overt and covert messages in British and American mass media; attend part of the London Film Festival; study the history of and cultural differences between American, British and global journalism; examine London's tabloid culture; compare and contrast advertising content between England and America, and observe how the U.S. presidential election is portrayed in British news.

### **Greg Beyrer**

#### **Los Rios Community College District**

*I am the distance education coordinator and a professor of history at Cosumnes River College, and I am eager to spend a semester with you in London. In my history classes (including American history) I like to bring a global point of view. This is helped by my international travels, which include a summer spent wandering across Europe. I remember seeing the living remnants of times long past and feeling wonder as I walked the same roads and paths that others have been walking for hundreds or thousands of years.*

*History is an interpretive discipline, which means there are an endless number of stories from the past. Our journey will be filled with delight as we learn about the experiences of the many peoples whose actions and interactions made their world and echo through time to inform our lives today. Each of us brings a unique perspective to the study of the past, informed by the material we work with, our own identities, and the environment where we are learning. You too are a scholar of history, and in our classes we will together discover what points of view emerge from being historians in London.*

*What will you discover?*

## **HIST 302: History of Europe Since 1500**

*3 units, CSU/UC transferable.*

Until August 1, 2024, this course will be called "History of Western Civilization." We'll talk about this change as we learn about the past 500 years in Europe. We will explore the concept of "Western Civilization," which will be more interesting because we will be in a location that was not even part of "the West" before the people who lived there came to consider themselves the center of "the West."

Our class is a survey of European history from the sixteenth century to the present, emphasizing the interplay of social, political, economic, cultural, and intellectual forces. Those forces were often indigenous to the continent but also involved global interactions in which Europe influenced and was concurrently influenced by the broader world.

## **HIST 310: History of the United States (to 1877)**

*3 units, CSU/UC transferable.*

Learning American history from London presents us with a special opportunity. The people who have lived in and governed from this place have had an outsized influence on the American past. For the first half of American history, this influence includes sea voyages of discovery and conquest, the creation of a new economic system in capitalism, and the emergence of an ideology focused on individual freedom. Our class will survey United States history from its European, African, and Native American backgrounds to 1877. It examines the origin and development of many of this nation's political, social, economic, and intellectual institutions including their influences upon contemporary American life. It also emphasizes such historical concepts as cause and effect, multiple causation, historical context, and historical interpretation.

## **HIST 311: History of the United States (1865 – Present)**

*3 units, CSU/UC transferable.*

Learning American history from London presents us with a special opportunity. The people who have lived in and governed from this place have had an outsized influence on the American past. For the second half of American history, this influence includes models of global conquest, the expansion of suffrage and other civil rights, and how nations participate in a globalized world.

This course is a survey of United States History from 1865 to the present. It analyzes many of America's political, social, economic, and intellectual institutions, including their influences upon contemporary life. This course also examines this nation's increasing involvement in world affairs. These analyses are set within the context of such historical concepts as evidence, cause and effect, multiple causation, and historical interpretation.

## **Lindsey Ayotte**

### **San Mateo County Community College District**

*Lindsey Ayotte is a Professor of Communication Studies at Skyline College. Lindsey holds a Bachelor of Arts in Communication Studies from San Francisco State University and a Master of Arts in Communication Studies with an emphasis in Performance Studies from San Francisco State University. Lindsey is the current Director of Forensics: Speech and Debate Team at Skyline College. She believes that speech and debate allows students to develop public speaking and argumentative skills through the idea and practice of transformation through advocacy, creative expression and dialogue as students test ideas in conversation with communities outside their own. Lindsey has also served in various leadership roles at Skyline College. Lindsey truly believes that humor in the classroom is an important way to build community, because learning should and can be fun. When Lindsey is not in the classroom she is most likely hanging out with her family and friends. Most weekends consist of playing with her 6 year old daughter. Lindsey would describe herself as a passionate food enthusiast with a deep appreciation for diverse culinary experiences especially while traveling. In addition, she loves to spend time outdoors, camping, and swimming.*

*Message from Professor Ayotte to prospective students: My goal for students during the semester abroad is to continue thinking for yourself. I want students to leave my courses and this experience not thinking the same way as I or your peers think but to learn to be more aware of the information you consume in order to be true critical consumers of knowledge. Oftentimes we associate the word "critical" with negativity but in fact this does not have to be true. To be critical of something is to consider the multiple perspectives/outcomes/solutions that are possible, rather than participating in a two-sided conversation. My courses will push you sometimes out of your comfort zone and encourage you to re-think what it is that you know. You all are coming from a very specific social location in which you have already existed for the duration of your life so far and this is important! You shouldn't feel like you need to check who you are at the door, but rather embrace your differences. What makes my courses, (I would argue all communication studies courses, but I am biased) successful is your willingness to participate fully, take risks in self-disclosure, and respect what your peers share as we attempt to make sense of what learning and engaging in dialogue amongst differences of opinion in an international setting can be.*

## **COMM 127: Argumentation and Debate**

*3 units, CSU/UC transferable, letter grade or P/NP*

**Catalog Description:** Principles and techniques of argumentation and debate, including research in significant social problems and issues, analysis of propositions, evidence, inductive and deductive reasoning, and fallacies of language and thought. Training and practice in the presentation and evaluation of oral and written arguments.

Message from Instructor: Debate is an activity that happens on a global scale and understanding how to cater a message to a specific audience is important while attempting to persuade someone to do something. In this class our goal will be not only to improve your argumentation skills, but also to develop an understanding and appreciation of public advocacy in a democratic society. Since ancient Greek and Roman times, public speaking has been taught both as the foundation of a liberal education and as an essential skill of democratic citizenship. Whatever expertise or talents an individual may have, the ability to speak effectively in public remains fundamental to one's success, as a professional and as a citizen. In our increasingly complex and technologically sophisticated world, the ability to analyze problems from a variety of perspectives, and to inform, persuade, and motivate others is more important than ever. In order to develop an appreciation of the importance of argumentation in our personal, professional, and civic lives, this class will focus throughout the semester on actual, on-going political and social controversies in the UK. Students will begin to view argumentation not as one-way communication, but as part of a larger, on-going public dialogue.

## **COMM 150: Intercultural Communication**

*3 units, CSU/UC transferable, letter grade only*

**Catalog description:** Study and practice of intercultural communication in domestic and global contexts. Examines the intersectionality of culture, power, identity, verbal and non-verbal communication to increase perceptual awareness and cultural competency. Students are expected to demonstrate and apply skills through individual and group oral presentations.

Message from Instructor: This course reframes intercultural communication through a power-based perspective that highlights how macro structures and forces (governmental, historical, economic, media, institutional forces) interrelate with micro-communication acts, encounters, and relationships between and within cultural groups. While students engage in the "outward" journey of exploring a new place and culture, they will also be encouraged to critically reflect on their "inward" journey (i.e. paying attention to their assumptions and biases, how and if their assumptions and biases are being challenged, and exploring the ways in which they are negotiating these tensions). Furthermore, this course will assist students to move beyond cultural 'constraints', barriers, and begin developing communication competence across cultures and cultural groups.

## **COMM 160: Gender Communication**

*3 units, CSU/UC transferable, letter grade or P/NP.*

**Catalog Description:** Study of the relationship between gender and communication in multiple sociocultural contexts. Analysis of the intersectionality of gender and identity, culture, perception, power, media, history, language, and nonverbal communication from social science, interpretive, and critical theoretical approaches.

Message from Instructor: This course will not only look at theories and concepts related to the spectrum of gender, but also does the work of incorporating intercultural communication and interpersonal communication theories. Gender means different things in different parts of the world. Understanding, witnessing and applying theoretical frameworks from this course while studying abroad is imperative to one's understanding of gender construction.

## **LD Green (they/them)**

### **Contra Costa Community College District**

*The first time I traveled to England, I was eleven years old and I was enamored. I got to see a play in the West End, I witnessed Stonehenge, I rode double decker buses. The second time I went to England, was just two years ago in 2022 while I was on sabbatical and researching the (YA romantasy, somewhat historical) graphic novel I was writing. This time, my love deepened. I saw a mind-altering play at Shakespeare's Globe; I stood at the front of the crowd, shouting and slapping the stage with the rest of the "Groundlings." I wandered the British Library in awe, gazing at the ancient and historically significant books on display. In the country of England, I visited a castle, a cave, a shrine to a mystic woman writer, and boated down the river Cam and under its bridge in the town of...Cambridge. And I had my share of British delicacies, including clotted cream at a tea service. All in all, a delightful visit.*

*I can't wait to share my love of these British Isles and their literature—from classic to contemporary—with you.*

*As a writer and reader of Young Adult and science fiction and fantasy myself, I have a particular interest in teaching children's literature as well as sci-fi and fantasy. As a theater geek (I acted in Shakespeare plays as a kid), I'm excited to introduce Shakespeare ("the Bard") to you.*

*Other fun facts about me: I love teaching creative writing, and fun literature (especially graphic novels) to community college students, and in addition to my fictional writing, I write poetry and creative non-fiction. I write and think a lot about how a really valuable form of mental health support comes from our peers, in mutual aid. Also, I play Dungeons and Dragons, enjoy lots of other nerdy things, and have two cats.*

## **ENGL 124 – Children's Literature**

*3 units, CSU/UC transferable.*

The British are wild for children's literature! From picture books to middle grade to Young Adult, some of the best work in this genre comes from this country. From picture books we'll read: "The Tale of Peter Rabbit" by Beatrix Potter, and *Blueblood* by Malorie Blackman that is a take on the fairy tale of Bluebeard, which we'll also study. In the middle grade realm we'll read Roald Dahl's classic *Matilda* about a little girl with telekinesis and terrible parents. Neil Gaiman's *Coraline* is ghostly and ghostly—and a contemporary work of art. We'll read its graphic novel adaptation. We'll also read the enchanting, witchy, *Howl's Moving Castle* by Diana Wynne Jones and watch the Miyazaki film adaptation of the same. In the world of Young Adult novels we'll explore *The Golden Compass* by Phillip Pullman, which was written as an atheist response to *The Lion, the Witch and the Wardrobe*, so we will read both of these and engage in a discussion about what it means to write about religion (or against religion) in the young adult sphere, and explore Pullman's mystical humanism vs. scientific atheism, and with it, the role of religion in contemporary British life. Finally, we'll read *Unlondon*, a fun-house mirror, topsy turvy version of London in a gripping YA novel by the fantastic China Mieville. As it deals with what lies beneath this city we'll be living in for a whole semester, we'll take his metaphor literally and take a historical tour of London's "tube"... "the underground": the oldest subway system in the world...

## **ENGL 132 – Literature of the Fantastic: Myth, Fantasy, and Science Fiction**

*3 units, CSU/UC transferable.*

We will explore various aspects of the British fantastical imagination, including: early British myths of Camelot, the role of ghost stories in British literature and culture, fairy tales and magic, the colonial imagination, and wit and humor. We'll start the semester with a study of the ancient monument of Stonehenge and how its persistent mystery prompts us to discern between fact, myth, history and legend. We may get to visit this haunting and mystical structure. Another possible field trip is to the British Library's rare book room to take in the history of the book, and where we can witness how a documented myth, illuminated by art and the written word, became sacred text. We'll also study a few of the early myths of Camelot, and then read a contemporary queer, feminist retelling of Percival and the Quest for the Holy Grail: *Spear* by Nicola Griffith. Next up, a sharp turn to science fiction and comedy with *The Hitchhikers' Guide to the Galaxy* and an episode of *Dr. Who*: the longest running television show in the world (60 years!) and incredible, influential franchise. We'll set out to not only enjoy British wit and humor, but attempt to see what makes it tick. Then we'll return to the

otherworldly with a couple ghost stories, and a graphic novel *The Many Deaths of Laila Starr*—set in Mumbai by the Indian-British writer Ram V. This will prompt some questions of the colonial imagination, which we'll continue to explore in *Dragonflight* by Irish author Anne McCaffrey—as many say England's colonization of Ireland was its rehearsal for its empire. Finally, as we think back on all we have read, we'll read the delightful *Haroun and the Sea of Stories* by Salman Rushdie—a fantasy parable about storytelling, and its purpose and necessity; we'll use the last week of the semester to reflect on all we've learned and share our own authored “fan fictions” from our favorite book of the semester with each other.

## **ENGL 230 – Thinking and Writing Critically About Literature (PREQ: College Composition)**

*3 units, CSU/UC transferable.*

Theme:

Introducing Shakespeare: The Bard and his Bardic Inspirations

Not only does this course fulfill UC and CSU transfer requirements for advanced English composition, this offering is designed to introduce you to one of the most influential and iconic and important writers from England, and in the English language: Shakespeare. We'll also study contemporary adaptations of his work in film, in a manga (graphic novel), and a novel while developing your critical thinking and writing skills. We will read: *Shakespeare's Hamlet: The Manga Edition*, and then read whichever play is being staged at Shakespeare's Globe in London at the time. (TBA on the Globe website soon.) We will then go watch that play—and trust me, (I've been there) a play at that theater (a fantastic, mostly historically accurate recreation—Shakespeare's was actually bigger!) is not what you might imagine. It's more like a rock concert than an opera, with a big mosh pit for what were historically called “groundlings” shouting and causing a ruckus. Next: the novel *Love in Idleness*, a whimsical 21st century take on Shakespeare's comedy *A Midsummer Night's Dream*. (We'll watch the 90s film adaptation of the same). The semester ends with studying a few Shakespeare sonnets, a research project (not a full paper) supported by our tour of the Globe and a creative exercise from several options.