



Course Title: Experience London’s Theatre, Art, Music, and Design

Program and Date: London Maymester, May 13th – May 28th, 2025

Academic Department: Theater, Art, Interdisciplinary

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Get to Know Your Professor

First, a quick introduction: I am a lecturer at both the University of Louisville and Bellarmine University in Louisville, KY, where I teach in Theatre, Humanities, and Interdisciplinary Studies. One of the things that I love about working in different disciplines is the opportunity it gives me – and my students! – to consider the connections between them, and tackle questions about our relationship to the arts and what they might say about our us and culture. I use those ideas and questions as a foundation for building what we’ll do together in London, and how we’ll talk and think about what we see and experience. This is my ninth year teaching the CCSA London Summer program, and I’m so SO pleased you’ve taken the plunge!

Course Description

London is one of the most dynamic cities in the world, and home to centuries of theatre, visual art, music, and design. In this class you’ll explore some of London’s famous sites, but you’ll spend even more time discovering unique destinations and experiences that are off the beaten path. You’ll see street art and the great masterworks, hear classical and contemporary music, watch cutting edge theatre and productions of Shakespeare, eat traditional British food and try new flavors – you’ll even meet and work with some of the artists themselves. You’ll experience first-hand how it feels, looks, and sounds as all the arts come together on the vibrant streets of London!

Course Level and Credit Hours

Undergraduate and Undergraduate Honors. Your campus may be able to transfer it as a Gen Ed Fine Arts course, Introduction to Theatre, Special Topics in Art History, or Introduction to Humanities/ Interdisciplinary Studies/Liberal Arts. Bellarmine students can use this course to fill their IDC 401 requirement.



Prerequisite(s)

None

Student Learning Outcomes

Upon completion of all coursework with a passing grade and full participation in course activities, students shall be able to:

- Look at, hear, watch, or in some way experience some kind of creative work and say something about it beyond “I like it,” or “I don’t like it.” Rather, say *why* you do or don’t like it.
- Use vocabulary associated with discussing the type of work at hand.
- Make connections between different works or even different types of art, following ideas across disciplines.
- Assess the goals of the artist and the potential (or enduring) impact of their work and the changes that have followed it.
- Expand your ideas about what can be classified as “art.”
- Share the work you’ve done with other people.

Required Readings and Materials

PLEASE NOTE: These are technical and physical material **requirements**

For this course you must have:

- A laptop
- A small sketchbook or some kind of notebook with unlined paper (NOTE: I may be creating one of these for you that is specifically geared to our course activities; you’ll buy this on Amazon rather than purchasing a notebook. I will let you know this in advance of our departure.)
- A pen or pencil (or some other drawing medium you’re familiar with/comfortable with, like charcoal, pastels, etc)
- A way to write down notes (you can use the blank pages, or you may want a small lined notebook for this)
- A file storage system, like Google Drive or Dropbox) to move files from your phone to your laptop;
- A no-cost app on your phone that allows you to record sound and export the file to your computer in some fashion (via that file storage system);
- No-cost sound/video editing software for your laptop;
- A no-cost individual account for the learning platform Canvas (this will be different than a Canvas account that might be associated with your home university. I will help you set up that account).

Textbooks

There are no assigned textbooks for this course. Instead, the events we’ll attend and the hands-on work we do – what we’ll call the “artifacts” of the course – will serve as your primary texts.

Any other material you need – essays, videos, articles, tutorials – will all be made available to you electronically via our Canvas site.

Assignments and Grades

Class Participation: 10%

This is an *exceptionally* active class, and you need to plan on being equally active during our time together.

You will each be responsible for getting us where we're going for at least one event. That means that you'll need to do some research on where we're going, when we're going, and the best ways to get there.

Getting started with your blog, responses to readings, pre-departure assignments: 10%

This is the foundation for the work that will take up much of your time, for several reasons. All of your assignments will go onto your blog and/or into discussion boards in one way or another: these include short and more in-depth responses to events and class topics, small observation assignments, and larger creative assignments.

Responses and Reflective Engagement: 35%

You will write short responses to class events – plays, a museum exhibits, tours of homes or gardens (perhaps even a meal!) – tying them to some of the ideas that drive the class. We are going to be on the run during our time together and we may not always have time in our post-event discussions to go into as much detail as I would like: these responses will be your opportunity to explore and express what you experienced in more depth. I will give you a series of prompt questions to guide your responses (with many of the same questions and much of the same vocabulary whether you're writing about food or about seeing a band at a club). These responses are graded on content, but also on grammar and writing mechanics. You can be informal, but you still need to be communicating at a university level in terms of your writing. Too many spelling and grammar errors will affect your grade.

Creative Projects: 35%

The major projects for this class, beyond your short written responses to events and activities, are all in some way creative: even the structure of your blog is based on a series of creative choices that you've made. (Though your responses can be creative too! Draw! Doodle in the margins! Practice different handwritten fonts!) You will have the opportunity to create images, videos, audio recordings, and collages using all those elements, and you'll then upload your work to your blog. You will be given a detailed set of instructions (with examples) for each of these assignments.

On-site Assignments Week One

Blog posts and discussions:

- Different lives, different stories
- Awareness of experience
- Can art change the world?
- Scavenger hunt treasures
- This week's sights, tastes, and sounds

On-site Assignments Week Two

Blog posts and discussions:

- Different lives, different stories
- Awareness of experience
- This week's sights, tastes, and sounds
- Can art change the world?
- London Neighborhood project
- Letters of London photo project
- My map of London

Final and post-departure assignments: 10%

Your final will be in two parts: a creative project, and an accompanying written synthesis of your experience of the arts in London; both of those are due after we're back home. Please note I will grade your final written analysis much more closely than your journal entries in terms of content, structure, and grammar.

Grading Scale

The following scale will be used to compute your grade.

A+	100+	A	94-99	A-	90-93
B+	87-89	B	84-86	B-	80-83
C+	77-79	C	74-76	C-	70-73
D+	67-69	D	64-66	D-	60-63
F	0-59				

Onsite Learning Experiences and Activities

Onsite learning experiences in this class will likely include the following site visits. This is a tentative list which will be replaced with a detailed daily itinerary of class meetings and field trips prior to the departure date.

- Sightseeing on the River Thames, leaving from Westminster Pier
- Theater performances: *The Play That Goes Wrong* at the Duchess Theatre, National Theatre, Young Vic Theatre, Shakespeare's Globe Theatre, Almeida Theatre, Bridge Theatre
- London Neighborhood projects, explore: Brixton, South Bank, Notting Hill, Camden Town, Soho and Chinatown, South Kensington
- Museums, including some special exhibits: House of Dreams, British Museum, Tate Modern, Science Museum, Victoria and Albert, National Gallery
- Tea at the Science Museum
- Gelato at Amorino's
- Spitalfields Market
- Street art tour in Shoreditch
- Riblatt Treasures Room at the British Library
- Courtauld Gallery
- Kew Gardens, photo project, grounds and Kew Palace



- Special exhibit: Of the Oak
- Portobello and Golborne Road Markets
- Regent's Canal and Little Venice
- Music at Blues Kitchen
- Music by Candlelight, St. Martin's in the Fields
- Ephemera book project
- London Eye

Note on content: the arts are designed to challenge our thinking about ourselves, about others, and about the world. As a result, sometimes the art we will see, hear, observe, or somehow engage with will contain content that might be considered offensive (or, as a part of the goals of the artist, is deliberately offensive): profanity, depictions of violence, sexual terms and situations, challenges to concepts of race, religion, sexual orientation, and gender; etc.

Attendance Policy

Attendance is mandatory at all scheduled activities and class meetings as well as field trip excursions. This includes any virtual meetings before and after the onsite experience. Repeated absences, including for ill health, will require documentation to be excused.

An *unexcused* absence may result in an F for the course.

Academic Integrity Policy

Just don't. This course is a tough one for plagiarism, even if you're using AI – you really have to make an effort. Save that effort for actually doing the work. Please feel free to discuss your projects and your ideas with me and/or your colleagues, and then turn that energy back into fulfilling the assignment. If someone shares a good idea that you want to run with, simply (and properly) acknowledge that. Any good artist will tell you that they build work based on the work of others; just let us know whose work you're paying attention to.

If you manage to find a way to plagiarize, you will fail the course and we will contact your home university.

Physical Expectations

Program requires walking 3-5 miles per day on uneven pavement in all kinds of weather and long periods of standing. Students must be able to carry their own bags and belongings.

Disability Accommodation

CCSA is committed to providing access to education abroad to the extent possible in a study abroad setting. The earlier CCSA and the faculty know the needs, the more likely we can accommodate them. At a minimum, students seeking accommodations are to contact both the CCSA office and the faculty one month in advance of the program's beginning. Students seeking such accommodation



must provide CCSA with a copy of the letter on file with their own Office of Disability Services outlining what services they receive on their home campus.

Diversity Statement

Please keep the following principle in mind as we move through the course as a community of artists: As a group of diverse individuals with various backgrounds, including those influenced by ethnicity, age, gender identity, physical abilities, religious and political beliefs, national origins, and sexual orientations, we will strive to learn from and work with each other in an atmosphere of positive engagement and mutual respect. Bigotry, including racism, sexism, ageism, homophobia, transphobia, religious intolerance, misgendering, using names other than that which someone has chosen, and other forms of prejudice will not go unchallenged.

Title IX Policy

Sexual misconduct (including sexual harassment, sexual assault, and any nonconsensual behavior of a sexual nature) and sexual discrimination violate CCSA policies. Students experiencing such behavior may obtain support from the Onsite Program Director or the CCSA Executive Director. To report sexual misconduct or sex discrimination, contact either of these two officers. Disclosure to faculty instructors or CCSA officers of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on the program or involving a visitor, student or employee is not confidential under Title IX. Faculty and other CCSA employees are required to forward such reports, including names and circumstances, to the CCSA Executive Director.

Statement about Final Syllabus

Please note that all CCSA syllabi are subject to change, but every effort will be made to ensure participants receive notice of such changes in a timely manner.