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Upfront

An eSource from the
College of Extended Studies
San Diego State University

Tapping *Into* the Business of Craft Beer

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4 *New* Programs
International Study Abroad & Work
Osher Lifelong Learning

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Upfront is an online source for engaging, informing, and cultivating conversations on workforce topics. It provides up-to-date information, insight, and trends on today's most talked about topics in professional development.

Many programs described in this publication are SDSU Research Foundation programs.

Craft Beer = Passion+Collaboration

An Interview with Claudia Faulk, Owner of Aztec Brewery

Claudia Faulk earned a degree from SDSU in graphic design/multimedia, and earned a master's degree in educational technology. She and her husband started their own graphic design business, Webster Design. Faulk also works at MiraCosta College as an associate professor – she teaches beginning web development and social media for business.

After years of promoting other businesses, Faulk and her husband wanted to have their own product. "Friends suggested to get some widget made in China, but we wanted something made in America. What's more American than craft beer? We decided to start up a brewery," she says. They started by learning to home-brew, because she believes that you should have at least a basic understanding of what a business is all about.

What makes brewery startup different from starting up any independent business?

I assumed at first that it would be pretty similar to running our graphic business. But it's more complex, and you need more people to work from one end to the other in a brewery. We had employees in our

graphic business, but the focus is much more narrow. You have to work smart. The profit margins are slim. From the outside people might see the coolness factor. Rock star and brewery owner – both are pretty awesome job descriptions, but both take hard work to get there. And there is no guarantee of success.



Why should people take your class Brewery Startup?

I am a big believer in lifetime learning, and craft beer has grown so much. There is so much to learn, from the diversity of flavors to skills needed to manage and grow the business. It's a complex business. If you come into it with unrealistic expectations, you could get sideswiped by reality. I'll admit we were pretty naive when we started out. It's not a 9-5 job. It's a major commitment of time and money.

What are the complexities of starting a brewery in San Diego?

The craft beer business is one of the most regulated businesses in the U.S. There are piles of paperwork. Luckily you can reach out to the breweries that started before you. We did that, and received great advice. We try to pass the favor on too.

Figuring out how much money you will need is complicated. It's easy to grasp the large purchases, but there are always extra unexpected costs that mount up fast. Deciding which route you want to point your business can be difficult too. You need to think way beyond a typical five-year plan to even set short-term goals.

And, importantly, just because it is easy to get into a city, does not mean it is easy to run a business and make a profit there. As the number of breweries increases per area, customers no longer have to venture as far to have a brewery adventure. The consumer is happy because they have ten breweries in their backyard. That affects the bottom line if you are depending on your tasting room.

What makes a great craft beer?

Passion. You need to listen to the people who drink your beers, and be willing to take a chance on doing something different. Reach to make the beer better – even if that means making it consistent. Deciding the type of beer you make depends on you... but you also have to listen to your consumers.

Just as in any field of art, there is a different answer for every person who drinks the beer. Some people prefer light, crisp clear beers, and at the other end of the spectrum there are those who prefer a bold, dark beer whose flavors increase as you slowly sip and enjoy it. I am not a beer judge. I do like flavor. Being able to close your eyes and think how the beer smells and then feels in your mouth.

And being able to say WOW! Sometimes you just want to say – that is so refreshing.

I won't claim to be a brewer, but I have home brewed and like to think up ideas for beers. We all brought at least one recipe in when we started Aztec. Mine was the Chipotle IPA. I think they kept making it to humor me, but it has become one of our top-selling beers. I wanted something subtle that makes people stop and think while they drink it. Not all craft beer has to be in your face.

What's it like to be a woman in a male-dominated field?

I have never been interested in working in a job that is seen as typically a female field. I am no stranger to playing that role. When I got into the graphics business people would assume I was the secretary, so I had to work harder and smarter and prove myself over and over. That made me a stronger person. I am not afraid to stand up and ask questions when they need to be asked. I played the bass in a rock band. And, now craft beer. I am involved in the community, locally the Vista Brewers Guild and now the San Diego Brewers Guild. I am trying to learn as much as I can about the beer and the business from all sides.

The most frustrating part for me is when someone asks if my husband is one of the owners and I'm ignored. So now I will say, "Yes, he is and he is also married to one of the owners." Makes them stop and think and sometimes laugh. Better to do that than get angry.

Women supposedly have much better palates and were the first brewers. My husband



laughs when I close my eyes and think about the taste in my mouth and describe it.

What is the future of craft beer?

Who can really say? It's a hot trend right now. Will we reach a saturation point? In some ways we could. But there is plenty of room for more craft beer drinkers. As the variety of flavors expand, the ability to pair with all types of foods, from appetizers to desserts grows too. It's a great business to be in. Craft beer is an affordable luxury. You can go out with friends for an evening, have a great time, and spend less than \$20. As a community, the local craft beer enthusiasts can all educate others in the pleasures of craft beer. Get them to take the first step into the wild side. Expand their palate. Help them find their WOW! moment.

Why craft beer?

I'll repeat myself. It's such a great American product. It's become such a phenomenon that the big beer guys are standing up and taking notice and changing their game. Even the traditionalists from Europe are becoming more interested in collaboration brewing with American brewers. It brings new blood to the beer market. And we all benefit.

Moon Rises in the Local Craft Beer World

Candace L. Moon was born and raised in Birmingham, Alabama, and she went to college at the University of Virginia where she majored in psychology. She then spent five years working for a software company, and later spent ten years working in the corporate offices for Circuit City in its music department working in advertising and buying. She left that job to attend law school in California. It is in law school where she found her interest in craft beer. "I ended up bartending at Hamilton's in South Park, San Diego during law school," Moon says.

Regarding starting a startup craft beer brewery, Moon says, "You need to realize that there are numerous laws and regulations that come into play in this area, both on the state and federal level that other small and independent businesses don't have to deal with. There are also many complexities of starting a brewery in San Diego – everything from raising capital, and the legal ramifications involved, to selecting a location that is appropriate for what you want to accomplish, to getting all your licensing through the system as expediently as possible, to creating a brand and standing out from the crowd."

Moon with Claudia Faulk (owner of Aztec Brewery) will be teaching the class, *Brewery Startup*, in the spring. The class is a great introduction to all the various facets of starting a brewery or brewpub. It not only helps students see the reality of the complexities

involved, it will also help them to better conceptualize what exactly they want to do.

Craft beer is a male-dominated field, but that is changing as much as the industry is. "I've always been one of those girls who has had lots of guy friends, so working with mostly guys feels pretty comfortable," Moon adds.

The future of craft beer appears to be more great beer, but it does have a long way to go to catch up to the wine industry. There is always room for great craft beer and those who love it or want to learn more about it.



Guest lecturer, Greg Koch, CEO and co-founder of Stone Brewing Co., and Exploring Beer instructor "Dr." Bill Sysak, Beer Ambassador of Stone Brewing Co., pose with the first cohort of students in SDSU's Business of Craft Beer Certificate program.

HISTORY LESSON

by Gregory Papadin and Jacquelynn Salas



Craft Beer – A History

Beer drinking began around 3500 B.C., when the brewing of beer became a worldwide process. Beer was originally limited to high-class citizens until it turned into a wide-scale production, where it became available for anyone with a passion to drink beer. Native Americans even created their own type of beer using corn, thus the creation of corn beer. Craft brewing began to take off in the 1970s, after the different styles and techniques that were introduced from immigrants started to fade due to the prohibition. Starting from 700 and getting cut to 50, breweries slowly diminished and the options for beer became limited. However this sprung about a new era, where the different styles and traditions of beer came from homebrewing.

Since their options were limited, people learned to make the beers that they weren't able to buy anymore. Homebrewing is what led to the creation of craft beers. Through countless homebrewing techniques and the collection of influences

from all over the world, people began to spread their unique craft beers and start their own brewing companies.

Craft brewing has grown exponentially, from eight craft brewers in 1980 to 537 in 1994. Since June 1, 2013, there have been more than 1,500 breweries specializing in craft beers. The evolution of craft beer has been a growing process that continues to evolve and incorporate different cultures worldwide.

Craft Beer – A San Diego History

San Diego was a central part in the brewing of craft beer. Prior to prohibition, San Diego had about seven breweries and 55 saloons. Those seven breweries turned to three (after the illegalization of alcohol) and together they produced 25 percent of California's beer. However, this success did not last long. The major national breweries quickly bought out the local breweries and became the primary distributors in the beer market. Due to the major breweries' role in packaged beer, increased barrel

taxes, grain rationing, and the increased market for imported beer, all of San Diego's breweries eventually closed in 1953. It wasn't until 1978 when Congress passed an act that allowed home brewing without taxation that craft beer flourished. Starting with the first microbrewery in Sonoma County, craft beer eventually made its way to San Diego. It was due to the rising prices of imported beer that microbreweries took off in San Diego during the 1980s. As craft beer became more popular, the opening of Bolt brewery in 1986 led to a surge of microbrewery establishments. People started investing in San Diego's brewpubs because of downtown San Diego's ability to attract visitors and locals who had enough money to spend on the variations of beer. San Diego was once again a major contributor to the beer industry, becoming the 12th largest market for imported beers and the 17th largest beer market in the country in 1989. By the year 2000, everyone was able to enjoy craft beer. Craft beer is an innovative industry and has become an essential part of San Diego's history and economy.

Where will you be in 16 months?

SDSU has developed a new program that can take you from one level to the next in 16 months – a master's degree in public administration. Career advancement and promotions are tied to an individual developing and growing in the industry. Learn the modern principles of a public administrator, and become an industry leader by enrolling in the online San Diego State University's Master of Public Administration (MPA) program, which is ranked fifth in California by *US News and World Report* (2012).

Who: primarily for "in-service" students; that is those currently employed in managerial or related positions in public agencies or nonprofit organizations.

How Long: 16-month, fast-track degree program (taught in six, two-month modules with two on-campus experiences – one at the beginning, and one at the end of the program).

What to Do: Complete an application.

Five Unique Features

- ① **Top Industry Instructors**
- ② **Tuition Is Competitive**
- ③ **Accredited Program**
- ④ **Online – Study Anywhere and at Anytime**
- ⑤ **Fast-track Study – Only 16 Months**

Q & A with Stuart Henry, Ph.D. Professor and Director, School of Public Affairs

Can you tell me a little about yourself – how and why are you involved with MPA online?

I am the director of SDSU's School of Public Affairs and we have undergraduate and graduate programs in criminal justice, public administration, and city planning. The Master of Public Administration (MPA) is our flagship graduate program, ranked by *US News and World Report* in 2012, as fifth best in California.

Can you tell me about the program and why it was developed?

The 36-unit MPA online is the same program as the one we offer on campus, and is taught by the same faculty. The difference is that it's fully online and the 16-month program rather than a two and a half to three years that the campus-based program takes. Students take six modules that each last two months during which time they take two courses per module. Also, the online MPA program is primarily intended for working adults who are employed at managerial-level positions in government or nonprofit organizations; the campus-based program is open to pre-employed students who then have to do an additional 12 units of internship courses.

There are three main reasons why we developed the online program. First we have been offering the MPA program at off-campus locations for many years. We have offered it in the cities of Vista, Oceanside and most recently, in Carlsbad. We graduated 21 Carlsbad city employees in May 2012. The city wanted to know when we would offer the program again. We



then explored the possibility of developing the program online.

Second, we offer the MPA at the Imperial Valley Campus (IVC). Since the state budget crisis we have lost faculty, and particularly at the IVC, through attrition and retirements and it has been difficult to maintain the minimum standard of faculty (required by NASPAA, our accrediting agency) at that campus. As a result the online MPA will replace the IVC operation and fold in the cities' programs.

Third, the local area has a need for a more flexible teaching modality. Students working all week do not want to drive to campus for two or three nights a week, find parking, and then get out of class at 9:40 pm and drive home. This is especially true for those who are more than 40 minutes from campus.

Why should students choose this program over another?

First of all it is more convenient than face-to-face programs, although not everyone likes

the online instructional format. However, we have an experienced online support person, Patricia Frosio, to help students with any issues. She also is an MPA herself from SDSU and is our internship coordinator and career advisor, so she has a unique set of assets. On top of that she is very enthusiastic and highly professional; she teaches a training course in professional ethics and has been teaching in the program for about ten years. Second, all faculty teaching in the program have been through the SDSU online course development institute which is required of SDSU online instructors. Faculty without specialized online training are not allowed to teach in the program. Third, SDSU faculty are scholar-teachers and are all involved in



real-world applied research. They are engaged in the community doing what our dean, Joyce Gattas, calls projects for the public good. There are only two other California State universities offering fully online MPAs: CSU San Bernardino and CSU Dominguez Hills and the research demands on those faculty is not as intense as it is at SDSU. Fourth, we are the highest ranked MPA in the CSU. Fifth, 75% of our students graduate to practice in the San Diego region, so the local knowledge and networking contacts that are offered here are uniquely able to

serve this population. The reputation of SDSU's MPA in the region is outstanding and the program has been going for 40 years. The first bachelor's degree in public administration at San Diego State was awarded to Tom Roberts in 1953. Tom is still connected to the program as an adviser and a donor.



Can you talk about the online aspect of the program?

All courses are offered through the popular online teaching platform called Blackboard. This is the same platform that all SDSU courses use. Registered students not only have online or telephone help from Patricia Frosio, but they can get help from the Blackboard support site.

In addition, students form a cohort, as they did in the Cities programs. The first step of that is meeting at a two-day orientation in January one week before the classes start in February. Here they form relationships with their classmates, network, meet their instructors/staff, and get training in how to study and work online. Students come back together for a pre-graduation weekend where they present their final capstone projects to panels of faculty and professional public administrators.

The online program will also use online software for test-taking called "Proctor" to ensure that students retain utmost integrity.

What are the highlights of the program?

Fast-track, fully online, cohort-based, and solid support systems to achieve a nationally

accredited professional qualification, recognized nationwide as the gold-standard in public administration and public policy.

What kind of activities/homework are part of the program?

Research papers, policy analyses, problem-solving exercises, and online discussion.

What do you see students taking away from the program?

They raise their knowledge of the latest research, theories, and practice of management, public finance, and personnel/human resource trends. They apply this knowledge and skills to real-world situations and address complex organizational problems with constructive practical solutions.

What other aspects make this program unique from other university programs?

The quality of our outstanding faculty and staff who are dedicated to provide the support and instruction necessary to make enrolled students succeed which is best captured in our motto: "We care, and we can help."

EDTEC Student Uses Internet Marketing for International Tourism

Eric Hawkinson was born in Wisconsin and grew up in Tucson until he moved to Tempe to attend college at Arizona State University. Hawkinson studied information technology, international business, and Japanese. He fell in love with Japan after going there on a study abroad program – he moved back to Japan when he graduated.

While in Japan, Hawkinson decided to enroll in SDSU's EDTEC M.A. (now the Learning Design and Technology) program, "The best part of the program is that you can study anywhere, and at any time. My first class I was on vacation in Kuala Lumpur, and then went back to Japan. Having the online option is convenient when you don't live in the U.S."

As a graduate discipline, EDTEC allowed Hawkinson to learn things all over the map subject wise. Plus with his IT background coupled with his current career, the program suited him. "I'm the only westerner at my job, so it's really a great opportunity for me to be around and work with like-minded English speakers. I'm 16 hours ahead of San Diego time, and I have a very heavy work schedule. So I need flexibility in my studies, and the teachers in this program have been very good at facilitating

that flexibility for me. I still have to wake up before the sun sometimes for online meetings, but that's part of the experience. Online learners need to be self-motivated, and that's the biggest difference I've found to on-campus students," says Hawkinson.

During an independent study course in the M.A. program, he worked on a project called ForeverKyoto – a program to promote rural tourism, research cross-cultural social media use and educate locals on Internet marketing practices to appeal to foreign tourists. Recently, Hawkinson presented at the International Forum of Northeast Asia Tourism Annual Conference in Gimcheon, South Korea, in August 2013. He adds, "It was part of a series of papers taking educational technologies and applying them to international tourism. I also talked about past research in Internet marketing for international tourism and the work I've been doing with the ForeverKyoto project."

Hawkinson uses what he has learned at work every day: "I'm developing digital learning materials I hope to market one day to supplement my income. As for the future, I'll go where opportunity takes me. But it seems I'm going to be in higher education for at least a while longer. And for recommendations to students considering the program – bring your own ideas of how you'd like to challenge yourself. The program is fairly unique in that you can apply it to almost anything, so you can take your own interests and goals and express them



EDTEC Is Now Learning Design and Technology (LDT)

The Educational Technology (EDTEC) department now has a new name: Learning Design and Technology (LDT). From SDSU's department website, LDT "offers a master's degree, seminars, an undergraduate minor, and certificates in instructional technology, instructional design, and distance education. Available on campus and online, our internationally recognized and accredited programs are leading the revolution in learning with problem-based strategies, new technologies that go where the work is, on-demand information. Systems, and novel roles for instructors that take them out of the classroom and closer to where and when they are needed."

The curriculum prepares students for a wide variety of careers in corporate, government, K12, higher education and nonprofit sectors including training, instructional design, performance improvement, project management, distance learning, and so on.

Learning Design and Technology (LDT) SDSU Professor Researches iClassrooms

Minjuan Wang grew up in a small village in China, along the Yellow River (Lingbao, Henan Province). Like in many other Chinese families, her parents put strong emphasis on schooling and education, and encouraged her to study hard. At the age of 16, Wang was admitted to Beijing University, one of the most competitive universities in China.

During her junior year, she interned for two American companies and decided to go to the U.S. – where she was awarded fellowship from four universities, including Stanford University (East Asian studies) and Penn State University (comparative literature). “For some reason, I ended up at Penn State University (PSU), where I met Professor Mary Ann Lyman-Hager, director of LARC at SDSU. I was her graduate assistant for one year at PSU and she guided me into educational technology. After completing my doctorate in information science and learning technologies at University of Missouri-Columbia, I applied for a faculty position at SDSU and was accepted as an assistant professor. I have now worked at SDSU for 13 years and was recently promoted to professor.”

In the last decade, Wang has collaborated with scholars and universities around the world, in both research and teaching. The one she works most with is Shanghai Jiaotong University, where they developed innovative systems for mobile learning and conducted systematic research.

One of her articles resulting from this collaboration, *The Impact of Mobile Learning on Student Learning Behaviors and Performance*, is recognized as one of the ten most cited by other authors in blended and mobile learning. And, she is also recognized as a high-impact author in the field of blended learning.

She also was a research fellow for Etisalat British Telecom Innovation Center (EBTIC) in Abu Dhabi (UAE). Wang worked in Abu Dhabi for three months to conduct research on intelligent campus (iCampus). She designed a model for intelligent learning, and explored how this model could be used to develop online and mobile teaching and learning. “Intelligent classrooms (iClassrooms) can greatly improve online or blended teaching and learning. The classroom is equipped with a well-constructed instructor station, sensors, high-quality ceiling mics, and touch-screen devices. The instructor can push a button and start teaching to large numbers of students, without worrying about technical difficulties or adjustment,” Wang says.



SDSU's NSF Project

A group of professors and students from SDSU's Learning Design and Technology (LDT) department and Geography department are working on a four-year, 1.3 million dollar project. This project studies the system of payments in Fanjingshan National Nature Reserve in China, the habitat of the endangered Guizhou golden monkey. SDSU LDT Professor Minjuan Wang's role is teaching training, in both the U.S. and China. She conducted a June workshop for eight teachers from Helix High and the Mountain Empire School district. As for China, five teachers are on board from Jiangkou Second Elementary School. These teachers use the data from the project to create new learning activities for their students. “I feel that our project will make a difference there, to connect their teachers to the ‘outside world,’ and to encourage them using more technologies in teaching,” Wang adds.

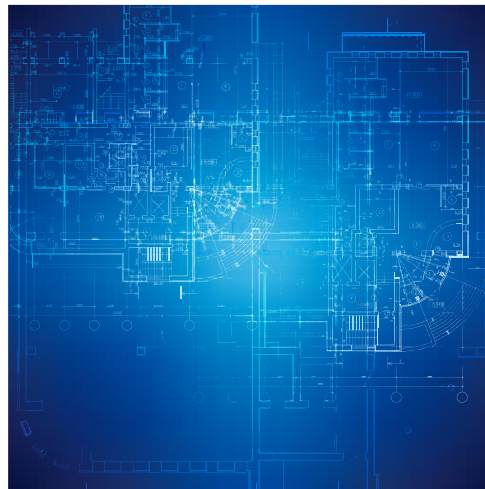
Online Advanced Certificate Program in Educational Facility Planner

To address the need for sound information, the Council of Educational Facility Planning International (CEFPI) partnered with San Diego State University's National Center for the 21st Century Schoolhouse, to develop a fully accredited Advanced Certificate Program in Educational Facility Planning. This program is currently the only one of its kind in the U.S.

"The Advanced Certificate Program was developed to address a need in the field of educational facility planning. People come to the work from many different backgrounds - architects, engineers, school leaders, interior designers, and so on," says Cynthia L. Uline, Ph.D., professor and director of National Center for the 21st Century Schoolhouse.

This unique, fully online program is constructed from graduate level courses that earn post-baccalaureate credit. Additionally, students are able to learn with others throughout the U.S. and from around the globe. Uline adds, "To date, we have 38 states and five countries represented, adding more with each cohort. Instructors are

internationally and nationally known experts in the field. The online delivery allows courses to be taught by professionals in the field who are doing the work every day."

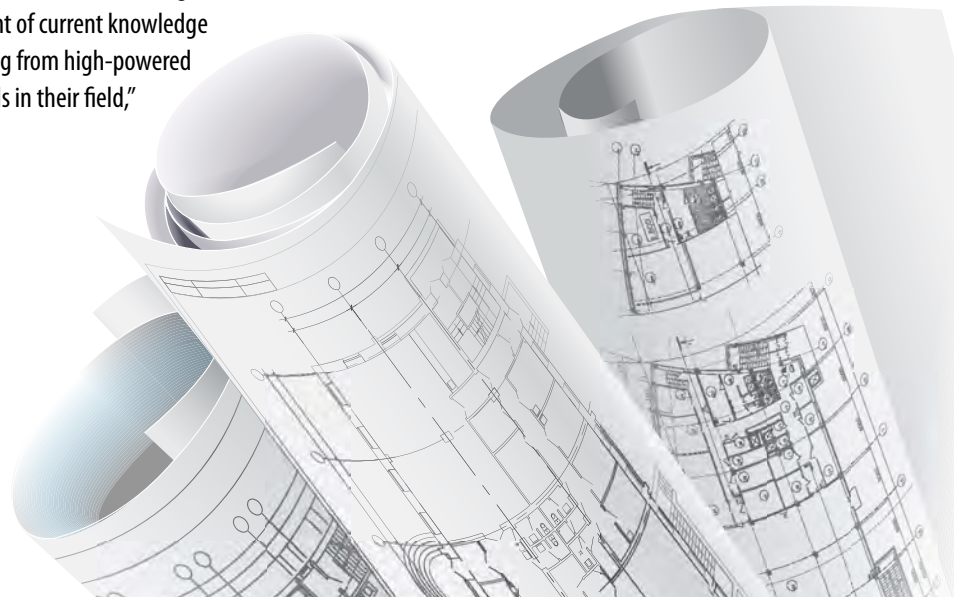


Students learn from some of the best and most experienced practitioners in the field how to plan, design, build, and maintain learner-centered educational environments, while interacting and networking with high-quality, geographically diverse educational leaders and facility professionals. "Students gain a tremendous amount of current knowledge and coaching from high-powered professionals in their field," says Uline.

Classes are interactive with multiple opportunities for teaming and ongoing discussions from course to course – students build impressive communities of learning and practice after graduation from the program.

Uline adds, "Each course has a signature assignment students build toward in the context of the course. These are projects that are very practical; they are projects that engage them in the work of facility planning. At the completion of the program, each student will have produced a portfolio of six signature assignments. In many cases these assignments go on to be actual school facility projects."

Graduates of the program are also eligible to take an abbreviated version of the Certified Educational Facility Planning (CEFP) exam, CEFPI's highest designation, by completing 50 rather than 200 exam questions. They also earn AIA continuing education units for each course completed.





Mackenzie Aiken – Florence, Italy

Mackenzie Aiken wanted to go to Florence, Italy since the age of 15 after studying the *Agony and the Ecstasy* by Irving Stone. After realizing that her minor, honors in interdisciplinary studies required her to study abroad she finally got the opportunity to fulfill one of her lifetime goals.

There were reservations and her concern was financial, “Because Italy is fairly expensive I was skeptical to go, but after going there I can firmly say that it was worth it. I’m a firm believer that one should spend money on experiences, not things. And, the cobblestones

that line the streets are those same ones that the greats walked on. Now that’s an experience,” she adds.

Aiken provides advice to other students, “Immerse yourself, breathe in your surroundings, learn from everyone you meet, and LOOK. There’s so much you can get out of life, out of a new place, just by watching and seeing. And, Italy has such otherworldliness. The “Old World” has such a different feel than the U.S. It feels like history.”

Italy is historically connected to so many of us, and that isn’t lost on Aiken. “There are many of us who are of Italian descent, but we don’t really know what it means to be Italian beyond stereotypes: it’s always good to break a stereotypical mindset. Tuscany isn’t just renaissance beauty, it’s a city just like San Diego or Chicago, but we attribute a special kind of (and well-deserved) aura to it – I would challenge people to break their perceptions of Florence and travel

there, see what it’s really like and experience the city,” she adds.

Another aspect that many U.S. students gain from overseas studies is that they don’t take things for granted as much, Aiken adds, “Today I really appreciate elevators, ice cubes, and air conditioning since they are all rare in Italy. However, I do feel like we don’t engage with each other here in the U.S. as much as I noticed in Italy. I once sat in a restaurant for three hours, and that’s considered normal. One is supposed to simply sit and talk with another, or group of friends, for hours.”

Aiken also says that she gained an even more open mind and many of her perceptions were changed. “I believe my international experience will make me attractive to employers because I thrust myself into a new place where I didn’t know the language or the culture really, and I maneuvered it fairly well. I think that’s transferable to other new situations,” she says.

Esther Are — Paris, France

Esther Are is a psychology major at SDSU, and is required to study abroad. After careful consideration she decided to go to France because since high school, she has been studying French. "I wanted to immerse myself into francophone culture by going to the place where it all started, France," says Are.

Having no reservations or fears, she embarked on her journey with an open mind. Are adds, "My first impression was that everyone rode a Vespa and any second there would be a car

accident because of how rushed they were." Are is adventurous so she explored Paris and ate at a different restaurant every other day. Study abroad students talk about the friendships they make and continue after their study is complete. Are is not different, she is still in touch with some of the other students who went on the program and adds, "Two of them go to SDSU and we're meeting up this weekend to eat."

Most if not all study abroad students experience a life-changing takeaway after living in another country. For Are she says "Being able to visit the old buildings, the cafés on every corner, and most of all Versailles and the carefully primmed gardens. Versailles was definitely my favorite part. I would definitely recommend this to other students, whether they know a little or a lot of French, it was amazing and one day I will go back."

Are recognizes after her study that the U.S. "is really only a fraction of the world." Regarding other cultural aspects she says, "There's so much more freedom in France, no taxes on food and not tipping waiters are a couple of examples. Their public transportation is excellent, so you don't necessarily need a car and their food is amazing. Things are just completely different there and I love it."

Gaining life and world skills is something Are appreciates. She believes that her experience can make her more attractive to an employer. "Who knows, my future employer could be French and we can connect just because I've been to their country of origin," adds Are.



Melanie Marquez – Shanghai, China

Melanie Marquez is earning a degree in foods and nutrition, with a minor in interdisciplinary studies. For her study abroad experience she decided to go to China because it was a country she knew very little about. “The timing of the trip was extremely convenient, but I was looking forward to going to China because I had no idea what to expect,” Marquez says.

Before leaving, Marquez was a little apprehensive, “I had never been so far from my family. I thought I would miss home, but I was so busy and having too much fun that I didn’t miss home. I also didn’t feel like I was in danger while abroad at all. I was never alone, and the city of Shanghai was very welcoming.”

The simple fact of experiencing a completely different culture and country was incredible to Marquez. “The students I studied with became my friends. We formed a strong bond as we experienced everything together, from getting lost to eating scorpions,” adds Marquez.

After her time in China, Marquez’ career goal is to help her own country, “I love my country. I now appreciate everything it offers and recognizes what we are doing wrong. I learned to successfully move within a culture I knew nothing about, how to interact with people from different parts of the world, and to understand and appreciate people with different customs.”



“The students I studied with became my friends. We formed a strong bond as we experienced everything together, from getting lost to eating scorpions.”



Elle Farrell – Alajuela, Costa Rica

Elle Farrell's major at SDSU is international business with an emphasis in Western Europe and Spanish. Her college requires students to study abroad (however, Costa Rica is not her required country), so she chose Costa Rica as a supplemental experience for her Spanish study.

Having dual citizenship (U.S. and Switzerland), Farrell travels a lot, so she had no reservations about studying in Costa Rica. "I love traveling and would go practically anywhere if there were an opportunity. Who wouldn't want to go to Costa Rica? It was my second time visiting there, so I knew it was a great place to go," says Farrell.

When asked about her first day in Alajuela, Farrell adds, "I met my host family at the airport and they were incredibly sweet and didn't speak a word of English. Taxi drivers ask you a million times, 'Taxi? Taxi? Necesita taxi?' and the city

of Alajuela is fairly small with lots of shops. We stopped at a local panaderia to get fresh pan dulce and we ate that for breakfast."

Farrell studied with a group of 16 and each person lived with a host family. "The town we lived and studied in was far away from the touristy spots like the volcanoes, beaches, and water rafting, so all the students came together every weekend and traveled to these spots and stayed in hostels. These were fun adventures during our trip and we were able to form awesome friendships during our own time. I now have class with two of the girls who were in my group," says Farrell.

Although Alajuela is a small town a distance away from the major cities in Costa Rica, Farrell explains that the location makes it a valuable takeaway, "Living outside of a touristy area gives you an immersed experience in the heart of Costa Rica with families who have been living there their entire lives. I learned so much about the Tico (Costa Rican) culture, people, and language. However, bring books to read and your computer because there is a lot of down time after class. Life is calm and not rushed. The experience taught me to relax and remind myself that every little thing will be alright."



Criminal System in Russia

An Interview with Paul Kaplan – Study Abroad Faculty Advisor

Why and who developed the Study Abroad program – Criminal Justice in Russia?

John Cleary, a retired attorney, established the SDSU Russia Study Abroad program 14 years ago because he had a strong interest in Russia and in teaching American students about Russian culture and law. In addition to his extremely successful career as a defense attorney (arguing several cases before the U.S. Supreme Court), Cleary earned a Ph.D. in Russian language. His vision for the program was to expose American students to the fascinating culture of Russia.

Why should students study the Russia criminal justice system?

Because the Russian system is new, and draws from both European and Common Law (Anglo-American) principles. It is also an interesting case study of 'law on the books versus law in action' because although the Russian system includes many progressive ideas, the society suffers from considerable corruption.

What are the highlights of the program?

Highlights include:

- Exploring Red Square and the Kremlin and other cultural sites around Moscow
- A three-day train excursion to St. Petersburg

- A visit to the Hermitage in St. Petersburg
- A tour of the Peterhof (Peter the Great's amazing palace)
- Exploring cultural sites around St. Petersburg
- High-quality Russian language and Russian law classes

What kind of activities/home-work are part of the program?

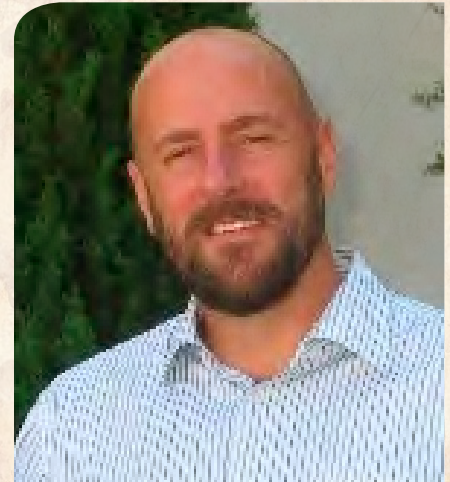
Homework includes reading a short book on Russian history, the Russian constitution, and the Russian codes of law. There are also some minimal Russian language assignments. Students take one final exam, and turn in a journal (which is returned to them).

What do you see students taking away from their two weeks in Russia?

Students will gain a wealth of knowledge about Russian culture and society, as well as learn a lot about themselves and their identity as Americans.

Do students stay on a university campus and are they fed?

Students stay in a hostel in downtown Moscow, which is walking distance from Red Square, there are many cultural destinations, and endless shopping and eating opportunities. Students are on their own for food, but the options are similar to what one would find in world cities such as New York or London,



Paul Kaplan

including quite affordable options. The ruble trades at about 30-1 against the dollar, and the prices of simple daily food choices in Moscow (e.g., coffee, a slice of pizza) are a little cheaper than in the U.S. Of course, there are extremely expensive restaurants in Moscow, but students will find a huge range of options.

What makes this program unique from other study abroad programs?

It's Russia! Russia is utterly unique – not quite European; not Asian. Not in between. Russian culture dates to the 9th century, and Russia has been a world leader for 300 years. Russia has nine time zones. The list goes on and on. Moreover, Moscow is one of the most exciting, lively, and dynamic cities in the world.

Winter Study Abroad Program – Estonia/Russia SDSU and University of Tartu

This intensive program studies international security, border issues, and global concerns of two neighboring countries – St. Petersburg (Russia) and Tallinn (Estonia) with an interlude during New Year in Narva (border city between Russia and Estonia). It focuses on understanding the politics, relations, and values that influence the diverse cultures of Estonia, the Baltic States, and Russia, as well as understanding the economic, political, geostrategic, and social issues affecting those countries. There are several tours including visits to sites in and near Tallinn, Estonia, for example the National Parliament; and to cultural sites in St. Petersburg, Russia. These tours broaden students' understanding of Estonian, Baltic, and Russian culture and society.

Classes

International Security and Culture
Advancing Global Engagement

Goals

- Identify the key customs and values of the Estonian and Russian peoples and how they shape the mainstream cultural landscape.
- Develop greater understanding and skills in conflict analysis, conflict resolution, and mediation.
- Improve skills in facilitating difficult conversations around dividing topics.
- Gain a greater understanding of Estonia's and Russia's social, economic, and political institutions and how they impact present day society.

- Identify the place of Estonia, the Baltic States, and Russia in the European and international security context.

Facts about Estonia

- Estonia borders Russia and Latvia.
- Estonia has a population of just 1.3 million but is larger than Denmark or Holland.
- The Estonian language is a finno-ugric language – resembles most to Finnish and is different from Latvian and Russian language.
- Estonia was occupied by the Soviets for decades but Estonia sees itself as more influenced by Nordic tastes and traditions – Scandinavia with a twist.
- Occupation by Germans, Swedes, and Russians has influenced the architecture of cathedrals, cobbled streets, manor houses and palaces.
- Great food is everywhere and you can even eat marinated bear.
- Estonia is almost 50% forest.
- Tallinn is Estonia's medieval capital and by far the biggest city, with a population of around 400,000.
- In 2011 Tallinn was the European Capital of Culture.
- Tartu, with 100,000 people, is the major university town.
- Estonia has over 1,500 islands.

Facts About Russia

- Russia is located in Eastern Europe and Northern Asia.
- Russia is the largest country in the world in terms of territory. Its total area is 6.6 million square miles.
- The population of Russia is 143 million.
- The currency of Russia is called the ruble or rouble
- Russia is a multiethnic and multifaith nation.
- The official language of Russia is Russian. It is the only official language throughout the country.



Estonia

An Interview with Allen Greb — Study Abroad Faculty Advisor

Can you explain why this particular program was developed?

It was developed because of the connection we have with the University of Tartu, which is the premier university in Estonia. Estonia is only a country of 1.3 million people and the university is like the Harvard of Estonia. We developed the program to fit our students, both in ISCOR and at San Diego State in general. It's an usual program – we combine the study of a small country, Estonia, with a much larger country, Russia.

What will individuals get from studying abroad and studying in Estonia?

An understanding of different cultures, looking at international issues from very different perspectives. It's valuable in particular to ISCOR students, but it's also valuable for individuals interested in learning more about the world and how it works.

Why was Estonia chosen as a study location?

It fit into a general strategy that already existed at the University of Tartu and the bonus is the connections that Tartu had with St. Petersburg State University and the school of international relations. The official governmental relationship between Estonia and Russia is very tense, but academic connections are very good.

What are the highlights of the program?

The highlight of Estonia and Russia is where they are – their geostrategic position. You've

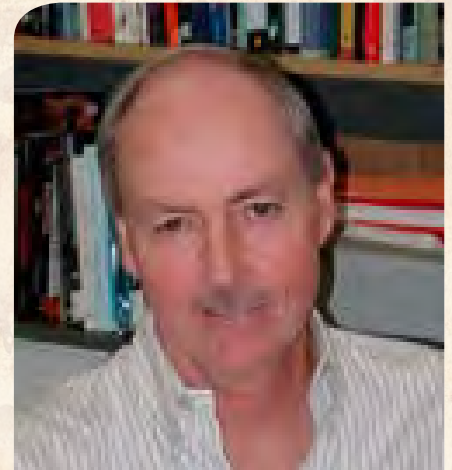
got Estonia that borders Russia. It's very unique in that it's a small country trying to make its place both in terms of technology and economically. It's trying to integrate into the European Union and a larger global community.

It's not just a trip to the Baltic countries, and their place in NATO, Europe, and the Eurozone. It's also connected to Russia and its relationships with a small Baltic country that used to be part of the Soviet Union. And, the opportunity to study at St. Petersburg State University, which is one of the most prestigious universities within Russia. Also working with international students, since they have a large international student body.

What kind of activities/homework are a part of this program?

The two-week course is operated as a lecture discussion. For example, we go to the U.S. Consulate in St. Petersburg and listen to a lecture then have a discussion on issues of the day, foreign policy, and economic and social issues. That is in the morning, then in the afternoon we'll go to either a historic site or an excursion to an important cultural site - the Hermitage or Katherine's winter palace. Or, we'll visit the National Parliament in Estonia. Students also have plenty of time on their own to explore.

The formal program students are required to keep an extensive journal and write a reflective paper on the entire experience, either while they're there or when they return. The paper should talk about things that they learned, how it might connect to their interests, and their future career.



Allen Greb

How is the food?

Food in Estonia is pretty German, cold weather food. Of course all of the American fast food restaurants are represented in Estonia.

Is there anything that I didn't ask that you would like to comment on?

I would like to stress the cultural experiences that the students get. For example, we'll go to a performance at the Mernsky Theater, we will take in an opera or ballet. They get a very different sense of how they see the world through these cultural experiences.

In His Own Words

Alan Ng, English Teacher in China | ALI TESL/TEFL Program

Alan Ng decided to enroll in the TESL/TEFL program at the ALI because he wanted certification and to become more qualified to teach English abroad. He chose SDSU because of its excellence as a university, close proximity to his home, and the opportunity to learn from real professors in a classroom setting.

Before studying at SDSU, Ng held a number of varied and interesting jobs - security guard (he was the guy in the red polo shirt who inspected your bag at Petco Park, Qualcomm Stadium, and Comic-Con), YMCA summer camp counselor, Target backroom associate, dining host at Sea World, and clinician.

As much as he enjoyed his numerous positions, he wanted to travel abroad and teach. Ng's most recent jobs have been teaching positions in China. He has spent the last two years working at a medical school called Jilin Medical College in Jilin City as the foreign expert teaching oral, writing, and reading classes to medical majors of all kinds. His current teaching job is as an English teacher at Dalian Maritime University in Dalian, China.

Program Highlights

For me, the highlights of ALI's TESL/TEFL

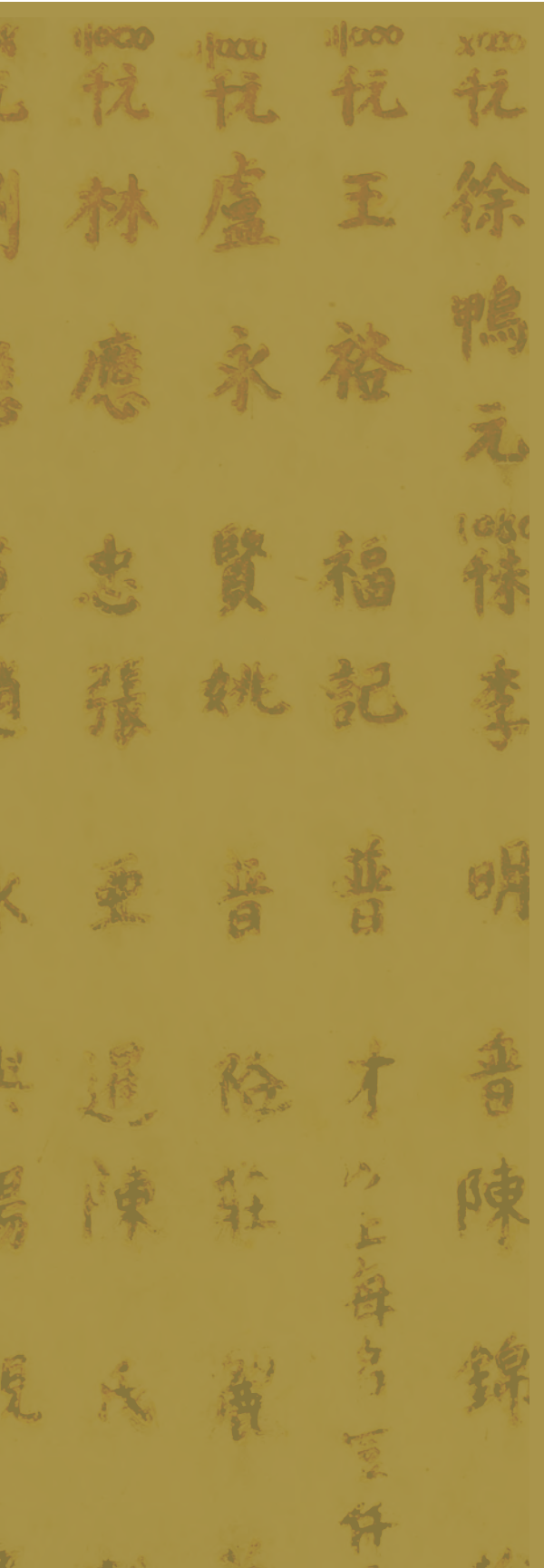
program was being taught by qualified professionals who had years of experience under their belt. I also appreciated having the opportunity to go into a real ESL classroom in the afternoon and observe professors in action, watch how they interacted with students, and discover the activities they used and the methods they employed. I can truly say that having the opportunity to "be in the field" or "trenches" of the ESL battlefield helped me a lot when I went overseas to start my own job as an English teacher.

I have to tip my hat off to my mentor during my TESL/TEFL formation period. I learned a lot seeing how he ran his classes, how he organized his content and delivered his lesson plans. I actually "stole" many of the activities he used and implemented them in my own classes in China to great success. Of course, I am also indebted to all the other fine teachers at ALI as well.

I also had a lot of fun meeting the foreign students who came to ALI, working with them and learning about their backgrounds. I met many nice students from Japan, Korea, China, Italy, Germany, Turkey, and Saudi Arabia during my time as a TESL/TEFL student.

Program Setup

I think what makes ALI's TESL/TEFL program unique is the way they set up their classes. For four hours you study the





theory of second language acquisition and are given an overview of how language teaching has evolved through history. In the second half of the class, you go into a real ESL classroom with your mentor and can work with him and his students for four weeks. I thought that was very cool, having the balance of theory plus practice. Also, bringing in different professors with different specialties is nice. I also liked how at the end of the program you get to teach a class of your own and get filmed while doing it. It's a great way to put everything you have learned throughout the four weeks into practice.

Classmates, Homework, and Instructors

My experience with the TESL/TEFL program was great! I loved it. All of my classmates were nice and friendly and we got along together well. The homework was reasonable and not

too much. The instructors were top-notch and very informative. Also, studying on the beautiful SDSU campus is always a bonus and having the different dining options like cafeteria or outside restaurants was enjoyable.

Simple Advice

Well, from the program director the advice was "Keep things simple stupid!" or KISS, and "Make class doable and full of success." I still strive to follow these principles everyday while teaching my students. I also have now learned to "Keep the students moving," and to draw them out with games and physical activities. Don't let them settle into their "territories." Also, have a movie playing in the background when the students walk in. Find ways to engage your students, physically if possible, to keep their attention and interest. Incorporate variety into your class and sprinkle in some total physical response (TPR), if possible.

Job Opportunities

I did not utilize the ALL instructors to help me find a job abroad, as I was fortunate enough to land one on my own via the Internet. My target country was China and after trying several recruitment agencies I learned that the "official" Chinese policy for hiring English teachers was that you needed to have two years of experience before a school could hire you. However, I was lucky enough to get into a Catholic Volunteer program called Maryknoll that had a "China Teacher Program" for recent college grads. With my newly acquired TESL/TEFL certification from SDSU and bachelor's degree, I was an ideal candidate for them and broke into China that way. I have been working here ever since.

China

I took a family vacation to China three years ago after I graduated from college and went

Continued on page 22 >>

Continued from page 21 >> Alan Ng

to many cities like Hong Kong, Guangzhou, Guilin, Xi'an, Beijing, and Shanghai. During one of our tours, the tour guide told me that job opportunities were plentiful in China and that one could get a job easily if one had a bachelor's degree. Since I had just walked on the Great Wall of China, saw the Terra-Cotta warriors of Xi'an and the beautiful rivers of Guilin, how could I pass up an opportunity to live in this country with 3,000 years of history and culture?

It was after this family vacation to China that I enrolled at ALI's TESL/TEFL program.

I have had a blast these past two years working in China. Not only have I gained valuable teaching experience but I have made lifelong friends, both Chinese and non-Chinese. The people you meet when you travel abroad will be some of the most interesting that you will encounter in your life. The Chinese students are some of the most respectful and hardworking you will ever meet. They are also very helpful and will



come to your aid whenever you have problems. China in general is undergoing massive changes as it attempts to modernize and climb out of its third-world country status. Yes, there are the glamorous cities of Beijing and Shanghai but that's a small slice of the country. The rest of China is not that wealthy or developed. The

average monthly salary of the Chinese in my former city Jilin is 3,000RMB or \$476. Imagine living off of that money in the U.S. It's impossible, yet that is roughly how much money the average person makes in Jilin City.

With regards to social structures, much revolves around the single child, since families are only allowed one child and most of my students did not have siblings. (There are exceptions of course. If you are from a farming family, are an ethnic minority or both of your parents are single children then they are allowed to have more than one).

Living abroad in China has been an enriching experience for me personally as I have learned how to live on my own in a foreign country, speak a new language, and adapt to a new environment. I guess this is another point worth mentioning and another benefit of teaching EFL abroad: If you want to become fluent in any language, move to the country that speaks that language. Obviously, this is nothing new, but after living this for two years I can attest to its accuracy. While I was living in Jilin City, no one



but a small fraction of people in my social circle spoke English. As a result, whether I was taking a taxi, shopping at a mall, ordering food at a restaurant or watching a movie, I had to speak Chinese to accomplish the task. I was able to use the language every day with native speakers and have my pronunciation and output corrected by them.

Consequently, my spoken Mandarin has improved tremendously after two years. My brain forged tons of new neural pathways to understand Putonghua (Mandarin) and is still etching new ones in at the moment. This is another perk of living abroad and teaching English in any country, if you're serious about it, not to mention how you will personally grow living in a totally new culture. The way you view yourself and think about yourself will also change as people operate differently and treat you differently as a foreigner.



**SAN DIEGO STATE
UNIVERSITY**

American Language Institute
College of Extended Studies

ALI TESL/TEFL Program

Successfully live and teach English overseas. Over 100 TESL/TEFL Certificate graduates have been employed in over 40 countries with the help of ALI's job placement assistance program. Learn in a combined format – solid teaching with hands-on practical classroom experience.

Program Highlights and Goals

- ▶ **Worldwide Job Placement Assistance**
- ▶ **Lesson Strategies and Plans**
- ▶ **Teaching Strategies**
- ▶ **Technology**
- ▶ **Language Acquisition**
- ▶ **EFL Teaching Methodologies**
- ▶ **Resume Assistance**
- ▶ **ALI Recommendation**
- ▶ **Reflective Teaching**
- ▶ **Teacher-Mentor**

Dalian, China

Dalian is a major city and seaport in the south of Liaoning Province. It is the southernmost city of Northeast China and China's northernmost warm water port, at the tip of the Liaodong peninsula. Today it is considered a financial, shipping and logistics center for Northeast Asia and has had a significant history of being used by foreign powers for its ports (the British, Russians and Japanese all occupied the city at one point).



Osher Couple – A New Year’s Day Tradition



Keith Burt met his future wife, Brenda in 1969 during a summer break from college (Brenda was attending Southern University in Baton Rouge, LA and went to visit family in San Diego). Keith was attending United States International University (USIU - then recently renamed from California Western University) in the Point Loma area of San Diego; he was working for the San Diego Union-Tribune newspaper during summer break.

During the last week of Brenda’s visit, a family friend, who was working at the newspaper, facilitated their introduction. Brenda and Keith went on “a date” for coffee. “We really didn’t have time to get to know each other before I returned to college; however, we began writing letters to each other. The letter writing continued over the next two years,” Brenda adds.

After graduation, Brenda moved to California and enrolled in graduate school at Occidental College in Los Angeles and in the interim Keith graduated from USIU and had finished his first year of law school at Loyola University School of Law in Los Angeles. Again, through family, they reconnected and the following year they got married. Brenda says, “We finished graduate school, moved to San Diego, and we both acquired a job in our chosen field. For the next 40 years we have both had exciting, challenging, fun, and satisfying careers in the fields of education and law. Within those fields we each

have had numerous and varied assignments and experiences involving interactions with racially and ethnically diverse populations.”

The couple, who have experienced so much in the last 40 years together, started a New Year’s day tradition in 1980 – they walk the entire SDSU campus to discover what has changed from the previous year. “We have always been mentally and emotionally reinvigorated by what higher education offers, so one New Year’s morning we decided to come to the SDSU campus to walk its grounds and absorb its energy. Our tours give us positive energy, which is a great way to start off the New Year. We stop at various sites – buildings, gardens, sculptures, walkways, and vacant grounds. It brings back memories of our college years and how our educational experience helped to shape us to be confident, self-reliant, and successful adults,” says Brenda.

The most notable SDSU campus changes for the two are the addition of the subterranean trolley stop with its sweeping tiered grass, concrete and brick entrance; the demolition of Aztec Center and almost completed Aztec Student Union; the new fraternity row buildings; the foot bridge over College Avenue; the creation of bike paths; relocation of the tennis courts and the creation of the Aquaplex; the Parma Payne Goodall Alumni Center with the replica sculpture of Monty in the open rotunda entrance; and, the 100-year monument in the promenade to the old bell tower. Brenda adds, “Something that has not really changed much, to our happiness, is Scripps Cottage and the Turtle Pond where we linger during each New Year’s Day stroll.”

Embracing Lifelong Learning – Aztecs for Life

The Burts participate in SDSU's Osher Lifelong Learning Institute, which they believe helps them to maintain their connection with the community at SDSU. Brenda says, "Because Keith grew up in San Diego and has had an ongoing connection with San Diego State for over 50 years, the sense of being an Aztec has never left him. Participating in SDSU's Osher Lifelong Learning Institute has brought interaction with fellow SDSU alumni and people with whom we both currently interact in other aspects of our lives. Both of us have been surprised to find ourselves regularly contemplating volunteering for various activities out of a felt sense of obligation to serve the SDSU community – like a committed Aztec for Life. For Keith it has been a cementing of his sporadic, but long running past connection with SDSU. For me, who for more than four decades has interacted with SDSU's programs and personnel, and has made San Diego my home,

place of work, and social engagement, the Osher Lifelong Learning Institute has provided a touchstone identity for my life's further education and community involvement."

From the perspective of being an SDSU alumnus, the best thing the Burts believe about the Osher Lifelong Learning Institute is interfacing with so many generations of SDSU alumni and exchanging thoughts, ideas, and perspectives on a multitude of subjects. Osher students participate due to a genuine desire to expand their knowledge and facilitate their efforts to have a positive effect on the world that they live in. Brenda adds, "First, participating in the Osher Institute is easy. There is no pressure to perform, give, or do anything. Every aspect of the Osher Institute is fun, exciting, and mentally and emotionally stimulating. The people, concepts and activities compel one to a more meaningful, smarter, and fun life."



What is the SDSU Osher Lifelong Learning Institute?

The Osher Lifelong Learning Institute at San Diego State University offers a vibrant learning community for adults "50 and better," offering university-quality courses with outstanding instructors, award-

winning authors and artists. The Institute's learning opportunities include a fascinating array of academic topics, from art history to political science, with offerings supporting intellectual enrichment and engaged lifelong learning. No tests or grades – just a chance to recapture the thrill of intellectual growth and the camaraderie of exciting discussions with curious fellow learners.

As part of our mission to support intellectual enrichment and engaged lifelong learning, Osher students are also invited to participate in leadership and volunteer opportunities to inform the direction of the Osher Institute at SDSU, and to enhance our surrounding community.



Osher Lifelong Learning Institute Instructor – Michael Tiboris

Michael Tiboris studied philosophy, political science, and integrated liberal studies at the University of Wisconsin, Madison, and later earned a master’s and Ph.D. in philosophy from UCSD. He has taught philosophy at UCSD, CSULB, and SDSU and believes in the public university mission.

“I feel especially proud to contribute to the CSU system, which has been conscientiously providing excellent access to higher education for an evolving, ever-growing student body. My main areas of academic interest are in ethics and political philosophy, as well as education policy and reform,” says Tiboris.

Tiboris also teaches classes at Osher that provide an introduction to philosophical topics – they offer a condensed version of what he teaches his undergraduate students. He adds, “I’m very conscious of the idea that the best part of philosophical education is testing out the ideas, discussing them, and trying to make sense out of them in the context of our own lives, so the Osher courses I offer provide plenty of opportunity for this and are designed to get students thinking about how these sometimes-abstract philosophical theories are relevant for them now.”

This semester, Tiboris is offering *Introduction to Modern Philosophy*, which covers some of the major traditions in philosophy between the

17th and 20th centuries. Students discuss two different philosophical projects in this period – ethics and epistemology (the study of knowledge). The course also provides an opportunity to experience the work of major philosophical figures, including Immanuel Kant, whose works are massively influential but widely seen as inaccessible. “I’m going to make sense of Kant, along with other major figures including Descartes, Locke, Hume, and Leibniz, as well as some post-Kantian figures such as Nietzsche and Sartre,” says Tiboris.

Additionally, Tiboris is lecturing on the ethics of water. He adds, “I hope to explain both the challenges and limitations for water development in Southern California (the most successful desert civilization in the history of the human race), as well as consider the potential ethical problems of resource and environmental justice in a time of scarcity.” Tiboris enjoys talking about philosophy with students of any age, and the number one benefit he gets is simply the pleasure of teaching students who want to learn. As someone whose typical student is in his or her early 20s, the unique perspective of Osher students interests Tiboris a great deal, and he’s curious to see what kinds of patterns of difference (if any) there are in their philosophical intuitions. Tiboris says, “You don’t really have a choice about whether you’re going to continue learning. That’s a fact of human life since we never get to a point where we know it all; however, we do have the ability to decide what sorts of things we’d like to focus our attention on, and Osher provides us with structured opportunities and launching points. My suspicion is that Osher



Michael Tiboris

attracts those who already believe continued learning is important, and who are motivated and exhilarated by the prospect of making it happen.”

Why Study Philosophy?

By Michael Tiboris

I’m sure my parents were unsure about my decision to become a professional philosopher. At first, he gently (and then less gently) suggested law school. But after he saw how much joy it gave me, he made an earnest effort to understand. In the intervening years I have had the distinct pleasure of introducing a worldly and educated man to philosophical classics. This has really changed his outlook and become a great source of joy for him. I think I can share this with others as well, people who are curious and thoughtful, but who haven’t had the opportunity to spend some serious time with these humanistic classics or someone who knows a lot about them. Long story short, Osher allows us to do philosophy the way it ought to be done – earnestly and without worrying too much about how it fits into your career.

Osher Lifelong Learning Institute

Instructor Profile – Michael Underwood

Michael Underwood attended Santa Rosa College and transferred to San Diego State to earn his bachelor's degree in English with an emphasis in Medieval British literature. He then earned his M.A. at SDSU, and wrote his thesis on J.R.R. Tolkien. His thesis was on the post-colonial view of middle earth looking at various species and their relationships and causes of problems between them.

Will your class be an overview of Tolkien's work? Or symbolism?

I think I'm going to have to do an overview and we'll try to focus in on some of the symbolism within the works.

What are the benefits of learning symbolism in class?

We're surrounded by signs and symbols all over the place, so being able to learn and recognize them and how they affect us can be valuable. It seems some people were obviously interested in a little more depth to Tolkien's work, rather than just enjoying it. It gives us a better understanding how authors use symbolism from our culture and use them in works of fiction.

Why is his work so influential?

His work has really influenced a lot of 20th-century pop culture. His work was first picked

up by American college students. You can draw a direct line from him to other fantasy writers who began writing in the 60s, 70s, and 80s, and even those who write today. Much of the role-playing gaming like Dungeons and Dragons was a direct connection to Tolkien. He has influenced a lot of people who enjoy his work to become scholars, reading his work has encouraged his readers to read other kinds of things.

What do you want your student's main takeaway to be from the class?

I think, one, enjoying the work would be one important takeaway and another thing would be taking a look at some of the more subtle influences within his work. Underneath all of this is a Christian myth that is not very obvious or apparent when you read it. It goes back to the idea that says "What's going on in these texts beyond just our simple enjoyment?" which I think can actually help people enjoy the work more. Certainly its complicated in a lot of ways. It's nice to understand what is really going on in a text that isn't very obvious or on the surface.

What are the main controversies and discussions around his work?

The big literary scholars at the time the work came out were very dismissive. There were many people who were studying Tolkien back in the 60s and 70s, but it was such a popular work that there was conceivably no way that it



Michael Underwood

could be a literary piece of work. So, I think the biggest controversy over his work was whether it was literary or not.

Why do you think someone should take this class?

I think if someone read this when they were in college, they might have enjoyed it, and watched the movie with their children or grandchildren. It's a chance for them to revisit a book that they more than likely enjoyed. It would be a good way to gain another look at it. You can also come to see how the movies came to be and to see the creative process in terms of that. Students who have never read it but are familiar with the name and want to know more about it, get the experience for the first time, and understand why so many people like it. And discover why it was the No. 1 book of the 20th century.



7 Questions – Construction Education

Lisa Thibodeaux grew up in Carlsbad, CA, and graduated from CSU San Marcos with a Master's in Education. She has taught online, and face-to-face classes for 10 years before joining Construction Experts Inc., which offers online construction classes. The courses and construction certificate programs meet the unique needs of adult learners who are often caught up in the ongoing demands of the construction industry. The online courses offer great value and practical use for students.

How did you get into construction education?

I grew up in a construction family and experienced how life changed during the feast and famine cycles of construction. The main constant was the need to support the construction community through education. Actively participating in construction industry organizations, leading seminars and educating construction professionals around the country, my dad showed me the value and need for continuing education. Watching my dad strengthen the industry he loves by helping others advance in their careers influenced my desire to give back to my community and become an educator.

Adult education became a great interest of mine when I was teaching in the classroom and helping parents educate their children. At **ConstructionClasses.com** the instructors and I assist those who are looking to advance their careers in the construction industry or start a

new career in construction. Instructors share insight gained through experience and education to help active industry professionals achieve their educational goals. Sharing insight gained through experience and education provides me and **ConstructionClasses.com** opportunities to strengthen the industry we love and help others advance in their careers.

Why construction and education?

Education is the bridge between observing and doing. We grow up watching our world change. Buildings and homes are built up, and renovated. Our local, national, and global landscape changes. To participate in these changes is a natural next step.

Our courses are a means for students to enter or advance in the construction industry.

Construction workers have many opportunities for career advancement. Education is an essential component in both personal and

professional advancement. The courses we offer help many in construction refine, find, and sharpen their skills for the challenges that await them at the jobsite.

Applying the skills and methods they learn in our classes allow students to advance to new positions and become recognized for their leadership and know how.

Why is the online education program unique?

Our online classes offer students the most convenient learning environment ideal for the working professional. The online classroom is available 24/7. Teachers are working construction industry professionals with a strong desire to teach.

A supportive and collaborative learning environment is developed through online discussions that students read and contribute to throughout the week. Online lectures are practical and applicable. The methods and strategies students learn today can be applied tomorrow.

Teachers are available via email, phone, and in class message system which allows them to respond to student questions quickly. Students can form online study groups or arrange a time to chat with the instructor in the chat rooms provided.

Classes are designed for the adult learner with focused and to the point lessons, additional

weekly resources, and real life scenarios that drive discussion and applied learning.

What type of homework/exams?

Homework varies from class to class. Students participate in weekly problem solving sessions, case studies and exercises that replicate workplace scenarios, in addition to weekly quizzes.

Are there jobs available in the industry?

Yes. Construction is coming back from a recession and many employers are experiencing a shortage of qualified workers.

How is the pay in construction?

There is a great diversity of jobs from hourly to salary, \$40,000 to \$100,000 to several hundred thousand dollars annually.

Will this construction certificate provide an advantage to someone looking for a job?

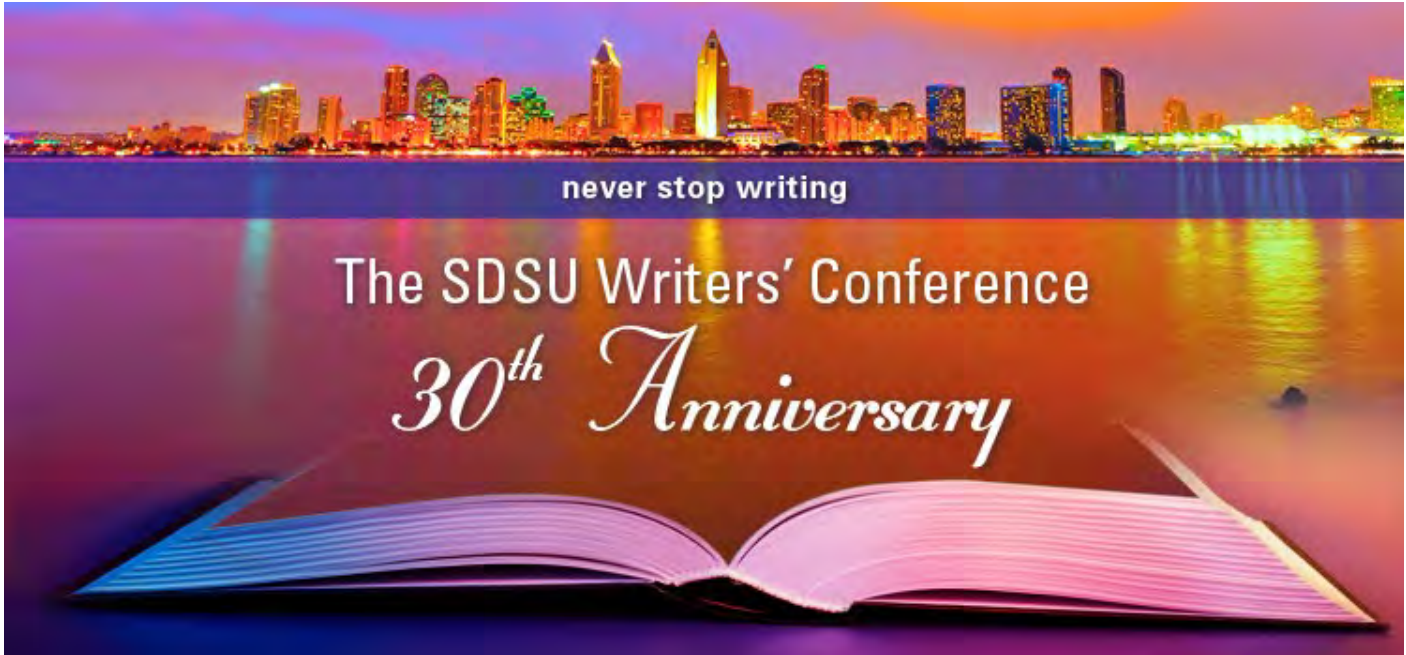
Yes. Taking these courses introduces students to a multitude of professional resources via textbook, websites, and data/research. Connection with other students in local, state, national and global networks introduces students to new perspectives, experiences, strategies and methods use to navigate and problem solve construction related issues. Students gain advanced skill practice and learn useful techniques used by experts in the field.

Women in Construction

The National Association of Women in Construction (NAWIC) is a nonprofit construction industry organization that seeks to enhance the success of women in construction. NAWIC supports the advancement of women in construction through education, mentoring, and networking. The San Diego chapter, chartered on April 30, 1959, meets on the second Tuesday of every month at the Mission Valley Hilton. Visitors are welcome. Please contact Lisa@ConstructionClasses.com. In the monthly meetings members gather to network and promote professional development and education. Each year the chapter participates in a variety of events to enhance women in the construction industry and increase awareness of construction career opportunities for students from elementary to high school. It supports the local community including Rady Children's Hospital and provides two scholarships each year to high school students. San Diego NAWIC runs a week long summer camp, Mentor a Girl in Construction that brings together high school girls and construction industry professionals. During the camp the girls learn various trades, methods, and skills they can apply at jobsites in the near future.

For more information on the San Diego NAWIC chapter go to www.nawicsd.info or their Facebook page NAWICSanDiego.





What's New This Year

This year the 2014 SDSU Writers' Conference is proud to celebrate its 30th anniversary. Longtime SDSU Writers' Conference Co-Director Becky Ryan (2003-2012) has passed the conference torch to Executive Director of New Initiatives and Outreach Wendy Evers, and Erin Quinn, co-director, and multi-published book author.

"Because this is a celebration of 30 years, we are planning some new and wonderful events,"

says Evers. "We want to keep the integrity of being the top-rated writers' conference in the country, while adding some new subject areas as writing itself changes." Evers and Quinn look forward to maintaining the popular consultations and advance reading appointments (which are so important to new writers), workshops presented by top editors, agents, and authors, and networking opportunities with publishing professionals.

Newly integrated with the conference is social media, so attendees can interact on Facebook, LinkedIn, and Twitter. SDSU has confirmed two outstanding keynote speakers – Sylvia Day and

Carrie Feron. New this year will be top authors in different genres who will host panels on writing the page turner and what to expect from the life of a writer. SDSU wants to celebrate San Diego's rich assortment of authors and will offer several panel discussions with *New York Times* bestseller authors Joseph Wambaugh (*The Onion Fields*), T. Jefferson Parker (*Laguna Heat*), Caitlin Rother (*Lost Girls*) and Victor Villaseñor (*Rain of Gold*) to name a few.

Early bird registration is now open at neverstoplearning.net/wc

Conference Highlights 2014

- Fiction and Nonfiction Workshop
- Early bird Registration Fee
- Saturday Keynote Speaker: Sylvia Day
- Sunday Keynote Speaker: Carrie Feron
- Breakout Sessions (to hone your skills)
- Consultation Appointments and Advance Reading Appointments
- Career and Craft Panel Discussions (New)
- No-host Mixer and Networking Lunch
- Saturday Evening Reception
- Conference Choice Awards

Karen Keskinen, author, *Blood Orange* Writers' Conference Attendee – 2006, 2008, and 2011

Karen Keskinen was born and raised in Salinas, California, around the block from John Steinbeck's childhood home. She has also lived in Wellington, New Zealand, and in the Northern San Joaquin Valley. Today she resides in Santa Barbara – the setting for her *Jaymie Zarlin Mystery Series*.

After first writing poetry for a dozen years, Keskinen moved on to fiction writing. She attended the SDSU Writers' Conference three times, to help realize her goal of becoming published.

"The SDSU Writers' Conference was instrumental in the achievement of my goal. *Blood Orange* was picked up by my editor, Kat Brzozowski, at the 2011 conference. I'd attended two previous conferences, and was selected for an "Editor's Choice Award" in 2008 by Jill Dembowski of Little, Brown (for a young adult novel). I was also invited to submit a children's manuscript to Alvina Ling of Little, Brown at an earlier conference. Although those books weren't published, I learned from the experiences. Also, I made sure to avail myself of the excellent workshops offered by the conference," Keskinen adds.

So far she has one published book, *Blood Orange*, with Thomas Dunne Books/Minotaur Press. *Blood Orange* is the first book in the Jaymie Zarlin Mystery Series. The second book, *Black Current*, will be released in June, 2014. The series follows Jaymie Zarlin, who, with the help of her assistant Gabi Gutierrez, navigates

her way through rich and poor enclaves of Santa Barbara to solve murders and other crimes. Zarlin's investigations expose deep veins of corruption in the sunny seaside city.

Keskinen says, "My advice to first-time attendees is simple and straightforward: bring work that you are committed to and passionate about. The spit and polish can come later.

The SDSU Writers' Conference is possibly the best conference to go to in the country if you are serious about publication. I can't think of another conference that brings together such a talented and sizable group of editors and agents. The workshop leaders and panelists are excellent as well, and the atmosphere is congenial and collegial."



She attended the SDSU Writers' Conference three times, to help realize her goal of becoming published.



Writers' Conference Attendee 2007, 2009, and 2011

Daniel O'Madigan Gribble

I first participated in the SDSU Writers' Conference in 2007. The impetus to attend was a story a friend told me about his escape from Vietnam as a "boat person." It was such a dramatic and moving story we decided it must be told. However, my friend, Phu Hoang, said he had not experience as a writer so I offered to do it with him. I had always had an interest in writing and resolved that before my hair turned grey, I should either fish or cut bait if I really wanted to get serious about it. My sister was associated with the SDSU and told me about the writers' conference. I signed up.

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Phu Hoang, and author Daniel O'Madigan Gribble.

The keynote speaker was Jack Grapes, author, actor, and poet. What he said in his opening remarks that resonated with me was "write the movie in your head." It struck home because whenever I write, I always see, hear, and feel the scenes. I wanted to learn how to take what was in my head and put it down on paper, so that others could read it and have the same experience. I attended all three of Jack's workshops that weekend at the conference. He taught what he called "method writing" and it intrigued me. Afterwards I spoke with him and told him what I wanted to do; write a book about my friend's experience. He said that writing was a craft that had to be learned, just as I learned engineering before I worked in that field. I discovered he had a private writing workshop in Los Angeles, so I joined and he became my teacher and writing

coach every Tuesday for the next two years. Over time I began to write the story. I continued attending his workshops off and on for another three years, showing up each time to read another scene and receive feedback and coaching. I finished the book – a novel based on real events called, *On the Back of the Tiger* – and am now in the process of working with an editor to ready it for publication.

I attended the SDSU Writers' Conference twice since and each time have gained from the experience, whether it was picking up a gem about writing better dialog, or navigating the ever-changing world of publishing. I owe the beginnings of what I hope to be my next career, or at the very least, the joy of a passion realized, to my participation in the SDSU Writers' Conference.



Marketing and Media Seminar — Creativity: Mind & Body

In February, SDSU will be hosting a Marketing and Media seminar that revolves around increasing your overall level of creativity. It is mainly geared toward individuals that develop creative ideas on a day-to-day basis — creative directors and those who are in the marketing, advertising, and technology industries.

“Everyone always analyzes the outcome of commercials, the finished product, but no one ever thinks about the person that came up with the idea. What state and environment were they in that caused them to come up with a certain idea? This seminar answers questions such as, ‘How can you enhance not only your own, but

also other peoples’ creative abilities?’ and ‘How do you keep their minds and bodies in top form so that they can continue to create cutting-edge and innovative deliverables?’ It comes down to understanding what the body needs from a nutritional standpoint — from water intake to exercise to sleep. Above all else, how do you increase the performance of the mind? So, if the body is the keeper of the mind, and the mind houses the core of our creativity, then it is important to make sure that all systems are taken care of to work at their optimal level,” says Jenny Munford, agency CEO and president of Creative Bube Tube, an award-winning advertising agency specializing in creative strategy for TV, and digital and social media.

Ideal for individuals who are under pressure to produce creative ideas, innovate, or problem solve, this upcoming seminar, taught by Mun-

ford, teaches you how to unleash creativity fast. Munford who is self-trained in creative ideation shares with you her body and mind training designed to increase creative cognitive abilities.

Attendees will run the gamut — from thought leaders to individuals fresh out of college who aspire to become creative directors. Since there are no courses on how to teach people how to be creative this seminar combines creativity and basic health science. For example, take a 12-minute walk or a few minute jog, and then return to your desk or office and start writing everything that you thought of while exercising. You notice that the creativity level increases over 96 percent. Munford adds, “This seminar offers individuals the techniques to increase their creative intellectual horse power.”

“This seminar offers individuals the techniques to increase their creative intellectual horse power.”