

# ROME 2012

**NEW SUMMER. NEW YOU.**



## GRADUATE PROGRAM

**JOHN FELICE ROME CENTER  
LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION  
JULY 1 – JULY 14, 2012**

Courses Offered:

ELPS 529: U.S. Students Abroad: Lessons from Rome in Cultural Immersion (Dr. Terry Williams)

ELPS 429: Global & Cultural Dimensions of Leadership: Lessons From Rome (Dr. John Dugan)

ELPS 465: Instructional Leadership: Cultural Context for Informed Decision Making (Dr. Janis Fine)

ELPS 491: Issues in Educational Policy (Dr. Tavis Jules)

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[http://luc.edu/education/spgrm\\_rome\\_graduate.shtml](http://luc.edu/education/spgrm_rome_graduate.shtml)

**GRADUATE PROGRAM  
LOYOLA UNIVERSITY CHICAGO  
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**Why Rome in 2012?**

Loyola University Chicago is distinctive in many ways, in that one of its four campuses is located in a beautiful section of Rome. The full experience of Loyola's excellent educational programs should involve spending some time studying at its campus in the Eternal City. During the Roman Empire, all roads led to Rome. Since then, Rome has served as a center for the gathering of cultural movements. Today, with its ruins and palaces, streets and museums, fountains and churches, Rome is a classroom for understanding the cultural context of the present time.

**What courses are offered?**

For the 22nd consecutive year, the School of Education offers graduate courses at Loyola University's John Felice Rome Center on a two-week schedule. All the courses carry three hours of graduate credit and all are adapted to make use of the cultural resources of Rome so that the Eternal City itself becomes part of the classroom. The following courses are scheduled for 2012:

**ELPS 529:** U.S. Students Abroad: Lessons from Rome in Cultural Immersion (Dr. Terry Williams)

**ELPS 429:** Global & Cultural Dimensions of Leadership: Lessons From Rome (Dr. John Dugan)

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**Will I get to see Rome?**

In addition to the course work which brings students into direct contact with Rome, there are individual faculty conducted optional walks to areas of particular interest. The class schedule is also arranged so that students have ample time for their personal exploration of Rome. Finally, the bus pass provided to each student allows unlimited use of public transportation in Rome and makes moving around Rome easy and economical.

**What has been said about Rome?**

Perhaps the Italian writer Carlo Levi captured the essence of Rome best when he wrote, "...The city of Rome, is the most beautiful place on earth, an endless spectacle of architecture, forms, colours, and images from every period, in which a boundless genius seems to have taken crystalline shape...all this beauty, a beauty that has made, and will continue to make, so many hearts race with real and feigned raptures."

**What about food?**

Aside from the three specific meals that are provided as part of the program (these are during the orientation, the program picnic, and the farewell dinner), meals are the responsibility of the individual student. There are two food services at the Rome Center: a café and a cafeteria. In addition, all rooms are furnished with refrigerators, and grocery stores are within walking distance of the Rome Center, although the Rome Center does not provide cooking facilities. Rome also provides excellent restaurants that are moderately priced. The program director will give students ample advice on selecting places to eat in Rome so that unexpected and inordinate costs are avoided.

**Information and Reservation**

Additional information can be found at the Rome program website:

[http://www.luc.edu/education/spgrm\\_rome\\_graduate.shtml](http://www.luc.edu/education/spgrm_rome_graduate.shtml)

For answers to questions contact:

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All spaces in this program must be reserved in advance. **Early reservations are strongly advised because space is limited and classes fill early!!** Reservations are processed as they are received. All reservations must be received by March 15, 2012.

### **Getting to Rome**

Participants in this program are asked to make their own travel arrangements to and from Rome. **\*\*Please do not make plane reservations until you have been notified that your class has sufficient enrollment.** All participants are expected to arrive at the Rome Center on Sunday, July 1, 2012. Since the opening lunch and orientation is scheduled for 1:30PM, July 1, participants are encouraged to arrange their travel to be present for that event.

### **Loyola's Rome Center**

Located on Monte Mario, the highest hill in Rome, Loyola's Rome Center is only twenty minutes by bus from the heart of Rome. The Center's residence hall, classrooms, dining facility, coffee bar, and garden courtyard are situated in one of Rome's most attractive residential areas. Students have access to computer facilities, the Internet, and they have access to the exercise room and basketball court. Towels and linens are supplied. Typically, students use the coffee bar for breakfast and lunch and then have dinner in one of Rome's many excellent and inexpensive restaurants. Each room is furnished with a refrigerator, and grocery stores are nearby for those who wish to shop for their own food, however, cooking facilities are not available to students. Laundry machines and detergent are available at the Rome Center, along with irons and ironing boards.

### **Tuition and Textbooks**

The usual tuition for a three-hour graduate course in the summer session applies: \$2,610. The cost of textbooks and admission fees to sites in Rome will vary according to the course selected; see course descriptions for details. After registering for a course, students will be billed by the Office of the Bursar for tuition.

### **Program Fee**

The operation of this international study program involves expenses that are not normally associated with other courses taken on the Chicago campuses of Loyola University. In addition, services are provided to both facilitate the work of the course and to enhance the stay in Rome. These services include: lunch and orientation at the Rome Center on the day of arrival; a bus pass for unlimited travel on buses and subways in Rome; the use of the internet in Rome for research and email access; a picnic; a chartered bus to the farewell dinner at a lovely restaurant along the Appian Way; entrance fees to the Jewish Ghetto Museum, the Vatican Museum/Sistine Chapel, and the Colosseum; and a two-hour private rental of the Vatican Museum. To cover these services and administrative expenses, a program fee is assessed of \$295 (\$395 for Program Associates). There is no refund of the program fee for services not used.

### **Rooms**

The charge for accommodations for the duration of the program (13 nights at \$50 per night per person) is \$ 650 per person for a shared double room or \$1,300 for a single room (subject to availability).

### **Program Associates**

Subject to space availability, students may be joined by one Program Associate who will be assessed a program fee of \$395. All Program Associates must be 18 years or older, submit a reservation form and be approved in advance.

### **Do I need health insurance while in Rome?**

Yes! All students participating in the Rome 2012 undergraduate program are required to purchase CISI Health Insurance through Loyola. To apply, please access Loyola's Global Travel Center webpage: <http://www.luc.edu/oip/travelcenter.shtml> and scroll down to the "CISI Health Insurance" section and follow the instructions on the application process. The cost associated with this is approximately \$30 since you will be in Rome for less than 30 days. When you apply and enter in your dates the exact amount will be calculated for you. Should you have any questions about the application process, please contact Marian Carlson: [intltravel@luc.edu](mailto:intltravel@luc.edu) or 773.508.3996 and let her know that you are participating in the School of Education Rome Undergraduate Summer Program.

### **Do I need a student visa?**

Students who are United States or European Union citizens are not required to secure student visas for participation in the two week Rome Program. Students who are not U.S. or E.U. citizens must contact Loyola's Office for International Programs to ascertain whether they will need a student visa. Please contact the OIP at (773) 508-3899 for any questions you may have regarding insurance and student visas.

### **Class Schedule and Travel**

Classes meet daily Monday through Friday over a two-week period, beginning July 2 and ending on July 13. Students often use the middle weekend, this year July 6-8, for travel outside of Rome. An optional package trip to Capri, Sorrento, and Pompeii will be offered with departure on Friday afternoon, July 6, and a return to the Rome Center on Sunday evening, July 8. Details regarding this trip are set by the Rome Center and will be forthcoming.

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**IMPORTANT DATES – MARK YOUR CALENDAR!**



**March 15:** Reservations must be received by this date, although early submission is advised. Classes fill early.

**April 20:** Full payment of room charge is due.

**June 8:** **MANDATORY** pre-departure 2 hour orientation, 6:00 -8:00 PM, Water Tower Campus.

**July 1:** Opening lunch and orientation at Rome Center, 1:30 PM.

**July 2:** Classes begin.

**July 13:** Classes end; farewell dinner.

**July 14:** Program officially ends, participants expected to vacate the Rome Center by 10 AM.

***ELPS 529: U.S. Students Abroad:  
Lessons from Rome in Cultural Immersion***  
**Loyola University Chicago**  
**Terry E. Williams, Ph.D.**  
**twillia@luc.edu**  
**July 1-14, 2012**

[http://www.luc.edu/education/spgrm\\_rome\\_graduate.shtml](http://www.luc.edu/education/spgrm_rome_graduate.shtml)

**Introduction**

In this course graduate students explore the study abroad experience of U.S. students from the unique vantage point of simultaneously undertaking a short-term, education abroad experience. Offered in Rome, Italy for the **past 7 consecutive summers** (2006-2012), this course, situated in the Eternal City, becomes each student's "learning laboratory" and serves as the cultural context for the exploration of the field of study abroad. Formal class time occurs not only in the classroom at Loyola's John Felice Rome Center campus but beyond within Rome thus enabling students to serve as engaged "participant observers" with each other and with key informants at selected cultural, educational, religious, and historical sites within the city. Together, class members will explore:

- The purposes, goals, and mission of international study programs;
- The diverse nature, scope, and structure of study abroad programs;
- The intended and unanticipated learning outcomes of international study;
- Challenges and issues experienced during study abroad;
- Issues faced by coordinators and administrators of study abroad programs;
- The extent and nature of 'cultural immersion' experienced by students enrolled in diverse 'models' of education abroad programs.

This course is open to graduate students including those with either little or no study abroad experience to those with substantial engagement with education abroad. Loyola students may use this course as an 'elective' in their academic program with advisor approval. Non-Loyola students from throughout the U.S. (and beyond) may enroll but will need first to be admitted as a 'non-degree' student in the School of Education through an on-line application process. The course carries 3 semester hours of graduate credit for which all students must register through Loyola's Graduate Program in Higher Education in the School of Education.

**The Eternal City as "Classroom"**

The international city of Rome provides an exciting and culturally rich laboratory for student learning about study abroad. Through visits to cultural, educational, governmental, and other sites and by talking directly with key informants, students have the opportunity to explore and reflect on their own cultural immersion experiences while at the same time examining the research and practice of study abroad itself. Selected field experiences reinforce and complement the topics under examination in this course. The following sites were visited in Summer 2011; and these sites and/or similar others will be scheduled for Summer 2012.

- **Approaches to Study Abroad.** To gain appreciation for different approaches to the provision of study abroad (our primary objective in this course), we will visit selected campuses of both Italian and American colleges/universities (e.g., **IES Rome, John Cabot University and/or American University Rome, and Italiaidea**, an Italian language and culture school) and meet with staff, faculty, and students to explore course topics. As resident students at the **John Felice Rome Center of Loyola University Chicago**, we will also compare and contrast our own program structure and experiences with those of other campuses we investigate. Conversing with faculty at the **Università degli Studi di Roma "La Sapienza** (University of Rome) is also planned for summer 2012.
- **International Dimensions of Faculty Scholarship.** Students will meet with an **Italian scholar** to explore from his/her perspective the international dimensions of academic work and experiences with cultural immersion in international education. Faculty who teach U.S. students will be interviewed along with faculty who may have completed study abroad experiences themselves in various parts of the world. Additionally, Italian Student Companions (ISCs) will be available to share their personal experiences living and studying with U.S. undergraduate students in Rome.

- **Study Abroad and Tourism.** A significant element of study abroad for students involves travel within the host nation and beyond including visits to key historical, cultural, religious, and other sites. Research reveals that these travel experiences have a profound impact on study abroad students and influence their developing perspectives not only about themselves but about other nations and cultures and the people with whom they are engaged.

Similarly, students will select and visit cultural, historical, religious and other sites in Rome (e.g., the **Coliseum, St. Peter's Basilica/Vatican City, The Pantheon, Imperial Forum, etc.**). During these visits students are assigned the role of "participant observer" and will record observations of visitor behaviors, conversations, and questions. Students may choose to conduct informal interviews with both Italian and non-Italian visitors at these sites to learn more about their experiences with and developing perspectives about Italian culture.

- **U.S.-Italian Educational Exchange.** Students may have the unique opportunity to meet with the Consul General at the **American Embassy Rome** to discuss educational and cultural exchange issues between the U.S. and Italy including career opportunities involving international exchange.
- **Lessons About Italian Life.** In an effort to explore "day-to-day" life among Italians the class will visit sites selected by students themselves as part of 'teach us sessions' which contribute to an understanding of Italian culture. Students may select sites that offer historical, cultural, educational, religious, or other insights into the day-to-day lives of Italians. In previous summers, the class examined: **the Roman coffee bar culture, open-air food markets, a church-based center for homeless refugees and immigrants, a major public garden used by Italians for leisure activities; an Italian opera, the Italian cinema, the museum of purgatory, and a visit to the site of the 1960 Olympics held in Rome.**

### Course Requirements

**Readings.** Specific readings that address course topics have been assembled into an electronic course packet available on the course Blackboard site several weeks prior to the start of the course. **Students are asked to complete the readings prior to arrival in Rome as these will be integrated into class discussions during all classroom sessions and site visits.** While some class sessions will have a topic/theme, we will typically discuss several themes covered by the readings during site visits. Students are asked to carry a good tour book for the City of Rome as well as a small personal journal for maintaining notes from class visits.

**Course Projects** (subject to modification).

- **Journal Reflections.** Students will maintain a personal journal and will prepare reflections addressing their own personal experiences of study in Rome including reactions to site visits, the assigned reading, and cultural experiences. Students are asked to reflect on the ideas discussed in class and themes that may be raised and to relate the readings to their reflections.
- **Field Observation Report.** In small groups of two or three, students will conduct a field observation at a historic, cultural, religious, or educational site and to record observations of how both Italian and non-Italian visitors interact with that site including their own reactions to the visit. As a class, we may undertake a visit to a specific cultural event (i.e., Italian opera or other similar program) which may be used for the observation report.
- **Class Engagement.** Students are expected to prepare in advance for class sessions and site visits by completing assigned readings. A teaching and learning environment that welcomes all opinions is highly valued and students are expected to participate in all class discussions that occur at the Rome Center and those conducted at various sites.
- **Teach Us Session.** Small groups of students (3 to 4 per group) will prepare a class 'teach us' session about a site in Rome that students believe may advance learning about some aspect of Italian culture. Thus, the assignment asks each group to select a site that will advance class learning about some aspect of Italian/Roman culture; to lead the class to the site using public transportation, to present contextual/background information about the site, and to lead a class discussion at the site on its cultural relevance.

## **ELPS 429: Global & Cultural Dimensions of Leadership: Lessons From Rome**

**Loyola University Chicago**

**John P. Dugan, Ph.D.**

[Jdugan1@luc.edu](mailto:Jdugan1@luc.edu)

**July 1 – 14, 2012**

### **OVERVIEW**

This course is designed to examine global and cultural influences on the manifestation of leadership using Rome as a historical and contextual reference point and learning laboratory. The course will briefly address evolving theoretical conceptualizations of leadership, but attend more closely to advanced leadership topics related to power, authority, governance, and social justice. This will be complemented by the examination of how these leadership issues are manifested within a variety of social institutions including higher education, religion, and politics. The course will rely on Rome's rich historical context and complex social systems as a venue for the exploration of leadership issues, as a reference point for understanding cultural influences on leadership, and as a model for interpreting cultural considerations in a broad global context. The majority of students' time will be spent outside the traditional class room immersing them in a variety of Roman contexts as a means to bring to life course content.

This course is open to a wide range of graduate students with interests in leadership and social justice issues and applications within educational contexts. Students need not have prior introductory coursework on leadership theory as this will be reviewed in the first session. Loyola students may use this course as an elective to their academic program with advisor approval. Non-Loyola students or professionals in the field may enroll and must first be admitted as a 'non-degree' seeking student into the School of Education through an on-line application process. The course carries 3 semester hours of graduate credit for which all students must register through Loyola's Graduate Program in Higher Education in the School of Education.

### **ROME AS A LEARNING LABORATORY**

Rome is known as the "Eternal City" given its near two millennia of uninterrupted existence and continuously evolving cultural contributions to the world. This course is constructed specifically around the use of Rome as a laboratory for enhancing student learning. There is a distinct pedagogical advantage from the immersive nature of exploring course content in Rome. No where else can rich historical contexts illustrate and bring to life compelling leadership issues associated with power, authority, and social justice in ways that illuminate its evolving nature, applications in diverse social institutions, and centrality as a compelling issue in contemporary society. Listed below are just some of the ways in which Rome will serve as a powerful context for learning:

- Using the Roman Forum and Coliseum as a location to bring to life the consequences of leadership grounded in unequal power and authority relationships. Students will read Plutarch's *Lives of the Roman Emperors* to examine philosophical issues associated with how positional leaders manifest their power and authority and its consequences on society.
- The Spanish Steps will serve as a context for field observations of cultural dynamics. Students will then integrate theoretical assertions about cultural influences of leadership on real world observations to construct their own assertions.
- The application of leadership principles associated with power, authority, and social justice will be explored through cultural lenses using a variety of social contexts. Students' visit to the Vatican and its museum will provide a platform for looking at social authority over time. Interviews with key leaders at an Italian institution of higher education will allow for the interpretation of cultural influences in how leadership is manifested in educational

contexts. Finally, students will meet with representatives from the US Embassy in Rome to discuss cultural influences on leadership within politics in Rome and beyond.

- Students will visit the Jewish Ghetto at the end of the course as a means to examine the social implications of leadership absent of social justice.

### **COURSE REQUIREMENTS**

**READINGS:** Readings selected for this class reflect the goals of 1) providing a brief overview of leadership theory, 2) introduction of advanced topics in leadership, 3) synthesizing cultural considerations in leadership, and 4) examining the social justice implications of leadership. Readings will be provided in the form of documents accessible via the Blackboard site for this course and students are asked to complete readings prior to arrival in Rome.

**PHOTO ELICITATION PROJECT:** Photo elicitation involves the use of photographs that a person takes as a means to evoke information, feelings, and/ or memories that explain a specific phenomenon. Prior to your arrival in Rome, students will take photographs representing leadership, power, and social justice and document why these pictures are reflective of the concepts. The photos will be revisited at the end of the course and additional ones added from the time spent in Rome to document the students' journeys as they relate to understanding and representing advanced issues related to cultural and leadership. Please note that completion of this project will require students to have access to a digital camera prior to and during the course.

**REFLECTIVE JOURNALS:** Leadership scholars routinely situate critical self-reflection as a key component of effectively engaging with others. Stimulus questions will be used to reflect on individuals' evolving thinking related to course content along with affective and cognitive reactions to immersion within the cultural context. The central learning outcome for this assignment is the ability to critically reflect on the application of course content to one's life. Students are asked to purchase and bring a small journal with them to Rome.

**FIELD OBSERVATION REPORT:** This assignment builds on the central tenets of Hofstede's cultural value orientations along with empirical research associated with the GLOBE study. Students will be asked to conduct a field observation in teams to observe cultural dynamics manifested in social settings and connect them to the literature along with their application in the context of leadership.

**TEACH US SESSION:** In small groups students will prepare a class "teach us" session. This is an opportunity for students to demonstrate their understanding of the central themes of the course. Each session will use Rome as a "laboratory" to advance our understanding of the application of leadership in diverse cultural contexts. For example, a team may wish to have the class visit a prominent location associated with Mussolini's regime as an opportunity to unpack historical considerations associated with leadership and governance

**ELPS 465: INSTRUCTIONAL LEADERSHIP:  
CULTURAL CONTEXT FOR INFORMED DECISION MAKING**  
**Dr. Janis Fine**  
**(312) 915-7022 [jfine@luc.edu](mailto:jfine@luc.edu)**

**INTRODUCTION:**

Now is the time for vision, for setting an agenda that will shape the future. While all moments are in some sense historic, the urgency of current events calls us to look both to the past and to the future, using lessons from the past to create a beneficent future. School leaders now feel with a special force their responsibility as instructional leaders and their call to create great schools in this era of unprecedented challenges.

Yet, education is controversial. Though the primary purpose of the schools is teaching and learning, they frequently become the place where deeply held and often conflicting beliefs are urgently voiced and where policies become the vehicle through which the interests of various constituencies are expressed and accepted or denied. In this environment, today's instructional leaders must be better able to understand the roots of educational controversy, to attain a greater awareness of possible alternatives in dealing with the various issues, and to stretch their powers of creative thinking in the search for more promising resolutions of the problems. The skills of crisis management, important though they are, are insufficient. So too is a surface or journalistic analysis of the present conditions which give rise to controversial issues. The competent instructional leader also needs to understand how these controversies are deeply rooted in Western culture. The issues that currently appear that generate the deepest emotions in the daily operation of a public school have a long pedigree. Our controversies in a very real sense have been selected for us by our history, by the particular ideologies which characterize the past experience of Western civilization. They have long been argued, pondered, and deliberated.

This course uses the historic sites of Rome as the "classroom" to discover the cultural components of Western Civilization and through them to interpret the fundamental issues at stake in current educational controversies. Seeing our culture objectified in the sites of Rome provides the basis for reflecting on why the current educational conflicts represent long-standing issues deeply embedded in our culture. For today's instructional leader, such study moves the examination of current controversy beyond its present urgency and lessens the temptation to move toward a quick-fix resolution using the latest panacea by contextualizing these issues in our cultural tradition as evidenced in the Eternal City.

**COURSE OBJECTIVES:**

This course is designed to discover in Rome the fundamental concepts of Western civilization and from that to illuminate crucial decision points in responding to current educational issues. Specifically, students will:

**1. Visit important locations in Rome which display issues that continue to be present in schools today.**

**Scheduled sites include:**

The Roman Forum	Piazza Navona
The Spanish Steps	Pantheon
The Colosseum	The Jewish Ghetto
S. Maria d' Aracoeli	Tiber Island
The Vatican Museum and Sistine Chapel	Piazza Minerva
Palatine Hill	St. Peter's Square and Basilica
Campidoglio	Trevi Fountain

**2. Reflect on current crucial educational issues to understand them as fabric of Western civilization and therefore as part of our heritage. For example:**

Conflicting educational ideologies  
Vocational educational education vs. college preparatory curricula  
Gender equity  
Definition of shared identity: the community and moral education  
The role of art in expressing shared convictions; political correctness and school murals  
Creation and consequences of contemporary ghettos: education as a counter-force  
Motivations for multiculturalism  
Historical honesty and cleansing the past: treatment of Western tragedies in the curriculum  
National destiny: patriotism in the schools

**3. Present pros and cons of current educational debates as introduced in the text, Critical Issues in Education: Dialogues and Dialectics (2009) For example:**

- Is it ever necessary to create schools or classroom settings that separate students by gender?
- Will the standards-based reform movement improve education or discriminate against poor and disadvantaged students?
- Which and whose values should public schools teach the young, and why?
- When and why should selected children be provided inclusive or special treatment in schools?
- Can schools deal effectively with violent or potentially violent children?
- Should schools emphasize America's cultural diversity or the shared aspects of American culture?
- How do schools find a balance between freedom of religious expression and the separation of church and state?

**4. Examine one's own school/district in terms of how the issues raised are manifested in the school's explicit, implicit, and null curricula.**

**5. Determine implications for educational change, enlightened by knowledge of the cultural heritage of an issue and its current manifestation.**

REQUIRED TEXTS:

*Critical Issues in Education: Dialogues and Dialectics* (McGraw-Hill, 7<sup>th</sup> Ed., 2009)

A Rome Guidebook of your choice

COURSE ACTIVITIES:

**Pro/Con Debates:** Readings selected from the text, *Critical Issues in Education: Dialogues and Dialectics* (2009), will serve as the basis for the reflection of cultural themes and related educational issues for each visit. Each student will be responsible for forwarding the argument (either pro or con) from one of the essays.

**Teach-Us Sessions:** Students will work in groups to "teach us" about student selected sites in Rome. The task, as a group, will be to explore a site for its representation of cultural themes and related educational issues today. Through class discussion and guidance, students will plan the site visit, "teach us" about inherent cultural themes, and pose reflective questions for related instructional decision-making.

**Reflective Journal:** The study of cultural themes, educational issues, and implications for instructional leadership prompts reexamination and renewal. Students will maintain a personal log, recording and reflecting upon daily Rome based experiences, observations, and reflections. These will be turned in at the end of each week.

\*\*\*With advisor's approval, this course may be used to satisfy a requirement or elective for a variety of doctoral and master's degree programs and Certification Programs.

**Tavis D. Jules, Ed.D.**  
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## OVERVIEW

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This intensive field-based course will provide students with the opportunity to engage in an interpretative policy analysis in Rome, Italy by re-reading six policy challenges stemming from economic globalization – knowledge economy/society, lifelong learning, equity/democracy/inclusion, accountability/control/efficiency, and teacher professionalism – and their efficacy upon European education. For the purpose of this course, *policy* is used to designate a statement, process, or outcome that enunciates an institution's outlooks on an issue. Accordingly, we will use an Interpretative analysis, in conjunction with interviews, observations and document analysis, to investigate the meaning that policy holds for different groups and policy-related actors. We will use these methods to compare different perspectives and stances to comprehend the assumptions that exist in international, regional and local policy-making practices.

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## COURSE DESCRIPTION

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As Europe grapples with the recent credit ratings downgrade of French Banks, the backlash of the Euro debt crisis stemming from the impending loan default by Greece, Ireland, Italy, Portugal and Spain, and new austerity measure for a number of European countries, numerous policy questions emerged, including “what will European education look like as public sector spending evaporates after new policy reforms materialize?” Moreover, the current European crises provide an opportunity for us to re-read educational policies and focus on the role of education policymaking in a post-crisis era, especially poignant when new challenges emerge and existing ones resurface and are reshaped in line with new policies directions. As Lawn (2001)<sup>1</sup> argues, education within Europe educational space has always been seen as a way to drive integration, yet the current crises present an opportunity for us to see the materialization of regional policy discourses at the national level. This course will examine educational policies through a critical educational policy studies perspective coupled with experimental learning at LUC's Rome Center. Using Italian history and site visits in the city of Rome, we will aim to understand how policy ideas emerge nationally and trickle-up to the regional level.

Additionally, the course will focus specifically on how the policy challenges of globalization are manifested within the European educational space. Within this context, the city of Rome with its history and mystique, present a microscopic way of enabling us to locate, investigate, and internalize how cross-national differences affect local policy narratives; we seek to understand the new response mechanisms that are being developed within the context of the current European financial crisis. As the EU Commission (2009) points out “expenditure restraint would need to focus on items that are distorting and inhibit economic efficiency and growth, while creating room for growth friendly government spending such as for education and innovation” (p. 60).<sup>2</sup> Against this backdrop, this class also will explore (a) “what is the role of agenda setting in policy?” and (b) “what is the role of the policy narratives in informing wider policy agendas?” The onset of current economic crises in Europe, its causes, consequences, and responses will enable us to re-read these existing policy challenges, identified above, that Europe is currently facing in an epicenter of European history and culture: Rome.

**Course Objective:** In keeping with the School of Education's conceptual framework of advancing “professionalism in the service of social justice”, this seminar aims at helping students think critically about the role and impact of policy upon nation-states from an international and comparative perspective. Students will use site visits in Rome to compare what they have seen to narratives that they will study in class; further, they will explore how policies are constructed to combat these challenges. Students will also take away practical policy skills by being placed in a setting vis-à-vis site visits and will be able to define the policy problem, identify the stakeholders, and put forward a policy solution. Students will use the city of Rome to compare the unintended consequences of policies, how international policies decisions and mandates trickle down to the local level and the role of politics in making and

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<sup>1</sup> Lawn, M. (2001). Borderless education: imagining a European education space in a time of brands and networks. *Discourse: Studies in the Cultural Politics of Education*, 22(2).

<sup>2</sup> *Economic crisis in Europe: Causes, consequences and responses*. In *European Economy*, 7. Retrieved on 09/12/2011 from [http://ec.europa.eu/economy\\_finance/publications/publication15887\\_en.pdf](http://ec.europa.eu/economy_finance/publications/publication15887_en.pdf)

implementing policy decisions. Students will also use the on the ground experiences to analyze, respond to and write about local policy problems in response to their site visits.

The course will rely on Blackboard and students' learning objectives; course delivery methods and student assignments are enhanced with the aid of additional technological tools to enhance the overall learning experiences. Finally, the course is committed to creating an a multi-cultural environment that respect issues of diversity including but not limited to disability, race, gender, sexual orientation, social class and ethnicity.

**Course Methodology:** This course is for students interested in understanding international education in general and interpretative policy analysis specifically by analyzing readings, discussions in the classroom and exploring the city of Rome. Lecturing is only one way that the instructor will facilitate participation in this class; students are expected to use the materials from class lectures, observations and interviews, and write reflectively about these experiences daily.

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## COURSE REQUIREMENTS

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This is an advanced seminar that will discuss the current issues on international educational policy by using the city of Rome to explore the sites of policy contestation and the ways in which educational policies are manifested, negotiated, conceptualized, and shaped.

**1) Class Participation (20 points):** Active daily participation of all students includes: coming to all sessions, reading the coursework before class, and being ready to discuss **all** of the required readings. Moreover, **class participation** involves speaking and discussing in a conversational manner about the texts based on analysis of them. I will be assessing the degree to which contribution in class discussions demonstrate students have read the readings and reflected on them and not the absolute amount of time you speak in class.

**2) Field Research Journal (20 points):** Students will keep a journal with daily entries throughout their time in Rome. Examples of filed notes will be distributed in class. Students should try to keep detailed notes on their observations, discussions, and interviews to ground their journal.

**3) Policy Analysis (20 points – Due July 10):** Students will complete a policy assignment to enhance their document analysis skills. Students should look read Yanow's book and focus on a particular policy related to the challenges of globalization (knowledge economy/society, lifelong learning, equity/democracy/inclusion, accountability/control/efficiency, and teacher professionalism) to analyze.

**4) Policy Analysis Case-Study Project (40 points, 7-10 pages double-spaced – Due July 24):** With the aid of the Student Journal, students will be expected to demonstrate their ability to conduct an interpretative policy analysis. Students will select an EU policy document that relates to the six challenges of globalization identified above, broadly defined, and will analyze it using the methods discussed in class. Students will integrate the policy as text with their observation and interviews, and will be expected to make policy recommendations.

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## PRE-ROME READING

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- Yanow, D. (2000). *Conducting interpretive policy analysis*. Thousand Oaks, CA: Sage Publications.

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## REQUIRED TEXTS

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- Simons, M., Olssen, M., & Peters, M. A. (2009). *Re-reading education policies: A handbook studying the policy agenda of the 21st century*. Rotterdam, The Netherlands: Sense Publishers.
- Yanow, D. (2000). *Conducting interpretive policy analysis*. Thousand Oaks, CA: Sage Publications.

# ROME 2012

NEW SUMMER. NEW YOU.

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## GRADUATE PROGRAM Reservation Form

Students and Program Associates

*Loyola University Chicago - School of Education*

July 1-14, 2012

**\*Each student and program associate must complete separate individual applications.**

Please Print Legibly

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: (Day) \_\_\_\_\_ (Evening) \_\_\_\_\_

Date of Birth: \_\_\_\_\_ E-Mail: \_\_\_\_\_

**\*\*\*PLEASE EMAIL DR. JANIS FINE ([jjfine@luc.edu](mailto:jjfine@luc.edu)) IMMEDIATELY IF ANY OF THE ABOVE CONTACT INFORMATION CHANGES. \*\*\***

Status: \_\_\_ Loyola Graduate Student  
\_\_\_ Non-Loyola Graduate Student - currently attending: \_\_\_\_\_  
\_\_\_ Program Associate. My student sponsor is: \_\_\_\_\_

\*\*\*Each participant is allowed to bring one Program Associate (must be 18 years or older), space permitting, subject to Loyola's rules for residence life. **Program Associates must complete their own copy of the Rome 2012 reservation form.**

Course: I wish to reserve a place in the following course (**check only one; program associates do not select a course**):

\_\_\_\_\_ **ELPS 465:** Instructional Leadership: Cultural Context for Informed Decision-Making (Dr. Janis Fine)

\_\_\_\_\_ **ELPS 529:** U.S. Students Abroad: Lessons from Rome in Cultural Immersion (Dr. Terry Williams)

\_\_\_\_\_ **ELPS 429:** Global & Cultural Dimensions of Leadership: Lessons From Rome (Dr. John Dugan)

\_\_\_\_\_ **ELPS 491:** Issues in Educational Policy (Dr. Tavis Jules)

**Housing:** All students are required to stay at the Rome Center. The room cost for the entire program (13 nights) is \$650 per person for a shared double or \$1,300 for a single room (subject to availability). Payment for housing is due April 20, 2012. Please select one of the following options:

\_\_\_\_\_ I wish to share a room with (name): \_\_\_\_\_

\_\_\_\_\_ Please assign a roommate

\_\_\_\_\_ I prefer a single room, if available

**Deposit:** To reserve a place in the program, return this form with your program fee of:

\$295 (student) \_\_\_\_\_; \$395 (Program Associate) \_\_\_\_\_

**Program Fee:** For this application form to be complete it must be accompanied by your check for the program fee. All but \$100 will be refunded if written notice of **voluntary withdrawal** from the program is received by March 22, 2012. In the event that the selected course is cancelled or the program is cancelled, students will receive a full refund. After March 22, 2012 there will be no refunds of the program fee made for withdrawals from the Rome program.

**Room Fee:** The room fee of \$650 is due no later than April 20, 2012. Refunds of the room fee will not be made for withdrawals after April 25, 2012.

### **IMPORTANT NOTE**

Send completed application with the program fee of \$295(student) / \$395 (program associate) **(check made payable to Loyola University Chicago)** to:

Dr. Janis Fine  
School of Education  
Loyola University Chicago  
820 North Michigan Avenue  
Chicago, IL 60611

**Or you may drop off this form in a sealed envelope with Dr. Fine's name on it to the receptionist on the 11<sup>th</sup> floor of Lewis Towers - Water Tower Campus.**

**Reservation Deadline: The deadline for receiving application forms is March 15, 2012.** Since forms are processed as they are received and space is limited, early submission is advised. **Classes fill early.**

**Admission and Continuation:** The School of Education reserves the right to refuse admission to any student, including students already admitted to and in good standing at Loyola University, to courses conducted at the Rome Center should it be deemed necessary in the interests of the student or of the University to do so, and to require the withdrawal of any student at any time from these courses and the Rome Center who fails to give satisfactory evidence of academic ability, earnest of purpose, or active cooperation in all requirements for acceptable scholarship and the effective operation of the program.

I have read and understood the terms of this application to enroll in a course offered by the School of Education at the Rome Center, July 1-July 14, 2012.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Questions:** Direct questions to Dr. Fine: Tel.: 312-915-7022; E-mail: jfine@luc.edu

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**Emergency Contact:** During your stay abroad, in case of emergency, who should be contacted?  
\*\*\*IMPORTANT: Your emergency contact MUST reside in the U.S. and speak English.

**Name** \_\_\_\_\_

**Relationship** \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

**Home phone:** \_\_\_\_\_ **Cellular Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_