

SUMMER SESSION I 2015
ROME CENTER, LOYOLA UNIVERSITY CHICAGO

CIEP 360: INTERDISCIPLINARY WORKSHOP: CULTURE AND IDENTITY
*****Meets the Requirements for CPSY 342**

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INTRODUCTION:

The world is fast becoming so interdependent that the smooth functioning of governments, businesses, and most particularly—schools, demand that individuals have awareness, knowledge, and the skill to interact effectively with others whose cultures may be quite different from their own. Our society in the United States is becoming increasingly diverse and today's classroom diversity reflects a major demographic shift. The greatest wave of immigration since the turn of the century, combined with escalating birth rates, is creating a society with no distinct majority, but rather, one characterized by great diversity. Educators are called upon to provide an educational environment that values all aspects of diversity: ethnicity, race, linguistic differences, social, economic, geographic differences, age, gender, family structure, sexual orientation, and differences related to exceptionality and ability.

This course uses the historic sites in Rome as the “classroom” to discover the complex nature of pluralism and many of the critical aspects of cultural identity. Seeing issues of diversity objectified in the sites of Rome provides the basis for structured experiences designed to increase one's awareness, knowledge and skill in intercultural understanding and interaction. Through cultural immersion in the Eternal City, students will develop a more culturally -sensitive approach to their interactions with others, and ultimately a more authentic approach to teaching and learning.

Conceptual Framework:

This course is designed for students whose goal is to become a principal building leader. “Professionalism in Service of Social Justice” represents the foundation upon which this course has been developed. In support of this fundamental tenet of leadership development, this course will utilize the professional framework as a lens through which to examine our readings, presentations, and discussions. In this class, we will examine through our site visits, readings, pro-con debates, teach-us sessions, and reflective journals the role of justice in the issues demanding reflective decision-making in instructional leadership today. This course, specifically, will define justice as: fidelity to the claims of a relationship. Our examination will focus on four kinds of relationships demonstrated in the Rome-based sites and related school-based instructional issues:

1. Commutative justice-the claims that exist in relations between individuals.
2. Distributive justice-the claims that occur between groups of people.
3. Social justice-the relations of a society based on internal institutional patterns and structural preconditions.
4. Retributive justice: the just balance of goods and harms in which the rights to those goods and harms (rewards and punishments) must be earned or deserved.

TECHNOLOGY: The information pertinent to the ongoing study of equity and justice in the schools changes constantly. Throughout this course, students will develop and practice skills in locating and using on-line resources critical to our topics. Additionally, in the Teach Us Session, students will utilize various search engines to locate and integrate primary source material in the presentation.

COURSE OBJECTIVES:

This course is designed to discover in Rome the fundamental concepts of identity and pluralism and from that to plan activities for effective instruction directed toward a community of diverse students learners within learning environments which promote respect for individual differences of ethnicity, race, language, gender, and ability. Specifically, students will:

1. Visit important locations in Rome which display critical concepts of identity and pluralism.. Scheduled sites include:

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

2. Reflect upon the sites and intercultural immersion to examine:
 - basic content related to the concept of culture and the development of self.
 - attributes of cultural identity including: ethnicity/nationality, social class, gender, age, geographic region, religion, social status, language, ability/disability, race.
 - the role of formal (schools) and informal socializing agent in transmitting cultural knowledge, skills, values and attitudes.
3. Reflect on current critical issues in education as presented in the book: *Critical Issues in Education: Dialogues and Dialectics, 8th Edition, 2013.* For Example,
 - Is it ever necessary to create schools or classroom settings that separate students by gender or sexual identities?
 - Should schools emphasize America's cultural diversity or the shared aspects of American culture?
 - 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?
 - What technology deserves significant school attention, and who should decide?

- Do current policies sufficiently address the academic achievement gap or are new measures needed?

4. Reflect upon real-life case-studies to discover how challenges of diversity are manifest in today's classrooms. Students will respond to classroom-based scenarios from case-studies provided by framing problems, interpreting complex situations, and identifying culturally-sensitive plans for action.

NCATE STANDARDS:

Students will be able to:

Plan for and implement activities for effective instruction in the content area discipline directed toward a community of diverse learners to create learning environments which promote respect for and support of individual differences of ethnicity, race, language, gender, and ability (NCTM 3.1; NSTA 2.5, NCSS 3.2, NCTE 2.1,2.2,4.5).

1. Standard 9-Diversity

9C. Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

9G. Uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experience.

9H. Uses cultural diversity and individual student experiences to enrich instruction.

2. Standard 12- Instructional Delivery

The competent teacher understands and uses a variety of instructional strategies to encourage all students' development of critical thinking, problem-solving, and performance skill.

3. Standard 13- Communication

The competent teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction.

13C. Understands the social, intellectual, and political implications of language use.

13I. Practices effective listening, conflict resolution, and group facilitation skills as a group member.

DIVERSITY: Teachers play a central role in nurturing and shaping the lives and identities of our youth. To be a teacher is to be a visionary—as we interact with our students we envisage what contributions they will ply in shaping a better society. The images of students and society implied in these educational interactions is an image of individuals who have developed respect for their own cultural identity and for the identity of others: who are capable of collaborating with others in the democratic pursuit of social justice; and who see themselves as members of a global community with shared economic, scientific, and environmental interests. Through our role as teachers we will

help make explicit the image of the students and of society that is implied in our interactions in the school context. What kind of abilities and knowledge are we giving them the opportunity to acquire? What kind of society do we hope they will create? The answers to all these questions are written in the daily record of the teachers' interactions with the students. Teaching, then, constitutes something of a moral enterprise.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:
http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and

communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

IDEA Course Evaluations

The following objectives are considered as ESSENTIAL to this Course:

11. Learning to analyze and critically evaluate ideas , arguments, and points of view.
3. Learning to apply course materials to improve thinking, problem solving, and decisions.
5. Acquiring skills in working with others as a member of a team.
1. Gaining factual knowledge, terminology, classifications, methods, and trends.

REQUIRED TEXTS

***Critical Issues in Education: Dialogues and Dialectics* (McGraw-Hill , 8th edition, 2013)**

YOU MUST HAVE YOUR OWN COPY OF THIS BOOK, PLEASE

Packet of hand-outs provided by Dr. Fine

Guidebook of your choice

Book for Journaling

EVALUATION:

Grading will be done on the following basis:

Class/Group Participation:	40%
Critical Issues: Debates Into Action:	20%
Teach-Us Session	20%
Reflective Journal	20%

COURSE ACTIVITIES:

Class/Group Participation: In order to bring today's issues of identity and pluralism as rooted in our Western Civilization past "to life" students will participate individually and collectively in a variety of reflective discussions and presentations. Class attendance is expected as well as active participation in dialogs and group presentations. As indicated on the course schedule, several trips will be conducted within the class time and at times in the afternoon. We will view the sites for their representations of the complex nature of pluralism and the many critical aspects of cultural identity.

A variety of supplemental activities will be used to enhance class sessions, site visits, and Reflective Journal entries. Specific activities will provide students with structured experiences designed to increase awareness, knowledge and skill in intercultural understanding and interaction with the ultimate impact being upon teachers and students in schools. Exercises will include activities from three levels of cultural learning:

- 1) Getting to Know the Culture of Self
- 2) Getting to Know the Culture of Others: Intercultural Interaction
- 3) Modifying Curriculum and Instruction to Address the Goals of Diversity

Critical Issues: Debates Into Action: Readings selected from the text; *Critical Issues in Education: Dialogues and Dialectics* (2010) and related articles will serve as the basis for the reflection of issues of cultural diversity in the schools today. Students in teams of two will be responsible for forwarding the two positions from one of the essays. Follow-up class discussion will focus on problem-solving real- life case studies related to diversity in the classroom, and implications for teaching and learning.

Each student will be responsible forwarding one of the arguments (either position 1 or position 2) . On the day of your debate, each student will:

- 1) Forward the argument made by the author.
- 2) Read a brief excerpt from your author's essay which you believe characterizes the intent of the essay.

- 3) Summarize your author's viewpoint (using a policy statement formula that will be taught in class.)

Each student will have 15 minutes to present the author's argument/viewpoint, and will then assist in leading the follow-up debate discussion.

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. Your tasks are:

- 1) Choose your site
- 2) Determine how to get to that site, and YOU MUST do a “dry-run.” Classroom time is provided to accommodate the “dry run.”
- 3) Teach us about the site utilizing various sources. Plan to incorporate some primary source material that you have researched.
- 4) Pose reflective questions for instructional decision making.
- 5) Pose a question that students will journal responses to at the site.

Reflective Journal: Students will maintain a personal log, recording and reflecting upon daily Rome based experiences, and the impact of their intercultural experience upon their development as educators.

Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

	Target	Acceptable	Unacceptable
PROFESSIONALISM	5 points	2 points	0 points
<i>Candidate meets all deadlines</i>	Candidate meets all deadlines consistently.	Candidate meets deadlines with a few exceptions.	Candidate frequently does not meet deadlines.
<i>Candidate is able to work with peers on assignments</i>	Candidate consistently works with peers in a positive manner.	Candidate works with peers in a positive manner most of the time.	Candidate is unable to work with peers on assignments causing disruption to the group process.
<i>Candidate attends class and is punctual to class</i>	Candidate consistently attends class and is always punctual.	Candidate attends class and is punctual with a few exceptions.	Candidate frequently misses class and/or is often tardy.
<i>Candidate honestly and accurately cites other's work</i>	Candidate honestly and accurately cites other's work in a consistent manner.	Candidate honestly cites other's work but at times is not accurate with the exact citation.	Candidate misrepresents other's work as his/her own.
<i>Candidate communicates promptly with faculty</i>	Candidate consistently communicates in a prompt manner (either by email or phone) with faculty.	Candidate usually communicates with faculty in a prompt manner (either by email or phone).	Candidate does not communicate with faculty in a prompt manner causing much disruption to the implementation of the candidate's program.
<i>Candidate uses technology in the classroom only for academic purposes</i>	Candidate consistently uses technology in the classroom only for academic purposes.	Candidate uses technology in the classroom for academic purposes with a few exceptions.	Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.
<i>Candidate demonstrates ethical</i>	Candidate consistently	Candidate demonstrates	Candidate demonstrates

<i>behavior in all graduate work as prescribed by AASA and ISLLC standards</i>	demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.	ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.	unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.
	Target	Acceptable	Unacceptable
FAIRNESS	2 point	.5 points	0 points
<i>Candidate is able to reflect and respect other points of view within the university setting</i>	Candidate consistently reflects and respects other points of view within the university setting.	Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the university setting.	Candidate does not respect other points of view. The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the university setting.
ALL STUDENTS CAN LEARN	1 point	.5 points	0 points
<i>Candidate demonstrates a belief that all students can learn within the university setting</i>	Candidate consistently demonstrates a belief that all students can learn within the university setting.	Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions.	Candidate does not demonstrate a belief that all students can learn within the university setting.
<i>Candidate demonstrates respect for cultural differences within the university setting</i>	Candidate consistently demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence.	Candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence.	Candidate does not demonstrate respect for cultural differences within the university setting and does not seek to gain inter-cultural competence
<i>Candidate demonstrates social</i>	The candidate advocates strongly	The candidate supports social	The candidate's words and deeds

<i>justice within the university setting</i>	for social justice within the university setting in both word and deed.	justice within the university setting in both word and deed.	within the university setting do not support the principles of social justice.
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Daily Journal Entries

Score	Score Point Description
20	Journal demonstrates insightful reflection of classroom-based discussions as illuminated by site-based sessions. There is strong evidence of development of global perspectives and how new understandings will be manifest in the student's school leadership practices.
10	Journal demonstrates simplistic reflection of classroom-based discussions as illuminated by site-based session. There is minimal evidence of development of global perspectives and how new understandings will be manifest in the student's school leadership practices.
0	Journal demonstrates superficial reflection of classroom-based discussions as illuminated by site-based session. There is no evidence of development of global perspectives and how new understandings will be manifest in the student's school leadership practices.

CIEP 360 Dr. Fine 2014	SITE	CULTURAL THEMES	EDUCATIONAL ISSUES
<u>SUNDAY</u> <u>MAY 17</u> 1:30 3:30 5:30	ROME CENTER WELCOME LUNCH CAFETERIA ORIENTATION OUTING TO PIAZZA NAVONA		
<u>MONDAY</u> <u>MAY 18</u> 10:30-11:30 1:00-2:30	ROME CENTER ORIENTATION WITH ROME CENTER STAFF ROME CENTER PREPARATION FOR THE FORUM	-What is a form of representation? -What common vocabulary do we share and what is its source? -What is “other” and how are they defined?” -What educational traditions are	-intellectual history: the history of ideas in social context -Cultural hegemony -Meaning of multiculturalism -Basis for community

<p>3:00 DEPARTURE</p>	<p>ROMAN FORUM</p>	<p>rooted in Rome?</p> <p>-Civilization and Destiny -Founding myths and cultural identity -Women as agents in history -How is space created for public use?</p>	
<p><u>TUESDAY</u> <u>MAY 19</u> 9:00 DEPARTURE</p> <p>AFTERNOON</p>	<p>COLOSSEUM **BRING ENVELOPE</p> <p>WORK WITH TEACH-US SESSION GROUP TO PREPARE YOUR SESSION</p>	<p>-How is a vision of human excellence portrayed? -How is power signified and celebrated? -Neglecting or elevating desired human qualities -How does a society determine who will be rewarded and who will be punished: retributive justice</p>	<p>-Who has access to power? -What is education's role in identifying who will be in positions of influence over the well-being of society? -How do our systems of discipline encompass our values of the valued citizen?</p>
<p><u>WEDNESDAY</u> <u>MAY 20</u> 8:15 Depart for Papal Audience 9:00-1:00</p> <p>2:00-4:30</p>	<p>St. Peters Basilica</p> <p>ROME CENTER</p>	<p>Equitable access</p>	<p><u>Critical issues</u></p>

<p>5:30 Depart for Church of St. Ignatius</p>	<p>CLASS ROOM DEBATES</p> <p>Welcome Mass And Dinner</p>	<p>to education</p> <p>Education as responsive to soci0/political forces</p>	<p>Debates <u>Issue # 6</u> Should schools or classrooms separate students by gender or sexual identities?</p>
<p><u>THURSDAY</u> <u>MAY 21</u> 9:00 DEPARTURE **Bring Journals</p> <p>Afternoon</p>	<p>CAMPIDOGLIO</p> <p>S.MARIA D'AROCOLI</p> <p>PIAZZA MINERVA</p> <p>PANTHEON *BRING ENVELOPE</p> <p>Work with Teach-Us Session Group to prepare presentation</p>	<p>-</p> <p>Sources for creating important spaces</p> <p>-Historical honesty -National destiny -Where are society's most important lessons learned? -Repatriation</p>	<p>-</p> <p>How do we treat tragedies in the curriculum? -What is the knowledge of most worth? _How do we access healing? -The role of schools of ethnic cleansing</p>
<p><u>FRIDAY MAY</u> <u>22</u></p> <p>8:30-11:30</p> <p>JOURNALS DUE BY NOON</p>	<p>ROME CENTER</p> <p>CLASSROOM DEBATES</p>	<p>-</p> <p>The role of multiculturalism</p>	<p><u>CRITICAL ISSUES</u> <u>DEBATES:</u> #13 What concept of justice should govern school and classroom discipline?</p>

<p><u>WEDNESDAY</u> <u>May 27</u></p> <p>9:00-1:00</p>	<p>ROME CENTER</p> <p>CLASSROOM DEBATES</p>	<p>Public education as responsive to political technological and social forces.</p>	<p><u>CRITICAL ISSUES DEBATES:</u></p> <p>#10 Which and whose values should public schools embrace and teach?</p> <p>#15 When and Why should selected children be provided inclusion or special treatment in schools?</p>
<p><u>THURSDAY</u> <u>May 28</u></p> <p>Depart 10:30</p> <p>**JOURNALS DUE BY 9:00</p>	<p>TIBER ISLAND</p> <p>JEWISH GHETTO</p> <p>LUNCH IN JEWISH GHETTO</p> <p>SYNAGOGUE</p>	<p>-</p> <p>-The boundaries of tolerance</p> <p>-Suppression of human potential</p> <p>-healing and forgiveness</p> <p>-Ghettoism</p>	<p>-</p> <p>What is education's response to fundamental difference?</p> <p>-Honoring religious diversity</p>
<p><u>FRIDAY</u> May <u>29</u></p> <p>9:00-10:00</p> <p>10:30 DEPARTURE</p> <p>6:45 MEET IN COURTYARD FOR FINAL</p>	<p>Rome Center</p> <p>ST. PETER'S SQUARE AND BASILICA</p>	<p>How are magnificent projects justified?</p> <p>-How is a special moment in history recognized?</p> <p>-How is access attained to the mind of God?</p>	<p>Inspiring magnificent accomplishment</p> <p>-Defining the significance of one's time and space</p>

DINNER			
<u>Saturday May</u> <u>30</u>	Depart Rome Center by 10:00 AM		