Course Description
Curriculum is often viewed narrowly through the lens of course offerings, texts, and lesson plans. In this course, we will broaden our views of curriculum by exploring diverse definitions, concepts, and theories around the notion of curriculum to include: the hidden curriculum - those implicit teachings of education as manifest through physical location/structure, aesthetics, unwritten rules, systems of power, alternate ways of knowing, community cultural wealth, third spaces and educational omissions. Using the historic sites of Rome as the “classroom,” this course will allow students to discover, identify, and explore the various notions of curriculum within the context of Rome and through a social justice lens. Students will also reflect upon their newfound ideas around curriculum as they apply to their own personal and professional educational lives.

Course Objectives:
This course is designed to use the historic sites of Rome as the “classroom” to discover, identify, and explore the various notions of curriculum within the context of Rome and through a social justice lens. Students will also reflect upon their newfound ideas around curriculum as they apply to their own personal and professional educational lives.

Candidates will:
- Identify and explore various notions of curriculum.
- Gain an understanding of curriculum as a broad, encompassing notion as it relates to social justice.
- Visit critical sites in Rome displaying official forms of knowledge, hidden curriculum and third spaces of knowing as a vehicle to understand current educational issues.
- Reflect upon their newfound ideas around curriculum as they apply to their own personal and professional educational lives.
- Examine their personal and professional educational contexts in terms of hidden curriculum, official knowledge, and third spaces of knowing.
- Determine implications for the meaning of curriculum, informed by the academic, cultural and personal knowledge gained through this course.

Conceptual Framework and Conceptual Framework Standards
For your reference, our conceptual framework is described here - [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)
The following SOE Conceptual Framework Standards (CFS) will be addressed in this course:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions
The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, pursue inquiry, and enact social justice prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes.

IDEA Objectives
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning how to find and use resources for answering questions or solving problems
4. Learning to analyze and critically evaluate ideas, arguments, and points of view

Diversity
This course supports the School of Education’s conceptual framework and its aim to prepare professionals in the service of social justice. To that end, we will delve into the equity issues related to curriculum in higher education.

www.luc.edu/education/syllabus-addendum/
This link directs you to the college-wide required statements on the following topics: academic honesty, accessibility, conceptual framework, EthicsLine Reporting Hotline, and Electronic Communication Policies and Guidelines. You are responsible for knowing and abiding by the content of these statements.

Attendance
You are expected to participate in every aspect of the course.

Syllabus Addendum Link
www.luc.edu/education/syllabus-addendum/. This link directs you to policies related to academic honesty, accessibility, ethics, and electronic communication.

Course Grades
The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), D- (60 – 62%), F (59% and below).

Required Reading – All readings must be completed prior to our trip.
Pair #1 Reading:
Pair #2 Reading:
Pair #3 Reading:

**Evaluation:**

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<th>Assignment</th>
<th>Points</th>
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<td>Dispositions</td>
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<td>Teach-us session</td>
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<td>Reflective journal</td>
<td>20</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Description of Assignments

**Dispositions/Class Participation (40 points):**
Class attendance is expected as well as active participation in dialogues and group presentations. It is expected that students will attend class and all related activities and that students will arrive promptly for in-class sessions, and for departure times to site-visits. Your participation score is based on your attendance pattern as well as on your contributions to class discussions and activities.

**Teach-Us Sessions (40 points):**
Students will work in pairs to “teach us” about student-selected sites in Rome. The task, as a group, will be to explore a site for its representation of hidden curriculum and related educational issues today. Through class discussion and guidance, students will plan the site visit, “teach us” about inherent cultural themes, assign brief readings 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 do a “dry-run” – you will have the first week to do this. On Wednesday, Thursday, and Friday of the second week, you will teach us.
3) Teach us about the site utilizing various sources. Plan to incorporate primary source material that you have researched.
4) Pose reflective questions around the notion of curriculum.
5) Pose a question that students will journal responses to at the site.
6) You will have classroom time from 9:00-10:00 on the day of your Teach-Us Session, followed by the site visit from 10:00-1:00.

**Reflective Journal (20 points):**
Students will maintain a hard-copy reflective journal, recording and reflecting upon daily Rome based experiences, observations, and reflections. Your journal entry for each day must include reflection about class-based experiences, and how such experiences are impacting you as an educator. Specifically, you will reflect upon how you will use the insights gained and global perspectives developed, as an educator in your school. These will be turned in at the end of each week.

**IDEA Course Objectives**
Essential Objectives:

- Learning to apply course material to improve thinking, problem solving, and decisions
- Developing skill in expressing myself orally or in writing
- Learning to analyze and critically evaluate ideas, arguments, and points of view
• Learning how to find and use resources for answering questions or solving problems

**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.

**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](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](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/](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](http://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

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| Sunday, July 1   | 8:00-1:00 - Move-in  
|                  | 1:30 - Welcome lunch  
|                  | 3:30 - Orientation  
|                  | 5:30 - Depart for Piazza Navona |
| Monday, July 2   | 10:30-12:00 - Orientation (Rome Center Staff)  
|                  | 1:00-2:30 - Introduction to Roman Forum (Janis) – Classroom Time in Rome Center  
|                  | 3:00 - Departure to Roman Forum (ticket can be used next day for Coliseum, the leftover 12 euro can be used as admission fee for Teach-Us Session) |
| Tuesday, July 3  | 9:00 - Departure to Coliseum  
|                  | 1:00 - Students prepare with pair for Teach-Us Session |
| Wednesday, July 4| 9:00-12:00 – Classroom Time in Rome Center  
|                  | Discussion: What is curriculum, both explicit and hidden?  
|                  | 1:00 - Students prepare with pair for Teach-Us Session  
|                  | 7:30 - Picnic in the Courtyard |
| Thursday, July 5 | 9:00-11:30 Classroom Time in Rome Center  
|                  | Discussion: What is the curriculum of your educational context/setting? |
| Friday July 6    | 9:00-11:30 – Classroom Time in Rome Center  
|                  | Discussion: What is the curriculum of Rome?  
|                  | 12:00 – Leave for weekend  
|                  | Journals due by noon |
| Monday, July 9   | 9:00-10:30 – Classroom Time in Rome Center  
|                  | Discussion: Open  
|                  | 10:30-12:00 - Janis’ Introduction to Vatican Museum  
|                  | 1:15 - Departure to Vatican Museum |
| Tuesday, July 10 | 8:00 – Departure to St. Peter’s Square and Basilica |
| Wednesday, July 11| 9:00-10:00 – Classroom Time in Rome Center:Teach Us Session #1  
|                 | 1:00 - Departure (open) |
| Thursday July 12 | 9:00-10:00 – Classroom Time in Rome Center:Teach Us Session #2  
|                 | 1:00-4:00 – Meet at Tiber Island Jewish Ghetto Museum Tour  
|                 | Journals due by 9:00pm |
| Friday July 13   | 9:00-1:00 – Classroom Time in Rome Center: Teach Us Session #3 and Final Reflection  
|                 | 6:45-Meet in Courtyard for Photos and Board Bus for Final Dinner along Appian Way |
| Saturday, July 14| 8:00 – Vacate Rooms  
|                  | 10:00 – Depart from Rome Center  
|                  | BUON VIAGGIO!!! |