

Spring 2008: Tenth Anniversary Special Edition Newsletter

Tuscania Program to Launch in 2009



The FIE program calls Tuscania's historic walled town center home.

FIE is pleased to announce the Spring 2009 launch of its semester program in the beautiful Lazio region town of Tuscania. Tuscania is a unique historical and cultural center ideally suited for serious students seeking to experience directly the nature of Italian culture: the vibrancy and creativity of the contemporary world combined with a pervasive sense of continuity with the past.

For this reason, FIE and partner Lorenzo de Medici have designed an academic program that combines classroom study with field experience. The city of Tuscania is the campus of the study center where close interaction with the inhabitants is an integral factor of the total experience.

Tuscania is a very special location: a small city with a medieval center wherein students live and study. It is rich in Etruscan and Roman history as well as being a center for the contemporary arts, with practitioners

drawn to its physical beauty and very special atmosphere. Tuscania, with a population of about 8,000, is located in the region of Lazio, about 90 minutes from Rome and 25 minutes from Viterbo. Field excursion opportunities



The 8th century Chiesa di S. Pietro on Tuscania's outskirts.

in Tuscania include visits to a medieval abbey in the process of restoration, direct exploration of Etruscan remains, and theater shows at a local Roman amphitheater. The location offers students easy access to major Italian centers of culture, history and entertainment. The city is served by a comprehensive and efficient bus service.

Students are not required to have any previous Italian language experience, and courses will be taught in English. All students are required to study Italian language as a part of their program.

Students on this semester program will take an FIE Key Course on Italian Life and Culture, an Italian language course appropriate tocontinued on page 12

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Letter from the President: Moving Forward with FIE

Dear Colleagues,

As FIE enters its tenth year, it is natural to seek a moment of introspection and retrospection. The founder of FIE, Sharif Rahman (1958 - 2003), had a vision of service, excellence and innovation that drove the early years of development. FIE has moved into a new phase of commitment to the field of international education, but has not lost sight of its origins.

What we promote is both less tangible and (with no disrespect to the manufacturing world) more "complex" in so far as it is value-laden. Our "product" is not neutral. It contains within it a considerable number of assumptions about what is valuable in education, what is ethical, and what is a necessary pre-condition for the development of a civil citizen. Study abroad today must establish parity of esteem with other academic endeavours to demonstrate the essential seriousness and validity of our work.

To achieve this essential objective, we need to move away from stereotypical iconography and the language of tourism. Location must be superseded by academic content, which should drive the rationale for studying in a certain place. The crucial question is, what does it make sense to study in this location? What added value is there to studies in this location over studies at home?

At times the answer is obvious: language learning objectives drive choice of location in a very direct fashion. The issue is more complex in relation, for example, to London, Dublin or Sydney. It is not a matter of historical accident that FIE's locations are centered in Western Europe. The origins of U.S. university cultures are rooted within the European intellectual tradition. In addition, parts of Europe, notably London, Dublin and Madrid, are highly reformed environments and reflect the dynamism of change and development. The notion that Western Europe is a "traditional" location denies the reality of change. The value of studies in Europe is that it offers the potential to combine perspective on history with analyses of radical change. London, in particular, raises complex questions deriving from the combination of tradition, multi-culturalism and global economics that characterises this learning environment. It is a learning laboratory for studies in race and ethnicity, urban development and globalisation as well as for cultural studies.

Ours is a curious profession; we are simultaneously educators and administrators. As administrators we have made significant

improvements over the last 10 years, but as educators we have been largely inert and conservative, clinging to old assumptions. It is time to revisit the educational mission of study abroad and to re-examine pedagogy. One example of an idea that populates the unconsidered environment is that of "immersion." At least one element of any coherent study abroad curriculum will address the nature of "abroad:" some focus on the host culture should be integral within the academic agenda of the programme.



Given that reality, it is imperative to consider what methodologies might best serve these learning objectives and what implications may arise. Ethnography offers one model that facilitates the effective exploration of other cultures: participant-observation. This is a complex proposition in that it requires students simultaneously to occupy two positions that may not be so simply reconciled. Students need to be given the capacity and opportunity both to engage and disengage: to participate and to observe. A participant takes a dynamic role within the host culture intellectually and/or practically. That participant role is what has most frequently preoccupied our field and has led to an inexorable association of immersion with intended outcomes in study abroad. However, this diminishes the co-existent importance of the *observer* role. Immersion as an objective needs to be modified by some element of reasoned distance and distinct intellectual

space.

In short, as this example signifies, we believe that we can only demonstrate the innate value of our endeavours if we think seriously not just about "how" we achieve objectives but "why" we have chosen those as significant goals. This is, for FIE, a collective effort involving many of our staff in research, writing, presentation and participation in the wider academic community, as well as continuing quality assessment and constructive work with our partner institutions.

As FIE moves forward into its second decade, I hope that you will join us in a dynamic and creative manner as we seek collectively to enhance the student experience, create exciting learning environments, and serve the global vision embodied in our mission.

Respectfully,

Mike Woolf
President

FIE's Journey Through Five Stages of Quality Assurance



Exceptional international education is created through a process of continual quality assessment and evaluation. FIE considers there to be five progressive stages of quality assurance that any study abroad program might go through. Where an organization or institution decides to stop is driven by their level of quality assurance commitment, by resources, by expertise and a variety of other factors. The five stages and FIE's experience with them are detailed below.

Stage 1: Evaluation and Reaction

Academic and operational standards at FIE were historically driven by internal mechanisms developed by FIE and partner institutions. This involved a pragmatic review of provision and changes were made in response to those evaluations. This remains the most important and immediate form of quality assurance, and a measure of our responsiveness to the needs of our partners. FIE continually reviews student and visiting faculty feedback to improve and manage programs.

Stage 2: Development of Standards

At this stage, there is an attempt to codify an objective description of the organization's

standards. FIE's standards are best represented by our engagement with our mission statement throughout all levels of the organization. See the article on the following pages for more details on FIE's mission.

Stage 3: Informal External Review

Following a development of standards, we chose to test our standards informally through external and peer review. This is a key stage in that it forces an organization to consider the degree to which it is doing what it says it wants to do. The intervention of external perspectives is crucial.

Reviews conducted by FIE in this stage included an external review by the Study Abroad Director from an FIE partner institution, as well as a peer review by the Danish Institute for Study Abroad (DIS). The results of these reviews are available on request.

Stage 4: Formal External Review

At this point, codified standards are tested formally by external review. The objective is to make public those outcomes as well as to use the reports for further internal quality assurance. Public review is manifest either by

formal accreditation or professional recognition.

FIE pursued accreditation through the British Accreditation Council (BAC) in 2006. Following an extensive operational and academic review as well as a self-study, FIE was granted full BAC accreditation.

FIE has also participated in the Forum on Education Abroad's Pilot Quality Improvement Program (QUIP) in 2006. In 2008, FIE successfully participated in the Forum's first official QUIP review and was found to adhere to the Forum's Standards of Good Practice. In its letter of review completion, the Forum stated that FIE "maintains a commitment and dedication both to offering high quality programs in education abroad at a level of excellence acceptable to the larger academic community, and to continuous assessment and improvement."

Stage 5: Internal Assessment

In the future, we will move forward with all the quality assurance mechanisms indicated above and add one more dimension, which is best thought of as internal micro-review. In this process we are developing an internal inter-departmental review process using, for example, someone from student life to cast an eye over the activities of the academic program department; someone from administration to look at experiential education; someone from marketing to look at administration and so on. Through this mechanism, we will benefit from cross-fertilization of creativity within the departments. It is also a process that will give all staff an opportunity to become active participants in the quality assurance process.

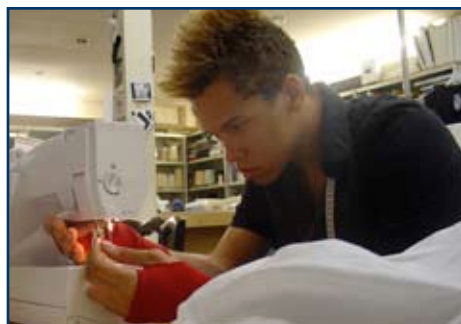
To date, internal task forces have reviewed the Student Life Department and the Academic Department. Future task forces will include, for example, a comprehensive Policies and Procedures review and an Experiential Education review.

The Next Level: Actively Engaging with Our Mission



A mission should not be a static assumption. At FIE, we endeavor to actively utilize our mission in our academic and operational thinking. The central elements in our mission are high quality educational experiences, creative learning environments, and international citizenship. Each of these elements are present in our programmatic work in the following ways.

Our mission is to provide high quality educational experiences to the global community. In pursuit of these goals, FIE is committed to the development of creative learning environments wherein an understanding of, and appreciation for, the privileges and responsibilities of international citizenship is fostered. This commitment is driven by the belief that interaction between people of diverse cultures is the basis upon which empathy among nations is built.



High Quality Educational Experiences

Exceptional study abroad programs should challenge student assumptions academically, socially and personally. In molding our programs, we recognize the following values and the subsequent implications for academic endeavors.

Environmental Values

- active engagement with and awareness of our environmental impacts and responsibilities.
- addressing and applying environmental initiatives such as ethical consumption, fair trade and education.

Social and Cultural Values

- a heightened awareness of civic and social responsibilities on local, national and global levels.
- development of understanding and appreciation of and empathy towards diverse social and cultural identities and practices.
- continued engagement in cross-cultural and multicultural communication and human relations.

Intellectual Values

- a recognition of the social, cultural and historical context of knowledge and that knowledge is socially and culturally constructed and maintained.
- an understanding of the potential for the contributions and perspectives of non-dominant groups to be obscured and excluded and a recognition of the role that power and privilege plays in this process.
- a recognition and understanding of the contributions and perspectives of non-dominant groups within fields of study.

Ethical Values

- a recognition of the existence of infractions of human rights and disparities in levels of social justice on local, national and global levels.
- awareness and consideration of the ethical implications of personal choices and of governmental action.

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Creative Learning Environments

Providing creative learning environments is central to our administrative ethos. As the study abroad "classroom" is as large as the country or even continent on which a student is studying, FIE includes in- and out-of-class experiences in its conception of learning environments.

A Culture of Service and Responsiveness

We need to be aware that our participants have real anxieties and that they have to be helped to experience what we may well take for granted. This attitude should permeate all FIE services from first enquiry to return. This culture should extend to the multiple constituencies that make up the study abroad experience: sending institution, students, parents and families.

Responsiveness can be measured against evaluation. How do we use evaluations? What concrete actions do we take and how well do we follow up matters arising?

A Culture of Support

A primary objective is the physical and mental well being of the participant. We strive to employ staff that understand this priority.

A Culture of Creativity

Our environment is changing constantly. A willingness to review, adapt and change processes and practices is a necessary requirement. The fact that something has worked well in the past is not a compelling reason not to change.

A Culture of Flexibility

The study abroad environment is frequently less predictable than that of home. We need to expect the unexpected and be prepared to make adjustments to shifting realities.

A Culture of Inclusion and Responsibility

Unlike many educational activities, study abroad requires a holistic approach. There are obviously legal boundaries to FIE's responsibilities but in practice we assume (like it or not) some level of responsibility for students' experiences beyond those boundaries. The quality of the study abroad experience derives from a number of inter-related elements that cannot necessarily be deconstructed and which, in any case, are much broader than those usually associated with education in the purely domestic environment.

International Citizenship

The essence of intercultural education is the acquisition of empathy -- the ability to see the world as others see it, and to allow for the possibility that others may see something that we have failed to see, or see it more accurately.

- William Fulbright, *The Price of Empire* (1989)

We aspire to have our students cross metaphorical borders between the self and the "other". Clearly, education abroad is a mode of participation that should give students a capacity to go beyond the first person and develop analytical skills. In all educational enterprises we want students to move from a purely personal view of the "other" culture to an analytical perspective achieved through a combination of critical empathy, engagement, and guided reflection.



tions: "I learned a lot. I widened my horizons. I grew as a person, etc." Those are not bad outcomes in themselves but they are very limited.

As educators, we want students to reflect not only on the self but on the space outside of the self. All of us see the world through our own eyes. We have no other eyes with which to see. The process of education is to try and create other lenses through which students can see into the space beyond the self - beyond the "I."

Education abroad is a highly significant mechanism that can enable students to cross the difficult border between self and the world beyond. It empowers students to penetrate the other; it gives them analytical tools to help them to understand that new place, and it may, consequently, create the social empathy that will truly be transformative. In short, it may take students from a preoccupation with

A recurrent problem in study abroad is that students tend to construct their experiences only in terms of their first-person percep-

their national "I" to a sense of being part of an international "we..". This concept is central to our curriculum development.

FIE Focuses on Under-Representation in Study Abroad



FIE has a long-term and active commitment to encouraging participation of under-represented groups in study abroad. Our particular concern is that, for many years, the discussion of widening participation has been mired in rhetoric rather than action.

What is under-representation? The answer to this question is not as obvious as it may at first appear. Men are under-represented in study abroad, as are specialist academic programs such as nursing, the sciences and engineering. The clearest under-represented groups are those from ethnic and religious minorities and from some institutions where international perspectives are not embedded in the fabric or ethos.

We understand our limitations. We do not yet have the physical resources to offer appropriate programs in engineering, laboratory sciences or those professional areas

where strict pre-requisites are required. Our efforts have been directed towards developing programs and services that we believe will enable us better to serve students from a diverse range of backgrounds and institutions that have not been active beneficiaries of appropriate and challenging international experiences.

We continue to reach out to students of color, Hispanic students, those from community colleges and others who are under-represented in this important endeavor. A broad description of our strategic efforts follows.

Partnerships

FIE works with a number of key organizations to develop curriculum and programs that better reflect the interests and needs of under-represented groups. This reflects our belief that the major barrier to participa-

tion is attitudinal rather than financial. We recognize that we need to advocate at many levels including parents, students and institutions. Among our active partners in this endeavor are Diversity Abroad, Bardoli Global, The College Consortium for International Studies (CCIS) and The California Colleges for International Education (CCIE).

Financial Concerns

We recognize that while attitudes and anxieties are a major barrier, financial matters are not unimportant. Consequently, FIE has made affordability a key objective. FIE is committed to keeping participant costs at a level where the maximum numbers of students possible are allowed inclusion. Our objective is to maintain affordable fees whilst ensuring that there is no compromise in the quality of teaching and student support.

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In addition, all students are invited to compete for the Sharif Rahman scholarships which are awarded on merit to students participating in FIE's programs.

Program Design and Curriculum

Curriculum innovation is at the centre of FIE's strategy in this area. Developments in Urban Studies, Race and Ethnicity, service-learning, internships, undergraduate research and key courses have all been modeled with an eye to creating serious academic challenges combined with the learning support that will create a supportive community for those less secure in an overseas location.

The partnership approach that FIE believes in also enables U.S. universities and colleges to become active participants in curriculum and program design. This creates opportunities for faculty involvement and enables institutions to take ownership of programs offered by FIE. Thus, they are not passive consumers but active creators of opportunities that will engage and include as many of their students as possible.

Locations

FIE's programs are in Western Europe. In London, Madrid, Dublin and Tuscania, FIE has access to sufficient expert staff and resources so that student support is never compromised.

Western Europe is a highly transformed space. Migration and immigration has created learning environments wherein the interface between tradition and change can be observed and experienced. These are rich learning laboratories that connect historically and intellectually with the experience of a very wide range of US undergraduates.

Faculty and Staff

FIE's faculty and staff reflect our commitment to diversity. We actively recruit individuals

who are international in outlook and diverse in background.

In our London Study Centre, for example, four major world religions are represented by our staff and faculty and our colleagues have origins in Europe, Asia, Africa, America and the Middle East. This diversity creates a rich experience both for us and for the students.

Advocacy

FIE is an active member of such relevant international organizations as NAFSA, the Forum

on Education Abroad, EIAE, AIEA and CIEE, and we are deeply engaged in advocating with our partners and friends for a concrete set of actions that will encourage under-represented students to participate in education abroad. We know that this is a process, not an event, and we recognize that we are a small organization in the field. That said, we believe that our energy and commitment to this endeavor is considerable.

As always, we invite partnerships and dialogue as we work towards objectives that are profoundly important to us all.

Study Diversity Issues with FIE

Are your students interested in Diversity Issues? Some of our course offerings at the FIE London Centre deal directly with ethnicity, faith, immigration, and other important concepts of diversity. In addition to our current courses, we can assist in developing new electives for partner schools in this academic area.

Here is a sample FIE in London semester schedule for a student interested in diversity.

Key Course

British Life and Cultures

In addition to gaining an understanding of traditional Britain, students study the tension and change inherent in London's multi-ethnic population.

Elective Courses

Ethnic History of Britain:

Diaspora Studies

This course will examine the imperial and post-colonial experiences of people from a diversity of ethnic and religious backgrounds.

Understanding Civilizations:

Islam and the West

On the assumption that ignorance is the enemy of peace, this course explores the sources of conflict that have led towards the notion of "a clash of civilizations."

Social Welfare in the U.K.

This course is intended to explore current issues in social welfare provision particularly in the non-profit, non-governmental sector, which in London is inherently tied to issues of diversity.

Experiential Education Pathway

Service Learning Placement

Placements can take place in community groups that promote understanding and tolerance among people of different backgrounds, faiths and cultures.

OR

Undergraduate Research

A broad variety of fascinating ethnographic study is possible in London. FIE faculty can assist with project development.



Making a Priority of Environmental Responsibility Goals

FIE's Environmental Mission

At FIE, we are dedicated to being actively engaged with and aware of our environmental impact and responsibilities. As such, we are committed to fostering a sustainable future, to ethical consumption and to creating social, environmental and economical well-being in our immediate and global community.

As an educating body, FIE will lead by example in addressing, applying and integrating environmental initiatives. We will strive to employ sustainable practices, implement ethically responsible alternatives, educate those within our community and continually increase our awareness of how to improve upon current practices, policies and procedures.

In our Spring 2007 newsletter, we reported on the staff-led development of FIE's Mission for Environmental Responsibility. It was decided that FIE would undertake an extensive, long-range plan to increase FIE's engagement with environmental issues and reduce our ecological footprint.

This was not an empty promise. Over the past year FIE has worked diligently to improve student awareness and participation in environmental initiatives, change staff and faculty habits of consumption, and address facilities needs in more earth-friendly ways.

As with all of our work, we greatly appreciate partner school participation, feedback and suggestions. Please do not hesitate to contact us about any additional ideas you have that could help move our Environmental Responsibility Mission forward. Read on for details about our ongoing initiatives.

Student Awareness and Participation

We continue to explore ways in which we can inspire and motivate students to be conscientious green citizens on a day-to-day basis. This is reflected from the beginning of their term in in the content of orientation sessions, and throughout their study abroad experience in our communications with students. A variety of programs have been instituted to offer students the opportunity to be involved - here are just a few.

Environmental Lecture Series

With the largest audience of students, staff and faculty at any lecture series to date, FIE hosted its first environmental lecture in November 2007. The speaker was Benny Dembitzer, an international development consultant for the likes of Oxfam, the World Bank and the UN. This popular series will continue in 2008, starting on June 30 with a lecture by Claire

Green. Green is the Implementation Director of Good Business, a corporate responsibility consultancy focusing on social and environmental impact analyses. Her discussion on ethical consumerism and its effect on business will be followed by an extensive Q & A session.

FIE also hopes to host a lecture in 2008 with David Woodward of the New Economics Foundation (NEF), an independent "think and do" tank whose philosophy is "We believe in economics as if people and the planet mattered." Woodward is the head of the New Global Economy Programme. Other potential speakers could be from organizations like The Ethical Agency and Forum for the Future.

Student Competitions

Students often comment on the prominence of environmental discussions in the U.K. media. To encourage students to think more deeply on this subject, an essay competition is being held asking students to reflect on the differences between British and American attitudes toward environmental issues. The top five essayists will receive dinner at a local restaurant.

Additionally, in order to inspire prudent energy consumption by FIE students, the flat to consume the least amount of energy per person by the end of classes will also be rewarded with dinner at a local restaurant.

Cheap (and Green!) London

The weekly Cheap London e-mail sent to students from the Student Life office now contains a Green Tip-O-The-Week, like links to great walking maps of the city, events featuring sustainable issues, or information about what carbon off-setting actually means.

Reusable Tote Bags

Students are now given a fun, reusable cotton tote bag at the beginning of the term and asked to use it rather than amassing plastic shopping bags when they go shopping. Students can feel good about carrying this light-



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weight bag, which cheekily says "The only plastic I shop with is a card."

Staff and Faculty Initiatives

Strategic Policy Development

As FIE's environmental commitment evolves, a sustainability and environmental improvement plan is under development to ensure continued attention to and success of the Environmental Responsibility mission. Goal-setting and timeline development are key in this plan. Details will be forthcoming.

Sustainability in the Curriculum

The Faculty Development Team has taken on the task of encouraging FIE faculty to consider sustainable development and ecological citizenship issues in curriculum development, both for new courses and in the context of existing ones. A new Environmental Studies elective course is currently under consideration.

"Gaia Says" Weekly Bulletins

All FIE staff, faculty and visiting faculty receive a weekly "Gaia Says" environmental e-mail. These e-mails encourage staff to utilize earth-friendly businesses and markets, to understand international environmental and social concerns, and to be aware of environmental events. Farmer's markets, seasonal eating, sustainable gifts, fair trade and recycling have all been topics of recent Gaia e-mails. Many of the topics are suggested by staff and faculty.

Staff Kitchen Overhauls

Communal food and cleaning products in the two small staff kitchens in Foundation House have been replaced with more sustainable alternatives. All shared and daily-use food items such as coffee, tea, milk and sugar are fair trade, organic and eco-friendly. Rather than bottled water in the kitchens, purifier taps have been installed to reduce waste. Water-saving kettles are now in use.

Event Catering

Bottled water is no longer purchased for FIE meetings, orientations, receptions or events - rather, glass bottles are filled from the purifier taps. For catered events, FIE endeavors to engage local companies and organization who are eco-friendly and use fair trade and organic products whenever possible.

Facilities Management

Computers and Energy

All computers in Foundation House faculty offices and in the Metrogate PC lab have been configured to turn off automatically if they are left idle for more than an hour. Old computers will be donated to ComputerAid, which distributes refurbished computers to education, health and non-profit organizations in developing nations. Devices for monitoring and decreasing electricity use have been installed where appropriate in Foundation House.

Office Supplies

All paper used for in-office printing is at least 80% recycled paper. Whenever possible,

items are distributed via e-mail rather than on paper. Only rechargeable batteries are used in Foundation House.

Water Conservation

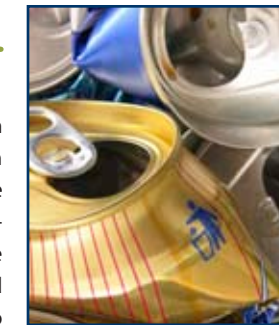
Water-saving devices were installed in all residential toilets and where possible in Foundation House.

Housekeeping Products

Environmentally friendly versions of restroom supplies have been substituted in Foundation House and in residences wherever possible, such as eco-handwash and recycled hand towels and toilet paper. Most light bulbs in all facilities have been switched to energy-saving bulbs.

Residential Recycling and Waste Reduction

Every floor and flat in the FIE residences have easily accessible recycling bins. Signage for these bins has been improved to facilitate and encourage their use. In addition, a charity drive at the end of each term encourages students to donate unwanted textiles, unopened toiletries and U.K. mobile phones rather than discarding them.



New Environmental Economics Elective

This new elective will join FIE's Open Enrollment course lineup in Spring of 2009. For a complete syllabus or more information, please contact us.

Instructor: Anya Nikoulina

Course Description

The protection and sustainable management of the natural environment is an area of growing concern across the globe. It is widely recognized that most environmental problems, whether small-scale or global, are the result of a complex interaction

of natural processes with economic forces and decisions. This course examines the continuing conflict between market forces and environmental integrity and explains how economic theory views the relationship between economic activity and the natural world. Examples of local, regional, national and international issues are presented and discussed. The course will give students an opportunity to develop a critical understanding of the different ways in which economic decisions, market forces, and government policies can affect environment.

London: New Elective Offerings Broaden Academic Scope

FIE's academic staff carefully consider areas in which we expand our course offerings. New courses come about in a variety of ways, including specific requests from partner schools, proposals by current FIE faculty, and development by the academic directors.

Did You Know?

Over the years, FIE has developed and taught a number of different courses that are not offered on the Open Enrollment program, but could be used in a custom program. Courses from "The Black British Experience" to "Inside the Modern Museum" are available for partner school review. To discuss the variety of curriculum possibilities, please contact any of the U.S. development staff.

British Politics

This is an introductory course on contemporary British politics, and therefore requires no previous political science courses. The overall objective of the course is to provide the students in a systematic fashion with a basic understanding of the system of government and the political process in Britain, as well as the socio-historical processes that have shaped modern Britain. These include the Monarchy, the Parliament, political parties, the Prime Minister, political ideology, and political culture; are among topics discussed in this course. Throughout the course, comparisons with American politics and society will be made as a point of reference to provide the student with a better framework for understanding British politics.

Students are also required to read on a daily basis relevant articles in quality dailies, such as The Times, The Telegraph, The Guardian and The Independent. Other publications

should be consulted, such as The Economist and The New Statesmen. Students are also advised to watch the television news. In particular, BBC 2 Newsnight or Channel Four News.

Core Textbook

Robert Leach, Bill Coxall and Lynton Robins, British Politics, Palgrave, 2006

Learning Objectives

Learning objectives include acquiring knowledge of social and economic contexts of British politics; exposure to British political culture, governmental institutions, elections, the legal system, and the media; gaining first hand experience in conducting independent research; and comparative analysis of British and American political systems.

Ethical Dilemmas: Business & the World

The aim of this course is to cast light on the moral dimension of business decisions and foster a rational debate on moral dilemmas of business life, focusing on current British and European cases, or on cases of global import.

Making the right choice in the face of a dilemma requires reflecting on differing views and evaluating reasons for accepting or rejecting them. The study of how to analyze, evaluate and construct arguments is therefore an important component of this course. The benefit of developing this intellectual skill greatly exceeds its moral or philosophical application.

Moral arguments rely on general moral principles and are ultimately grounded in moral theories. Another component of the course is therefore the study of the basic ideas of Moral Egoism, Natural Law Ethics, Utilitarianism, Kantian Ethics, Virtue Ethics, and J. Rawls' and R. Nozick's theories of Justice. In addition we will look at business ethics literature on particular problems.

Students will research and present in class current cases of business practice and the public debate about them. The logical structure of major arguments will be analysed and their validity and soundness assessed. Objections and alternative arguments will be constructed by work groups and evaluated by their counterparts.

The cases looked at will be of wider social significance. An attempt will be made to address hot issues debated in the British media at the time. Resources used will include newspaper articles, TV and radio news magazines, current affairs programs and documentaries, as well as feature films and short stories. By acquiring familiarity with different cultural perspectives on universal problems students will gain an opportunity to reflect on their own culture and values.

Environmental Economics

The course will give students an opportunity to develop a critical understanding of the different ways in which economic decisions, market forces, and government policies can affect environment.

For more details on this new offering, see insert box on page 9.



Tier 4: Keeping Up With Changing U.K. Immigration Laws



As you all know, changing U.K. immigration laws have kept us up at night since the summer of 2007. A variety of restrictions have gone into effect which have changed the way U.S. students enter the U.K. for study abroad programs. More changes are expected in 2008, and FIE is committed to engaging with our partners about these regulations.

The current U.K. immigration system allows foreign nationals to enter the U.K. through

around 80 legitimate channels. The new Points Based System (PBS) plans to narrow this down to 5 tiers, thus giving clarity to the process in which people are granted leave to enter the U.K.

The tier that applies most clearly to the study abroad sector is Tier 4 – Students. The rules for students have already been tightened, with 2007 seeing the implementation of

pre-entry clearance for all students that will be participating in work placements while in the U.K., as well as biometric testing. From February 2009 Tier 4 will be fully implemented.

Tier 4 will require all receiving U.K. institutions to be accredited by an approved body. FIE has already undergone evaluation and accreditation by the British Accreditation Council (BAC), and thus already meets this requirement. With Tier 4 implementation,

FIE will be the sponsoring institution for all our students. In effect, we will be vouching for the ability and intention of your students to engage on a study abroad program.

A variety of rules within this tier are under consideration, including guidelines for in-class hours and restrictions on work-related placements. The British Home Office is expected to put more immigration-related focus on internships and other types of experiential placements like service learning and non-academic volunteer work.

The potential impact of these changes are being brought to the attention of the House of Lords by the U.S. study abroad community as a whole, who is a major contributor to the U.K. economy. This advocacy will be key in the development of upcoming regulations. As rules and guidelines are approved and put into practice, FIE will keep our partners abreast of any changes that could affect current program structures.

FIE's Residential Facilities Receive ANUK Accreditation

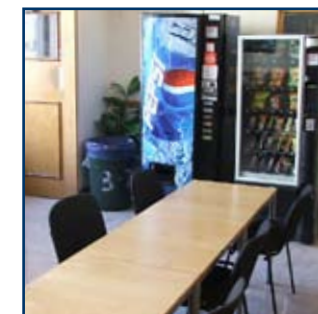


FIE is pleased to announce the accreditation of its London residential facilities under the Accreditation Network of the United Kingdom's (ANUK) guidelines. As defined by ANUK, accreditation is based on the "voluntary compliance by private landlords with good standards in the condition and management of their properties and their relationship with their tenants."

As a student housing provider, FIE's adherence to ANUK's guidelines means maintaining

good building conditions; thorough health and safety procedures; adequate per-person bedroom, kitchen and bathroom space; and accurate marketing materials.

To obtain accreditation, FIE completed an extensive self assessment in which a variety of our procedures and facilities were explained to and evaluated by the ANUK board. The assessment included sections regarding equal opportunity provision, tenancy, rental terms, marketing, health and safety and post-rental procedures. Following the self assessment, environmental health



officers visited the housing facilities to confirm that the information provided in the self assessment was accurate. Random facilities checks are conducted by ANUK every three years.

FIE's recent environmental responsibility mission played a role in the ANUK assessment. Questions about achieving energy efficiency were easily answered, as FIE has made great strides in facility efficiency in the last year. For more environmental responsibility details, please see the article on page 8.

Program Highlight: Italy

New Program



Italian History and Modernity Meet on Tuscania's Streets



A view of the narrow Tuscania streets from the centrally-located study center.

continued from page 1.....

their level, and two to three additional elective courses.

Key Course

Each FIE student in Italy will enroll in Italian Life and Cultures to help them contextualize their experience in an academic manner.

Serving as the anchor for FIE study abroad in Italy, this course analyzes the history of the Italians and major themes in Italy's recent past and present. The course is broadly divided into two parts. The first part weaves a chronological path through the country's history from ancient times to the present, exploiting the extraordinary physical resources available in Tuscania for understanding the great civilizations of the Etruscans and Romans, but also drawing on the locality's more recent history to explore some of the challenges that Italy overcame in the twentieth century on the road to modernization. The second part of the course is organized thematically and examines some major topics in the modern and contemporary life

of Italian society, such as the modern Catholic church, Italian cinema and organized crime.

A beginning-of-term orientation and mid-term overnight excursion to Rome punctuate the course and helps students link Tuscania's story with Rome's rich history and modern urban environment. Site excursions in Rome include visits to Piazza del Popolo, S. Maria del Popolo, "Ara Pacis," S. Luigi dei Francesi, the Pantheon, the Colosseum, St Peter's Church and the Pietà of Michelangelo, the Museum of the Italian Risorgimento, and Trastevere.

Italian Language

While students are not required to have any prior Italian language experience, students from beginner level to advanced level will benefit from the dynamic and functional nature of the teaching. All students will take Italian language at an appropriate level for their experience. Students will find the need to

speak Italian from the very beginning, as English is not widely spoken in Tuscania.

Opportunities to use the language are enhanced by the fact that there are very few U.S. students in the city and, unlike life in larger cities, the local people have the time and patience to devote to communicating with U.S. visitors, who are a relatively rarity. FIE's limited enrollment numbers will ensure that this privileged access persists.

LdM offers language courses from beginner to advanced, as well as intensive classes for students who would like to make language learning a primary focus of their study abroad experience.

Elective Courses

In addition to the language courses, a variety of courses are offered in the following areas.

Arts and Sciences

Courses are available in Archaeology, Art History, Classical Studies, History, Literature, Music, Cinema and Theatre Studies, Philosophy and Religious Studies, Political Science and International Studies. Tuscania's wealth of Etruscan ruins, tombs and artwork greatly enrich these course experience.



Modern facilities complement the historical surroundings.

Creative Arts and Media

Courses are available in Painting, Drawing and Mixed Media and Photography. Excellent computer facilities assist students in making the most of their multi-media coursework.

Culinary Arts

Courses are available in Italian Culinary Arts, Mediterranean Culinary Arts, Baking and Pastry, and Wine Appreciation. Restaurants and shops in Tuscania offer ample opportunity to enjoy authentic, fresh, local Italian cuisine.



FIE Staff Updates

Community Service

Staff Community Service Initiative Takes Off in London

As a statement of our stand on social responsibility, all FIE staff are now able to take three working days per year to volunteer or participate in community service. We hope that this initiative will encourage staff to undertake or continue with some form of community service work, especially at a local level. Staff will be required to provide a follow-up report of the event in which they have participated. We hope that our students will be encouraged to participate in community service opportunities during their stay in London as well. Three staff members have taken advantage of this initiative thus far, and their reports are below.

The Monsoon and Accessorize Trust: Christmas Sample Sale

Report submitted by Sarah Foster and Jenny Scoles, FIE Internship Coordinators

The Monsoon Trust (www.monsoontrust.org) aims to help improve the lives of women and children in Asia through education, health care and income generation. This area was chosen in light of Monsoon's long established trading links with the region.



Every Christmas the Trust orchestrates a huge sample sale (clothes that have been used in press releases) in Central London which is literally swamped by the general public eager to grab the famous Monsoon dresses for £20. The sale is run by volunteers over two days and the proceeds go directly to the charity.

We were particularly interested in volunteering for Monsoon as we place interns at their headquarters and felt it was a way to strengthen our relationship.

On the Friday, we spent the morning unloading boxes, setting up tables, putting clothes

on hangers, filling the rails with clothes and detagging items.

At 2 p.m. the venue was open to the public and the afternoon was spent restocking the racks as women with bin bags literally swept the rails clean. If you had a pushchair you had an advantage.

At the end of the two days, the Monsoon Trust had raised an impressive £24,000. And we were a boxful of Monsoon clothes richer!

The In-Deep Community Task Force: Breakfast Club

Report submitted by Yan Yan Leung, FIE Research and Personal Assistant



The In-Deep Community Task Force is a registered charity in the South of Westminster, London. Many of the elderly living in this area have families that live far away or no family at all, and low incomes; therefore, In-Deep strives to offer friendship and support by way of a range of activities and services.

On the third Friday of every month, I volunteer at the Breakfast Club, which meets every Friday to put on a breakfast for the elderly at Gretra Hall. There are approximately 30 – 35 people who come each week, many of whom are "regulars."

In-Deep is one of the few local, grass-roots charity organizations left in the South of Westminster community which has not been dwarfed and put out of operation by larger, more prominent charities. I feel that this is a very worthwhile organization with which to work because most of the elderly who come do not have many other opportunities to eat a proper, cooked breakfast.

Also, it is not clear that they have the chance or excuse to leave their homes to socialize otherwise. Those who have been volunteering for some time know the regulars by name, and try to sit down and chat with them personally, and I have noticed that this weekly gathering allows the elderly to share their life stories and communicate their worries or concerns when there may not be anyone else to listen. Social isolation is one of the major risk factors for the health and well-being of the elderly, and I sincerely believe that In-Deep makes a tangible difference in these people's lives.

In-Deep also organizes a number of other activities and services (such as dinners, outings, massages, Christmas hampers and discounted food items for purchase) which require the help of volunteers. For this reason, I believe that it would be a good place for any interested students to volunteer because it would afford them the chance to meet elderly locals. I would be happy to liaise with the In-Deep administrator if students are keen, and I hope to investigate other ways in which I can help in the future.

"I am grateful that FIE has encouraged us to engage with the wider community in this way."

I am very grateful to have become part of a neighbourhood that is friendly and inhabited by people who are sincerely concerned about each other's well-being. It has been wonderful spending time with "surrogate" grandparents and working alongside other volunteers. I am grateful that FIE has encouraged us to engage with the wider community in this way and hope that my new involvement with In-Deep will benefit them, FIE and our students in some way.



FIE Welcomes New Academic and Administrative Staff

Dr. Rajini Pani

Academic Director for Development



FIE is pleased to welcome Dr. Pani to its academic team. Dr. Pani will join John Makey, Academic Director for Key Courses and Visiting Faculty, in shaping FIE's curriculum development and innovation.

Rajini Pani set out to achieve her life-long ambition of becoming a global citizen from her home in Bangalore, South India. True to her objectives, her education and career took shape at various locations around the world. After completing a BA and an MA in International Relations from Bangalore University, Rajini was awarded a British Council Scholarship to study for another Master's degree in European Integration at the University of Reading in the United Kingdom. She then went on to complete her M.Phil and Ph.D. in Colonial History and commenced with a career in academics in South Asia.

Rajini's talent with reaching out to youth from multi-cultural backgrounds was spotted by Long Island University (LIU), New York, when she was appointed their Academic Director of the South Asian Center in India. Designing and teaching courses in inter-disciplinary studies, Rajini provided rich opportunities in field work and internships for American students throughout India and Nepal, as part of their experiential learning. Her next stint as Co-director of a global program in Comparative Religion & Culture took Rajini to Taiwan,

Thailand, Israel and Italy. Before long, Rajini landed in New York to co-ordinate Senior Studies for the Friends World Program, with students based in centers as far-flung as Costa Rica, Japan, China, India and West Africa.

In the aftermath of 9/11, in line with LIU's endeavor to find a US-friendly location for freshmen students, Rajini took charge of a program in London establishing a network with organizations in the European Union. When economics dictated a closure of LIU's London center, Rajini worked for the University of Bedfordshire as Manager of the Centre for Excellence in Teaching & Learning, & then at the London College of Oriental Medicine as their Senior Adviser in Business Strategy & Development.

Alongside her academic responsibilities Rajini has pursued an added interest in the media. Her commentaries on current affairs have been published in the United States and India. Rajini has co-edited the India 2001 encyclopedia, and currently writes segments for the ABC-CLIO encyclopedia in Santa Barbara. Her ambition is to author a historical novel some day.

Outside the working environment Rajini's passion lies with the performing arts and music, for which she considers London the best place in the world.

A desire to return to involvement in global education brought Rajini to the doorsteps of the FIE. Here she hopes to consolidate further on her 13 years of work experience with Study Abroad Programs. As she settles into her new job as Academic Director - Development, Rajini believes that her ever-evolving career and nomadic existence run parallel with the change and transition that marks global trends. In many ways she now feels that with FIE her path towards becoming a citizen of the world is right back on track.

John Makey

Academic Director for Key Courses and Visiting Faculty



Formerly FIE's Academic Consultant, John Makey has taken on his new role with gusto. This much-loved British Life and Cultures teacher will continue to combine his role as Senior Faculty with responsibility for contributing to FIE's overall academic development and coordination.

John was educated in London at school and then King's College, University of London, for his undergraduate and graduate degrees. After a successful career teaching British and European history to university entrants, he acquired the necessary qualification (the Blue Badge) to work as a freelance tour guide, lecturer and academic consultant. For twenty years he developed his role as a specialist on using London as a learning resource to supplement classroom teaching for his own courses as well as for other British and visiting faculty from abroad. During this time he taught for many US universities, typically a British Life and Cultures course designed to help students understand their new environment by placing their experience into a meaningful context.

In addition, John teaches History of London and other Humanities courses with an emphasis on the use of London's development over many centuries as a means to understanding contemporary issues.



• • • *continued*

Kamal Shah

Director of Finance



Kamal Shah was born in Mombasa, Kenya with Indian roots and culture. Kamal moved to London in 1970 at the age of ten with his family. His education and career took place in London, where he has spent most of his life.

Kamal joined Council on International Educational Exchange (CIEE) in 1996 while studying accountancy. He swiftly gained the knowledge of international educational experiences and international finance.

In 2004 Kamal joined Services for International Travel and Education (SITE) as the International Finance and Business Analyst with responsibility for future planning and development of the business.

In 2006 Kamal joined Living Streets a UK national charity with an urban improvement scope, as the finance and operations manager.

Kamal has extensive management knowledge, specializing in financial and administrative management systems of corporate and non-profit organizations. He has a desire to provide accurate financial data which would enable future business development and the passion of working within the international environment, meeting people with multi-cultural / diverse background.

Katie Hignett

Student Life Coordinator



Katie Hignett came to FIE shortly after graduating in 2007. Katie read American and Canadian Studies at the University of Birmingham, and as part of this spent one year as a film major at the University of California Santa Barbara. The experience she had on her year abroad in America fostered an international and cross-cultural perspective and inspired her to enter a career in international education.

Katie is a keen traveler and, although she has a deep love for London, often can't wait to leave and explore elsewhere. Other major interests include cultivating her bookshelf, swimming and keeping fit, and watching live music.

As Student Life Coordinator, Katie's role covers a broad aspect of the study abroad experience. Katie is responsible for student orientation and helping all students become acclimatized to their new city and prepared for the academic term ahead. Katie manages the extra-curricular calendar, providing a broad range of activities for students to participate in, sampling a varied taste of British life, including comedy shows, local high profile sports matches and weekend breaks. Katie assists students on a daily basis with their questions, needs and concerns and feels that encouraging open communication is her most important responsibility within the role - from general conversation with students

about their semester abroad, to more serious problems or issues. Katie immensely enjoys getting involved with projects to enrich the experience of the study abroad programme and is closely involved with environmental, volunteering and charity initiatives.

Robert Campbell

Resident Director, Dublin



Rob graduated from Dublin Institute of Technology in 2003 with an honors degree in business finance. While at college, he traveled to the US on a student visa and worked in San Francisco for 4 months. Two years after leaving college, Rob completed a certificate course to become a TEFL teacher in Ireland. Becoming so involved in student life again lead him to take up the position of Resident Director for FIE in Dublin Ireland where he still teaches on a part-time basis.

Rob plays bass in a number of different independent bands in Dublin. This and years of diligently attending different concerts, festivals and other events in the country have made him eager to share the modern artistic and cultural heritage of Ireland. Along with taking the students to exciting events and giving tips on what to see in the city, Rob will be responsible for the students' orientation on arrival and for ensuring a smooth departure. He will be available twice a week during the semester for the students to discuss any questions or problems they have, and will be available 24/7 in case of emergency.

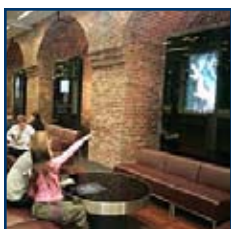
FIE Staff Updates and Summer London Events



Faculty and Staff Accomplishments

FIE is proud of the accomplishments of its staff and faculty. Below you'll find some recent events, successes and publications from the FIE team.

Art History Faculty **Linda Bolton** was commissioned by a National Gallery/Eurostar joint project to write 100 short texts for 100 paintings in the National Gallery which can be projected at St. Pancras Station's new Eurostar terminal and accessed by passengers from tabletop computers.



Development **Erika Richards** was asked to lead a team to develop on-demand e-learning workshops for NAFSA. The goal is to provide professionals new to the field of education abroad with an on-demand access to training in key areas of education abroad and to identify additional resources available at their finger tips.

Media Studies Faculty **Christopher Cook** completed a paper for the Victoria and Albert Museum's summer 2008 Music Room Conference titled "Entertainment in a Box: Domestic Design and the Radiogram and TV."

Music Faculty and Composer **Matthew Shlomowitz** was commissioned by the Spitalfields Festival to write a work for the Dutch ensemble Calefax, performed in December 2007 and well-reviewed by *The Times* newspaper.

Facilities Coordinator **Murch Darican** attended seminars with the National Examination Board in Occupational Safety and Health (NEBOSH) and Accreditation Network of the United Kingdom (ANUK).



Theatre Faculty **Althea Stewart** published a paper titled "Good Quaker Women, Tearful Sentimental Spectators, Readers and Auditors: Four early-modern Quaker narratives of martyrdom and witness' in *Prose Studies*, Volume 29, Issue 1, April 2007. She also directed the play "Who is Sylvia," based on the book *Sylvia Pankhurst: A Maverick Life 1882-1960* by Shirley Harrison.



Internship Coordinator **Sarah Foster** completed a Master's Degree in Text and Performance Studies from King's College London and the Royal Academy of Dramatic Art.



Finance Faculty **Carolina Valiente** published an article titled "Are Students Using 'the Wrong' Style of Learning? A Multi-cultural Scrutiny for Helping Teachers to Appreciate Differences" in *Sage, Journal of Active Learning in Higher Education*, Volume 9, Number 1.

Research and Personal Assistant and RA **Yan Yan Leung** completed training in Risk Assessment and Confidentiality and the Law with FIE psychotherapist-on-call Dr. Deborah Hill.



Theatre Faculty **Mark Wheatley's** play *So Close to Home* ran on Off-West End in London this April. He is currently working on a BBC Films drama *The Conservat*



Summer in London

Students studying at FIE this summer will, as always, have a wealth of opportunities to enjoy and experience London's dynamic, bustling culture. Here's a brief sample of what to do in London this summer. More Student Life Extra-Curricular events are being confirmed as we speak. Students will be given details of those events following their arrival.

May 26

The Annual free Africa Day Festival in Trafalgar Square celebrates local African communities' contributions to the city with food, music and crafts. The event was established in 1963 as African Freedom Day.



June 23 - July 6

The 2008 Wimbledon Tennis Championships will have London buzzing with tennis professionals.

June 30, London

The Environmental Awareness Lecture and Discussion Series presents "The Evolution of Marketing: Sustainability Issues" with speaker Claire Green, Implementation Director for Good Business.

July 3, London

Go see the West-End theatre production "Wicked" from this summer's extra-curricular calendar.



July 7, London

Go see the West-End theatre production "Billy Elliot" from this summer's extra-curricular calendar.



Through July 13

Before you tune in to August's Summer Olympics in Beijing, learn about China's design explosion in the V&A's "China Design Now" Exhibit, featuring everything from furniture design to digital media.