



# Northeastern University

## College of Professional Studies

### Graduate School of Education

### Course Syllabus

#### Course Information

Course Title: Culture, Equity, Power and Influence

Course Number: EDU 6051

Term and Year: Winter 2022

Credit Hour: 4

Course Format: 100% online, Canvas Login URL: <https://canvas.northeastern.edu/>

#### Instructor Information

Full Name: Christopher MacDonald-Dennis

Email Address: [christopher.macdonald-dennis@mcla.edu](mailto:christopher.macdonald-dennis@mcla.edu)

Virtual Office Hours: Please schedule a meeting with me via email.

#### Technical Requirements

Courses are available on Northeastern University's Canvas at the following link:

<http://canvas.northeastern.edu>. Canvas Technical support and resources including 24/7 phone (1-833-450-3937), and chat can be found on the help icon in Canvas. Northeastern Technical support can be accessed at 617-373-4357 (xHELP) or [help@northeastern.edu](mailto:help@northeastern.edu).

Students are responsible for their access to the internet for purposes of this course and for research. Internet access is a required component of this course and will not be accepted as an excuse for missed work. If you know that you will be traveling, then make sure you plan accordingly.

*Note regarding e-mail/voicemail:* If you e-mail, please include your name and class title. Please allow up to 48 hours for an email reply. If you leave a voicemail, please remember to include your name, class title, and phone number.

#### Course Prerequisites

This course should be taken in the student's first or second term in the M.Ed., and can be taken at any point during the M.A.T. program.

#### Course Description

Examines the broad construct of culture and explores how these characteristics impact personal identity, access to education, social mobility, power and influence. Explores educational institutions as cultural systems and questions concepts at the heart of personal and professional interactions in teaching, learning, curriculum and administration. Expects students to participate in reflective discussion and begin the personal exploration of their own feelings and experience with culture; develop competencies spanning cultural and international

boundaries; to prepare to be more effective in diverse settings and to influence and advocate for systemic change.

## **Course Materials**

### **Required Texts**

- Adams, M., Blumenfeld, W.J., Catalano, D.C.J., DeJong, K., Hackman, H.W., Hopkins, L.E., Love, B.J., Peters, M.L., Shlasko, D., & Zuniga, X. (Eds.). (2018). *Readings for diversity and social justice*. 4<sup>th</sup> edition. Routledge. ISBN-10: 113805528X or ISBN-13: 978-1138055
- All other assigned materials are provided within the Canvas site, or are accessed from the Northeastern University library website.

### **Massachusetts Professional Teaching Standards Addressed in this Course**

Standard 1: Curriculum, Planning, and Assessment (Indicator A and SEI Indicator A)

Standard 2: Teaching All Students (Indicator C)

Standard 3: Family and Community Engagement (Indicators A, B, C, E)

Standard 4: Professional Culture (Indicators A, F)

## **Program Learning Outcomes (PLOs)**

### **Program-Wide Competencies for the M.Ed.(Except HEA)**

#### **Systems Thinker**

- Perceives self as an educator participating within a larger system of education
- Demonstrates strategic awareness
- Looks for patterns and makes connections
- Sees how parts relate to the whole, including the implications of systems and organizational change

#### **Communicator**

- Proficient as a writer and as a presenter
- Capacity to work within groups to listen well, speak well, and co-author
- Able to collaborate and communicate in a range of modalities (face-to-face and online)

- Facile with technology, keeps current with emerging technologies and social media

### **Creative Problem Solver**

- Situational awareness and leadership in identifying and defining challenges
- Thinks creatively to generate ideas and be open to alternatives
- Develops and implements plans for addressing problems and effecting change
- Is resilient in less-than-optimal circumstances

### **Culturally Responsive**

- Perceives the professional self as functioning within a global context of education
- Aware of the dynamics of race, class, gender, and the other cultural factors within community dynamics and intercultural communication
- Interest in, and capacity to perceive, multiple perspectives
- Self-aware of cultural perspective and privilege
- Capacity to serve as an agent for social justice

### **Program Learning Outcomes (PLOs) for the M.Ed. in Higher Education Administration**

- **Inquiry:** Analyze problems in higher education and recommend innovative solutions grounded in historical awareness, applied theory and driven by data.
- **Intellectual Agility:** Identify local, national, and global disruptions and their impact on higher education policy and practice to participate in and lead change within the higher education sector.
- **Inclusive Action:** Integrate principles of diversity and inclusion into various functional areas within higher education.
- **Personal and Professional Effectiveness:** Engage in lifelong learning to continuously hone and improve skills, specifically in areas of technology proficiency and the ability interpret federal, state and institutional laws, regulations and policies to design and implement policies and procedures ensuring compliance.

- **Data Driven Decision-Making:** Apply key higher education competencies, such as budgeting, crisis management, collaboration, change agency, problem solving, technology literacy, and data-driven decision making, through experiential learning opportunities.

### **MPS in Learning Experience Design and Technology (LXDT) graduates will be prepared to:**

- **PLO1:** Apply learning design models, theories, practices, and technologies, based on the analysis of context, content, and learner needs, to develop engaging learning environments. (*Learning Experience Design*)
- **PLO2:** Demonstrate constructive working relationships and collaborations in a range of professional contexts while responding to the nuances of organizational culture, diversity of learners, project demands, and allocated resources. (*Collaboration*)
- **PLO3:** Redesign learning experiences to create dynamic technology-enhanced and engaging environments by seeking out the learning design potential of new technologies. (*Learning Design Technologies*)
- **PLO4:** Demonstrate the ability to effectively present ideas in multiple mediums and to diverse audiences. (*Communication*)
- **PLO5:** Create learning designs that promote social justice, inclusion, and the building of intercultural and global networks, while demonstrating the capacity to perceive multiple perspectives. (*Cultural Responsiveness*)
- **PLO6:** Respond innovatively to the learning design opportunities and challenges in diverse contexts of industry sectors and modalities, while creatively drawing upon the latest research in learning design. (*Creative Problem Solving & Systems Thinking*)

### **Course Learning Outcomes**

Students will have the opportunity to:

- Assess the ways in which one's culture shapes their worldview, perception and roles;
- Examine the ways in which institutions perpetuate dominant cultural norms and access to education;
- Explore strategies individuals and groups can develop to influence cultural norms;
- Expand leadership capacity by examining concepts and theories of influence and power.

### **Building your Wix ePortfolio**

As you progress through your M.Ed. Program, in each course you will incorporate one or more "signature assignments" into your Wix ePortfolio (assignments are designated in the syllabus). Each program and concentration have identified competencies that are essential to your success as education professionals. The Wix ePortfolio provides evidence of your progress toward competencies and creates opportunities for improving your work in this regard.

## Attendance Policy

Students in online courses are expected to complete course readings, participate in class discussions or other learning activities during the unit, and complete written assignments for each unit during the time of that unit. All students are working adults, and it is understood that there might be one week when active participation in ongoing class conversations and learning activities might be delayed.

Beyond one week time, if there is an absence or lateness in participation (1) faculty must be notified in advance; (2) grades will be adjusted accordingly.

## Policy on late work

Students must submit assignments by the deadline in the time zone noted in the syllabus and Canvas.

Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late.

Work submitted late without prior communication with faculty will not be graded.

## Faculty / Student Communications

Email communication: students can expect that emails will be answered within 48 hours (except on weekends if that was set out in the syllabus)

Phone and video conferences: students should be able to request a phone or video meeting in addition to timely email communication. Meetings should be available within 5 days of the communication, or as per office hours identified in the syllabus.

## Course Methodology

Discussion Board or other communication threads: students can expect questions on discussion boards directed to instructors to be answered within 24 hours.

Course Assignments: students can expect assignments are returned in a timely fashion, at minimum, graded assignment should be returned at least a week before the next graded written assignment is due. Written assignments should have reasonable written feedback in the body of the work, corresponding to the grade.

## Grade Scale

95-100%	A	87-89.9%	B+	77-79.9%	C+	69.9% or below F
		84-86.9%	B	74-76.9%	C	
90-94.9%	A-	80-83.9%	B-	70-73.9%	C-	

## Signature Assignment:

Early in the term, you will choose an issue that is an obstacle to expanding equity in education. You will focus on this issue throughout the course, and it will be the basis for your Signature Assignment. The Signature Assignment allows you to develop a deeper understanding of a particular topic that is important to you as an

educator, and to consider this issue more specifically within your area of education.

### **Element 1: *Problem Statement Paper***

Once you have identified a particular problem or need impacting equity in education, you will find relevant academic/peer-reviewed research articles about it. You will write a 4-page analysis of the problem/need, based on the evidence in the research articles. Your goal is to present a well-supported argument for why this problem or need is relevant to the work of expanding equity in education, and why the problem or need should be addressed by educators. The paper also demonstrates your command of the issue.

### **Elements 2 & 3 (Action Project): *Introduction and Addressing the Problem/Need***

You can address the problem/need you identified by creating a strategic plan, workshop series, or a unit plan, or a college (mini) course for a specific, realistic audience. NOTE: You are *not* expected to actually implement the project during this course – only design it. Hopefully you will someday get to implement it, but there is not enough time in a 12-week course for you to do that. You also will write an Introduction, in which you will discuss how the workshop series, unit plan, college course or strategic plan demonstrates your ability to enact equity oriented and culturally responsive practices as an educator.

### ***Virtual Conference***

In the final week of class, we will hold a “virtual conference” on Discussion Board in our Bb site. You will create a PowerPoint presentation (or use some other platform), with audio, for the audience of your classmates, which will provide an engaging overview of your Signature Assignment. Our virtual conference will involve viewing/listening to one another’s presentations and providing feedback to one another.

### **Grade Breakdown:**

Reflection Assignments	Weeks 2, 4, 5, 8, and 12	6 points each = 30 points
Participation in Discussions	Weeks 5, 8, 10	5 points each = 15 points
Equity Study	Week 12	5 points
Signature Assignment-Problem Statement	Week 6	15 points
Signature Assignment-Introduction	Week 11	6 points
Signature Assignment-Unit Plan, College Course, Strategic Plan or Workshop Series	Week 11	14 points
Signature Assignment-Peer Feedback	Week 12	5 points
Signature Assignment-PowerPoint Presentation, with audio	Week 12	10 points

**Total: 100 points**

## Course Schedule

WEEK	Topic/Overview of Assignments
Week 1 & 2	GETTING STARTED & CORE CONCEPTS <ul style="list-style-type: none"> <li>- Post introduction &amp; return message to classmates</li> <li>- View all materials</li> <li>- Submit 'Equity Study'</li> </ul>
Weeks 3, 4, & 5	EXAMINING RACISM AND CLASSISM <ul style="list-style-type: none"> <li>- Engage with all materials</li> <li>- Write response to prompt on materials <i>before participating in discussion</i></li> <li>- Participate in discussion of case study (either on DB, or live online)</li> <li>- Submit proposal for Signature Assignment</li> </ul>
Week 6	INDEPENDENT WORK WEEK TO WRITE PROBLEM STATEMENT. No other work assigned; no discussion.
Week 7 & 8	NATIONAL ORIGIN & RELIGIOUS OPPRESSION <ul style="list-style-type: none"> <li>- Engage with all other materials</li> <li>- Write response to prompt on materials <i>before participating in discussion</i></li> <li>- Set aside time to work on writing Problem Statement (part of Signature Assignment)</li> </ul>
Weeks 9 & 10	EXAMINING SEXISM, HETEROSEXISM AND TRANS* OPPRESSION <ul style="list-style-type: none"> <li>- Engage with all assigned materials</li> <li>- Write response to prompt on materials <i>before participating in discussion</i></li> <li>- Participate in discussion of case study (either on DB, or live online)</li> <li>- Have your Signature Assignment, Parts II &amp; III, in mind and try to set aside some time to look for resources and begin working on it.</li> </ul>
Week 11	INDEPENDENT WORK TO CREATE REMAINING ELEMENTS OF SIGNATURE ASSIGNMENT. No other work assigned; no discussion.
Week 12	VIRTUAL CONFERENCE

	<ul style="list-style-type: none"> <li>- Post your presentation of your Signature Assignment on Discussion Board</li> <li>- View/Listen to classmates' presentations of their Signature Assignments and provide thoughtful feedback</li> <li>- Engage in assigned materials and write final reflection</li> <li>- Upload your Signature Assignment to your ePortfolio</li> <li>- Upload your Final Reflection paper to your ePortfolio</li> </ul>
--	---

### End-of-Course Evaluation Surveys

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at <https://neu.evaluationkit.com>. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

### Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

### Student Accommodations

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit <http://www.northeastern.edu/drc/getting-started-with-the-drc/>.



## Library Services

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and for Education specific resources, visit <http://subjectguides.lib.neu.edu/edresearch>.

## 24/7 Canvas Technical Help

For immediate technical support for Canvas, call 1-833-450-3937. You can chat and report an issue to Canvas technical support right from within Canvas through the Help icon located in the Canvas global navigation.

myNortheastern, e-mail, and basic technical support

Visit the [Information Technology Services \(ITS\) Support Portal](#)

Email: [help@northeastern.edu](mailto:help@northeastern.edu)

ITS Customer Service Desk: 617-373-4357 (help)

## Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice.

Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

## TITLE IX

*Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.*

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

In case of an emergency, please call 911.

***Please visit [www.northeastern.edu/titleix](http://www.northeastern.edu/titleix) for a complete list of reporting options and resources both on- and off-campus.***

## Northeastern University Online Copyright Statement

Northeastern University Online is a registered trademark of Northeastern University. All other brand and product names are trademarks or registered trademarks of their respective companies.

This course material is copyrighted and Northeastern University Online reserves all rights. No part of this publication may be reproduced, transmitted, transcribed, stored in a retrieval system, or translated into any language or computer language, in any form or by any means, electronic, mechanical, magnetic, optical,

chemical, manual, or otherwise, without the express prior written permission of Northeastern University Online.

Copyright 2021 © by Northeastern University Online  
All Rights Reserved

The instructor reserves the right to amend this syllabus, both online and the document itself, during the term and will notify students of the change(s). The revised syllabus is the official record of class policies and schedule of due dates