

Tara Maginnis Diversity learning experiences:

- **Curricula – Students get more interested in assignments that incorporate their heritage!**

My first modification to curriculum for my Stage Makeup Class came around 30 years ago in Alaska when, after I explained the Kabuki makeup assignment for the following week to my class, (which I'd simply copied from my own first makeup class I'd taken), a **Yupik (Native Alaskan)** student asked if he could do an alternative of adapting a Yupik Mask design to makeup form. That sounded like an excellent idea, and after a general discussion with the class the assignment was instantly changed to include any non-naturalistic traditional style of makeup or designs adapted from masks from all cultures. This happily exploded the assignment out into the broader general idea of incorporating non-naturalistic theatrical style and world theatre history where the "kabuki" assignment once stood alone. We got African masks, as well as things derived from Chinese Opera, Balinese dance-drama, and the curriculum has continued in this broader fashion since. In the Video series that supports this class, the main recorded how-to Demo is still for a Kabuki Kumadori, but there are supplemental short demo videos I've also made and show of various Chinese opera designs, and a Tlingit (Native Alaskan) mask design, and I currently link the class site to other free online makeup videos that do this type of thing with other traditional non naturalistic styles.

- **Educational Resources – If textbooks/commercial videos fail students- try YouTube!**

I am continually frustrated with the lack of good text books and commercially produced videos on stage makeup for students of color, particularly for **African Americans**. My own study of the early history of stage makeup texts make me hyper aware whence this systemic racist problem originates. My own demo videos, naturally, being done on my very white old female self don't help with this. After having yet another promising young African American student drop out of the class two years ago because she couldn't get enough text and video support to help her, I made a massive effort to hunt down good alternative makeup how-to videos for people of dark and medium skin tones by watching many hours of YouTube tutorials and linking the good ones through the class Canvas site. After finding this useful, I have also gradually nailed down good alternate videos for all sorts of assignments for all tints of humans, and now update these each semester. I try to include videos in non-English languages also, as many of my students are ESL learners.

- **Training, background, coursework and/or professional development -- If professional development workshops don't cover it, research it yourself!**

DVC has a fairly high number of mainstreamed students with unique learning challenges. I grew up being a bit more aware of these sorts of issues as my father was dyslectic. I myself have dyscalculia. While at DVC, somehow word got out I was very open toward making accommodations for individual learning needs. As I got more DSS students with individual needs (eventually even including a TA on wheels! Yay!) I increasingly signed up for the Professional Development workshops on these issues. These workshops however were insufficient to help me support many students, so I finally went down the **neuro-diversity** rabbit hole through independent reading, podcasts, and audio-books, and know pretty definitely I am myself "On the Spectrum", and can now usually assist students who have one or more of the usual alphabet soup (ADHD, OCD, etc.) to succeed. I need to learn more strategies on emotional based issues however, as I'm still having clinically depressed students fall through the cracks.