

## **HC 258 MULTICULTURALISM AT SCHOOL**

### General Information

December Term 2008

Faculty: Emily Hooper Lansana  
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Location: Oak Forest Campus

Dates: Monday/Wednesday 12/1, 12/3, 12/8, 12/10, 12/15

Time: 6:30-9:30PM

Competencies: H1X, H3X, H4, SDX

Emily Hooper Lansana is the Theater and Literary Arts Curriculum Supervisor in the Office of Arts Education of the Chicago Public Schools. Emily has served as the Arts-in-Education consultant for eta Creative Arts Foundation and has taught at Columbia College, Chicago State University, the University of Chicago, and DePaul University. She has also worked as Director of Education at New York's Lincoln Center Theater. Emily serves on the Board of Directors of the National Association of Black Storytellers and as President of the Chicago Association of Black Storytellers. She received her BA in Theater Studies with a certificate in Teacher Preparation/Education from Yale University and an MA in Performance Studies from Northwestern University.

### **Course Description**

Teachers often focus on the dominant culture of their classroom with a somewhat hurried approach toward other minority cultures. In this course we will discuss the various traditions of both dominant and minority cultures in school settings, explore their roots, examine embedded values, and begin to understand the relationship and importance of these multicultural traditions both in school and the home. We will discuss the multicultural practices during the holiday season.

### **Course Competencies**

H-1-X Can analyze cultural traditions considering the connections between human experiences, society, and politics.

- Students will analyze cultural traditions and how they are celebrated. Students will reflect on them through discussion and written response.

H-3-X Can explain how human development is influenced by cultural experiences in self and others.

- Students will consider the impact of how culture is interpreted in school environments. Students will reflect on this through discussion and written response.

H-4 Can analyze power relations among racial, social, cultural, or economic groups in the United States. **REQUIRED**

1. Describes the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S.
2. Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict.

Students demonstrate this competence by analyzing the historical, sociological or economic dynamics that lead to inequalities in power among groups in the United States. To the extent possible, we hope that students will relate this to their experiences as well as their responsibilities as a citizen. In many ways this competence is about democracy in action; for example, how groups have negotiated and attained power and voice in a complex and diverse society. Since, however, inequalities persist in this country, it is important to understand the ways in which some groups have been systematically denied economic, social, and political justice.

S-2-X Can describe and analyze the interactions between people in learning environments.

- Students will demonstrate through discussion and written response their understanding of patterns and dynamics that emerge in learning environments.

### **Learning Activities and Demonstrating Competence**

Readings: A reading packet of short articles will be sent to students via email. There is one text for this course.

Text: "**Beyond Heroes and Holidays: A Practical Guide to K 12 Anti Racist, Multicultural Education and Staff Development**" Enid Lee; Paperback (ISBN 9-781878-554178-53500)

Classroom Participation: Attendance is required. Presence means more than attendance. It is expected that students will come to class prepared, attentive, and will contribute to classroom discussion

Writing/Projects:

Students will complete the following written assignments:

- Students will submit two (2-3page) journal entries. One journal entry will serve as a reflection on one of the student's cultural traditions. The second entry will serve as a reflection on a cultural tradition outside of the student's experience. Journal entries should also demonstrate students understanding of competencies.
- Students will prepare presentations to teach the class about a specific cultural tradition. These presentations should reflect the best practices of what we are learning about multicultural teaching and learning. Students will submit documentation of this presentation. Students will choose the most effective method of documentation (PowerPoint, short paper, outline, scrapbook or other approved documentation will be accepted.)

### Essential Questions

What is multiculturalism? What is culture? How do we experience culture? Can we teach culture? How do these experiences translate to the learning environment? What about food, music, art etc?

### **Assessment and Grading**

Grading:

Class Participation 25%

Writing 25%

Presentation 50%

Speeches and papers are due on the assigned dates. No late speeches will be accepted. Grades on late papers will be deducted by one letter grade per day.

#### ***Written Work Will be Evaluated As Follows:***

*A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.*

*B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.*

*C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.*

*D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to*

*development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.*

### **Academic Integrity**

Plagiarism is a violation of academic code and carries severe penalties. Please refer to The DePaul University Student Handbook (or see [www.depaul.edu](http://www.depaul.edu)) for the full text and implications of this policy).

### **Assessment and Vincentian Values**

As your instructor at DePaul University, I am committed to providing you with feedback, responses and guidance that embody the four Vincentian teaching principles: clarity, empathy, flexibility and integrity.

### **Course Schedule**

#### **12/1/08**

Introduction

Review Syllabus

What is Multiculturalism?

Reading Assignment/Reflection

#### **12/3/08**

Review current examples of multiculturalism

Reflect on students' experiences

Discuss Readings

Reading Assignment/Reflection

#### **12/08/08**

Compare and contrast interpretation of culture across learning environments

Discuss Readings

Reading Assignment/Reflection

**12/10/08**

Students present cultural lessons

Discussion

Reading Assignment/Reflection

**12/15/08**

Students present cultural lessons

Discussion

Reading Assignment/Reflection