

**William Paterson University
College of Humanities and Social Sciences
Department of Languages and Cultures**

COURSE OUTLINE

1. TITLE OF COURSE AND COURSE NUMBER

TBED 542: **Multiculturalism and Acculturation**

2. DESCRIPTION OF COURSE

The course examines the social and psychological factors affecting students of diverse backgrounds in the American schools. The course is designed to sensitize teachers to their students' personal adjustment to a new environment and to how this reorientation affects their acculturation and motivation to learn.

3. COURSE PREREQUISITES

none

4. COURSE OBJECTIVES

1. To understand approaches to multicultural experience and related concepts/theories
2. To examine the relationship between language and multifaceted identities in cultural contexts.
3. To develop conceptual skills for analysis of the bilingual's language/social behavior
4. To perceive a spectrum of inquiry regarding hyphenated cultures and subcultures.
5. To develop research methodology for interviewing bilingual/multicultural individuals.
6. To investigate issues related to social and psychological development of the bilingual/bicultural child.
7. To foster students' mastery of New Jersey Professional Teaching Standards (NJPTS) 1 (Subject Matter Knowledge), 3 (Diverse Learners), 6 (Learning Environment), 7 (Special Needs), 8 (Communication), 9 (Collaboration and Participation).

5. STUDENT LEARNING OUTCOMES

At the completion of the course, students are expected to

1. explain a range of approaches to the multicultural experience and related concepts.
2. assess and defend the place of language in multifaceted identities.
3. analyze/interpret personalities and cultures of bilingual/bicultural individuals.
4. illustrate different perspectives in hyphenated cultures/subcultures.
5. apply ethnographic research skills to a field study.

6. demonstrate increased mastery of New Jersey Professional Teaching Standards (NJPTS) 1 (Subject Matter Knowledge), 3 (Diverse Learners), 6 (Learning Environment), 7 (Special Needs), 8 (Communication), 9 (Collaboration and Participation).

In addition to the above outcomes, students are expected to

1. identify elements of the classroom that contribute to a reinforcement of a positive self-image of the bilingual child.
2. guide bilingual children to gain self-esteem, confidence and realistic goals-personal and educational.
3. demonstrate how to effectively communicate with parents and other representatives of the bilingual community.

6. TOPICAL OUTLINE OF THE COURSE CONTENT

UNIT One: Approaches to Multicultural Experience and Related Concepts/Theories

1. Linguistic approaches --Linguistic relativity and Social mind
2. Psychological approaches—Intelligence and Linguistic/Cultural deprivation
3. Sociological approaches--Meting pot mythology and Pluralism
4. Anthropological approaches-- Kinship and Taboos
5. Psychoanalytical approaches--Language ego and the Self

UNIT Two: Language and Identity in Multicultural Context

1. Language and Personal Identity
2. Language and Social Identity
3. Language and Ethnic Identity

UNIT Three: Framework for Analysis of Bilingual/Multicultural Person/Character

1. Ego/superego Formation
2. Public vs. Private Self
3. Cultural vs. Generation Gap
4. Heritage language vs. Dominant language

UNIT Four: An Overview of Hyphenated Cultures/subcultures: Cases Studies

1. Mexican-American culture/subcultures
2. Polish-Jewish-American culture/subcultures
3. Korean-American culture/subcultures
4. Haitian-Creole culture/subcultures

UNIT Five: Ethnographic Research

1. Method
2. Review of previous studies

UNIT Six: Social and Psychological Development of the Bilingual

1. Relationship between bilingualism and intelligence
2. Effects of emotional problems on behavior and learning
3. Socialization patterns and their effect on learning styles
4. Cultural determinants of the bilingual child
5. Strategies for excellence in the interaction with bilingual students

7. GUIDELINES/SUGGESTIONS FOR TEACHING METHODS AND STUDENT LEARNING ACTIVITIES

Lecture and Transparencies
 Reading Journal Sharing and Group Discussion
 Class Presentation and Peer Feedback
 Films Analysis

8. GUIDELINES/SUGGESTIONS FOR METHODS OF STUDENT ASSESSMENT (STUDENT LEARNING OUTCOMES)

Student learning will be assessed through (i) reading logs, (ii) essay and short-answer exams, (iii) classroom/workplace application models, and (iv) an ethnographic project.

9. SUGGESTED READING, TEXTS, OBJECTS OF STUDY

James Paul Gee (1992) *The Social Mind*, New York: Bergin & Garvey

Fathali Moghaddam, Donald M. Taylor, and Stephen Wright (1992) *Social Psychology in Cross-Cultural Perspective*, New York: W.H. Freeman and Company.

Richard Rodriguez (1983) *Hunger for Memory*, New York: Bantam Books

Chang-Re Lee (1995) *Native Speaker*, New York: Riverhead Books

Eva Hoffman (1989) *Lost in Translation*, New York: Penguin Books

Supplementary Readings (Excerpts/Journal Articles)

Akhtar, Salman (1994) A Third Individuation: Immigration, Identity, and the Psychoanalytic Process *JAPA* Vol 4, No. 4 pp. 1051-1077

Geertz, Clifford (1973) *The Interpretation of Cultures*, Basic Books (Chapter 1: Thick Description: Toward an Interpretive Theory of Culture; Ch.2: The Impact of the Concept

of Culture on the Concept of Man; Ch. 3: The Growth of Culture and the Evolution of Mind)

Hunt, Robert (Ed. 1967) *Personalities and Cultures*, New York: Natural History Press

Park, Kyeyoung (1991) *Conception of Ethnicities by Koreans: Workplace Encounters*, In *Asian Americans* (Ed. S. Hune, H. Kim, S. Fugita, and A. Ling) Pullman, Washinton: Washington State University Press.

Pye, Lucian S. (1985) *Asian Power and Politics: The Cultural Dimensions of Authority*. Cambridge Mass: The Belknap Press of Harvard University (Chapter 8 *Korean, Taiwan, and Vietnam: Forms of Aggressive Confucianism*)

Spiro, Melford (1993) Is the Western Conception of the Self “Peculiar” within the Context of the World Cultures? *Ethos* 21(2) pp. 107-153. American Anthropological Association

Taketomo, Yasuhiko (1989). An American-Japanese Transcultural Psychoanalysis and the Issue of Teacher Transference. *Journal of the American Academy of Psychoanalysis*, vol. 17, No. 3, pp. 427-450

Wallace E. Lambert and Donald M. Taylor (1987) *Language minorities in the United States: Conflicts around assimilation and proposed modes of accommodation*, In *Ethnicity and Language* (Eds. Van Horne and T. Tonnesen), University of Wisconsin System

10. BIBLIOGRAPHY OF SUPPORTIVE TEXTS AND OTHER MATERIALS

Bateson, M. C. (1994). *Peripheral Visions*, New York: Harper Collins Publishers.

Cummins, J. (1996). *Negotiating Identities: Education for Empowerment in a Diverse Society*. Ontario CA: California Association of Bilingual Education.

Geertz, C. (1973). *The Interpretation of Cultures*, Basic Books: A Division of Harper Collins Publishers.

Glazer, N. (1997). *We are all multiculturalists now*, Cambridge, MA: Harvard University Press.

Hunt, R. (1967). *Personalities and Cultures*, New York: The Natural History Press.

Lacan, J. (1984). *Speech and Language in Psychoanalysis*, (Translated by A. Wilden), Baltimore and London: The Johns Hopkins University Press.

Linde, Charlotte (1993). *Life Stories*, New York: Oxford University.

Taylor, D. M. (1991). The social Psychology of Racial and Cultural Diversity, In. A.G. Reynolds (ed.) *Bilingualism, Multiculturalism, and Second Language Learning*. Hillsdale, NJ: Lawrence Erlbaum.

11. PREPARER'S NAME AND DATE: Dr. Gladys Nussenbaum 4/15/91

12. ORIGINAL DEPARTMENTAL APPROVAL DATE: 5/6/91

13. REVISERS' NAMES AND DATE Dr. Keumsil Kim Yoon & Dr. Bruce Williams
January 3, 2000, Dr. Bruce Williams December 8,
2004

14. DEPARMENTAL REVISION APPROVAL DATE