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.
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


Supplementary Readings (Excerpts/Journal Articles)


Geerz, 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)


10. BIBLIOGRAPHY OF SUPPORTIVE TEXTS AND OTHER MATERIALS


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. DEPARTMENTAL REVISION APPROVAL DATE