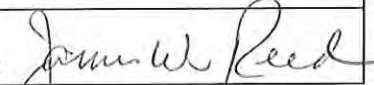


| | |
|--|---|
| 1.) DATE: 1/30/17 | 2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District |
| 3.) COURSE PROPOSED: Prefix: SLG Number: 212 Title: Deaf Culture Credits: 3 | |
| CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; | |
| 4.) COMMUNITY COLLEGE INITIATOR: Raymond M. Baesler PHONE: 623-845-3640 FAX: 623-845-3674 | |
| ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program. | |
| MANDATORY REVIEW: <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves. | |
| AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study. | |
| 5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Select core area... Awareness Areas: Cultural Diversity in the United States (C) | |
| 6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed. | |
| 7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6. | |
| 8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC prefix <input checked="" type="checkbox"/> Elective Current General Studies designation(s): None Effective date: 2017 Fall Course Equivalency Guide Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | |
| Chair/Director: DR. JIM REED, GCC | Chair/Director Signature:  |

AGSC Action: Date action taken: Approved Disapproved
Effective Date:

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[C] CRITERIA | | | |
|--|-------------------------------------|--|---|
| CULTURAL DIVERSITY IN THE UNITED STATES | | | |
| YES | NO | | Identify Documentation Submitted |
| | | 1. A Cultural Diversity course must meet the following general criteria: | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | The course must contribute to an understanding of cultural diversity in contemporary U.S. Society. | MCCCD Official Course Competencies, MCCCD Course Outline, Course Description Course Syllabus, Table of Contents from Textbook Listing of Video Examples |
| | | 2. A Cultural Diversity course must then meet at least one of the following specific criteria: | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States. | MCCCD Official Course Competencies, MCCCD Course Outline, Course Description Course Syllabus, Table of Contents from Textbook Listing of Video Examples |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States. | N/A |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc. | MCCCD Official Course Competencies, MCCCD Course Outline, Course Description Course Syllabus, Table of Contents from Textbook Listing of Video Examples |

| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|--------------|-----------------------------|
| SLG | 212 | Deaf Culture | CULTURAL |

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|---|---|---|
| Criteria 1: The course contributes to the understanding of Cultural Diversity in contemporary U.S. society. | This course offers an in-depth exploration of Deaf culture in the United States and the contributions of that culture from the early 1800s to the present. Particular focus is placed on the view of deafness as a culture versus deafness as a disability. The evolution of a Deaf minority within a hearing majority and the consequences of that juxtaposition will help students better understand the importance of understanding and communication where cultural diversity exists. | <p>Course Description: Linguistic, social, educational, and political issues in deaf culture. Values and group identity issues as related to heritage and literature. Special emphasis on the cultural and philosophical attitudes shared with other minority groups</p> <p>Course Competencies: 2. Define terminology as related to the deaf community. 3. Explain both past and present political actions influencing the deaf community. 4. Describe identity, values, and group interaction in deaf culture.</p> <p>MCCCD Official Course Outline: I. The Deaf Population A. Historical perspective B. Education C. Communication D. Employment II. Terminology A. Deaf vs deaf B. Hearing impaired C. Hard-of-hearing D. Deafened E. Oralist F. Pre/post lingual IV. Deaf Community A. Organization B. Resources C. Athletics D. Identity E. Values F. Social aspects G. Subcultures H. Parenting issues</p> <p>Film: <i>Through Deaf Eyes</i></p> |

| | | |
|--|---|---|
| <p>Criteria 2a: The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, and politics) of a linguistic minority group within the United States.</p> | <p>The primary goal of this course is to show that Deaf people are best understood from a cultural rather than a pathological or medical perspective. Students will learn how culture is defined and how that definition can be applied to the Deaf experience. Special emphasis is placed on the enculturation process of Deaf individuals. In addition, students will compare Deaf cultural norms with their own. Students will also view the Deaf experience through the lens of Deaf art and literature (both in English and American Sign Language).</p> | <p>Course Description: Linguistic, social, educational, and political issues in deaf culture. Values and group identity issues as related to heritage and literature. Special emphasis on the cultural and philosophical attitudes shared with other minority groups</p> <p>Course Competencies: 1. Describe the development of deaf education in the United States. 3. Explain both past and present political actions influencing the deaf community. 5. Explain the issue of the bi-cultural/bi-lingual movement and how it relates to deaf literature and heritage.</p> <p>MCCCD Official Course Outline: III. Political Forces A. Legislation B. Disability C. Accessibility D. Advocacy E. Leadership F. Minority issues G. Oppression H. Institutional education I. Mainstreaming V. Bi-lingual/Bi-culture Model A. Literature B. Folklore C. Heritage D. Attitudes E. Art</p> <p>Film: <i>The Heart of the Hydrogen Jukebox</i></p> |
| <p>Criteria 2c: The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender, racial, ethnic and/or linguistic minority groups within the United States.</p> | <p>The notion that Deaf people are members of a linguistic minority and not a disabled population is examined through analysis of the following: 1) the recognition of American Sign Language as a natural language 2) the diverse segments of the Deaf community 3) the tension between the Deaf and disabled communities, and 4) how Deaf people have developed solutions for effective</p> | <p>Course Description: Linguistic, social, educational, and political issues in deaf culture. Values and group identity issues as related to heritage and literature. Special emphasis on the cultural and philosophical attitudes shared with other minority groups</p> <p>Course Competencies: 4. Describe identity, values, and group interaction in deaf culture. 6. Describe technological</p> |

| | | |
|--|---|---|
| | living in the majority hearing culture. | advances and the resulting effects in deaf culture. MCCCD Official Course Outline: I. The Deaf Population A. Historical perspective B. Education C. Communication D. Employment III. Political Forces A. Legislation B. Disability C. Accessibility D. Advocacy E. Leadership F. Minority issues G. Oppression H. Institutional education I. Mainstreaming IV. Deaf Community A. Organization B. Resources C. Athletics D. Identity E. Values F. Social aspects G. Subcultures H. Parenting issues VI. Technology A. Captioning B. Federal/state funded telecommunications C. Computers D. Assistive devices E. A.S.L. (American Sign Language) linguistic research F. Film and videotape Film: <i>Sound and Fury</i> |
|--|---|---|



Center for Curriculum & Transfer Articulation

Division of Academic and Student Affairs

Deaf Culture

| | |
|--------------------------------|---|
| Course: SLG212 | Lecture 3 Credit(s) 3 Period(s) 3 Load |
| First Term: 2015 Summer | Course Type: Occupational |
| Final Term: Current | Load Formula: S |

Description: Linguistic, social, educational, and political issues in deaf culture. Values and group identity issues as related to heritage and literature. Special emphasis on the cultural and philosophical attitudes shared with other minority groups

Requisites: Prerequisites: SLG202, or permission of Department or Division. Completion of prerequisites within the last three years is required.

MCCCD Official Course Competencies

1. Describe the development of deaf education in the United States. (I)
 2. Define terminology as related to the deaf community. (II)
 3. Explain both past and present political actions influencing the deaf community. (III)
 4. Describe identity, values, and group interaction in deaf culture. (IV)
 5. Explain the issue of the bi-cultural/bi-lingual movement and how it relates to deaf literature and heritage. (V)
 6. Describe technological advances and the resulting effects in deaf culture. (VI)
-

MCCCD Official Course Outline

- I. The Deaf Population
 - A. Historical perspective
 - B. Education
 - C. Communication
 - D. Employment
- II. Terminology
 - A. Deaf vs deaf
 - B. Hearing impaired
 - C. Hard-of-hearing
 - D. Deafened
 - E. Oralist
 - F. Pre/post lingual
- III. Political Forces
 - A. Legislation
 - B. Disability
 - C. Accessibility
 - D. Advocacy
 - E. Leadership
 - F. Minority issues
 - G. Oppression
 - H. Institutional education
 - I. Mainstreaming

IV. Deaf Community

- A. Organization
- B. Resources
- C. Athletics
- D. Identity
- E. Values
- F. Social aspects
- G. Subcultures
- H. Parenting issues

V. Bi-lingual/Bi-culture Model

- A. Literature
- B. Folklore
- C. Heritage
- D. Attitudes
- E. Art

VI. Technology

- A. Captioning
- B. Federal/state funded telecommunications
- C. Computers
- D. Assistive devices
- E. A.S.L. (Americam Sign Language) linguistic research
- F. Film and videotape

Last MCCCD Governing Board Approval Date: **12/14/2004**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.



Raymond Baesler

Faculty - Communication & World Languages

Contact

Biography

My office is located in Building O-2 108. You can meet with me there during my posted office hours or by appointment. My office phone number is (623) 845-3640; however, the best way to contact me is via email. My address is raymond.baesler.jr@gccaz.edu

You can contact me through the Canvas messaging system. Just click on the Inbox icon on the left side of this window, and send a message. Keep in mind that direct email will reach me faster.

OFFICE HOURS (Spring 2017)

- Mon & Wed..... 10:00am - 11:00am
- Tue & Thu..... 3:00pm - 4:00pm
- Fri..... 8:00am - 10:00am (by appointment)

If these time do not fit your schedule, we can arrange a time to meet on campus OR make arrangements to meet virtually via Skype or FaceTime. To meet virtually, it is best to make an appointment so I am sure to be in my office with the appropriate software on.

On Skype my username is raymondbaesler
On FaceTime contact me at raymond.baesler.jr@gccaz.edu

Links

Raymond Baesler hasn't added any links

Membership(s)

| | |
|---|---|
| GC 2017 SPRING-SLG212 33968 | Enrolled as a Teacher created Oct 20, 2016 at 10:15am |
| Privileges: | this user can view students in any course section limit this user to only see fellow section users |

Login Information

| | | | |
|-------------------|---|-------------------------|-------------------|
| RAYDE11611 | Maricopa Community College District | Last request: | Jan 19 at 10:07am |
| | https://learn.maricopa.edu/accounts/85852 | more... | |

Course Syllabus

[Jump to Today](#) [Edit](#)

Course Title

Deaf Culture, SLG 212

Section: 33968, Tue/Thu 5:45pm-7:00pm

Format: Face-to-face





Room: LA-107

Spring 2017

Instructor Information

If you click on the [People](#) link to the left, you will find my contact information and office hours.

Course Schedule

[This calendar](#)   shows a tentative schedule for the semester. [The calendar](#)   includes the homework assignments for each class meeting.

I reserve the right to change [the course calendar](#)   in order to meet the needs of the class.

Final Written Exam: May 9, 2017

NO CLASS MEETINGS ON MAR 14 or MAR 16

Course Description

SLG 212 is an exploration of linguistic, social, educational, and political issues in deaf culture. We will examine values and group identity issues as related to Deaf heritage and literature. Special emphasis will be placed on the cultural and philosophical attitudes shared with other minority groups.

Course Competencies

[Click here](https://aztransmac2.asu.edu/cgi-bin/WebObjects/acres.woa/wa/freeForm2?id=79139) [\(https://aztransmac2.asu.edu/cgi-bin/WebObjects/acres.woa/wa/freeForm2?id=79139\)](https://aztransmac2.asu.edu/cgi-bin/WebObjects/acres.woa/wa/freeForm2?id=79139) to see the official course competencies and outline.

Grading Policies

Exams - There will be 3 exams this semester. A missed exam may be made up only in the case of an official (excused) absence. Other missed exams will be assigned a grade of zero.

Reaction Papers - There will be 3 films shown during the semester. After you have seen a film in class, you will write a 1-2 page reaction paper describing your response to the film. You will also write (and

share with the class) a short reaction to either an assigned community event OR a short summary of your research on a community or government organization that provides advocacy of services to people with hearing loss.

Presentation - Students will prepare and present a 5-7 minute presentation about a Deaf person. Specific requirements for this presentation will be given in class. *A missed presentation can be made up only in the case of an official (excused) absence. Other missed presentations will be assigned a grade of zero.*

Research Paper - Students will prepare a 5-7 page research paper on a topic related to the course material. Specific requirements for this paper will be discussed in class.

Other Assignments - In-class work and other homework assignments are to be completed as assigned.

Late assignments

- Late work is accepted until the class period following the due date, for half-credit.
- Late/make-up work is not accepted for an in-class assignment.

Pass/Fail - This class is not offered for a grade of Pass/Fail.

Incomplete - No Incomplete grades will be assigned.

Course Points Available

| | |
|------------------------------|------------|
| Reaction Papers (4 x 25pts) | 100 |
| Presentation | 100 |
| Research Paper | 150 |
| Exams (3 x 100pts) | 300 |
| Total Points Possible | 750 |

Grading Standards

Letter Grade Percent Range

| | |
|---|---------|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | 0-59% |

Attendance

Absences are counted beginning with the first class meeting of the semester. **If you are absent more than twice during the term, I reserve right to drop you from this course.**

Official (excused) absences are defined by the Maricopa Community College District as:

- (1) Absence due to involvement in an official activity of Glendale Community College. These absences require the student to have an official absence form signed by the instructor and filed in the Office of Student Life prior to the absence.
- (2) Jury duty or subpoena. Documentation is required prior to the absence.
- (3) Major religious holiday. At least one week prior to the absence, the student must provide the instructor a written statement which includes the holiday being observed, the date of the holiday, and the reason the absence is unavoidable.
- (4) Death of an immediate family member. If possible, please notify the instructor prior to the absence.
- (5) All other absences are unofficial and are considered unexcused.

Classroom Policies

Cell Phones, etc. - Turn off all electronic devices and put them away out of sight during class. **If you frequently use your phone during class, you may be considered absent.**

Tardiness - Do not be late to class. It is disruptive and impolite.

Participation - Students are expected to complete all assignments given by the instructor and to participate in group and individual activities in class.

No sunglasses or hats are to be worn during class.

Classroom communication - Both hearing and Deaf people participate in this class. When necessary, a sign language interpreter will facilitate communication. To make this interaction as smooth as possible, conversational turn-taking is essential and will be enforced.

Key Expectations

This class requires active involvement, attendance, and acquisition of the textbook by week one.

Completing assigned reading and homework after each class is also expected. All students should allot 2-3 hours of study per credit hour of class. **For a 3 credit hour class, this equals 6-9 hours of study per week outside of class time.**

Student Rights & Responsibilities

The **Student Handbook** (<http://www.gccaz.edu/catalog/>) has information on your rights and responsibilities. Click on the book cover to open the book. Please make note of the following sections:

- o Copyright Act Compliance

- o Technology Resource Standards
- o Abuse-Free Environment
- o Disability Resources and Services - Eligibility for Accommodations and Required Disability Documentation
- o Academic Misconduct
- o Disciplinary Standards
- o Student Conduct Code

Textbook(s)

Required: Holcomb, Thomas K. *Introduction to American Deaf Culture*. New York, NY: Oxford University Press, 2013. Print.

This book is available in the GCC bookstore. You may also order it from [Amazon.com](https://www.amazon.com/Introduction-American-Professional-Perspectives-Deafness/dp/0199777543) (<https://www.amazon.com/Introduction-American-Professional-Perspectives-Deafness/dp/0199777543>) or [Barnes & Noble](http://www.barnesandnoble.com/w/introduction-to-american-deaf-culture-thomas-k-holcomb/1111740742). (<http://www.barnesandnoble.com/w/introduction-to-american-deaf-culture-thomas-k-holcomb/1111740742>)

Other readings may be assigned and provided by the instructor.

Other Required Resources

While this class does not require you own your own computer and have Internet access, you do need to have a computer with Internet access available to you to submit many of your assignments. *Canvas is used in this course to disseminate information and course materials as well as for submitting many assignments.*

Computers are available for your use in the GCC Student Union, Library, HT1 and HT2.

Student Responsibility

Every student is expected to know and comply with all current published policies, rules and regulations as printed in the college catalog, class schedule, and or student handbook as well as in this syllabus.

You **MUST** complete the [Canvas Orientation Module](#) to acknowledge receipt of this information.

















Disability Statement

If a student has a disability that requires accommodations, please notify the Instructor and Disabilities Services and Resources (623-845-3080). This instructor cannot make accommodations without formal notification from the GCC DSR Office.

Course Summary:

Date

Details

| | | |
|------------------|---|----------------|
| | <ul style="list-style-type: none">  Step 3 - Email (https://learn.maricopa.edu/courses/979718/assignments/5242360) | due by 11:59pm |
| Fri Jan 20, 2017 | <ul style="list-style-type: none">  Step 6 - Syllabus Acknowledgement (https://learn.maricopa.edu/courses/979718/assignments/5242361) | due by 11:59pm |
| Fri Jan 27, 2017 | <ul style="list-style-type: none">  Reaction Paper 1 (https://learn.maricopa.edu/courses/979718/assignments/5242523) | due by 11:59pm |
| Thu Feb 16, 2017 | <ul style="list-style-type: none">  Exam 1 (https://learn.maricopa.edu/courses/979718/assignments/5242332) | due by 5:45pm |
| Tue Feb 28, 2017 | <ul style="list-style-type: none">  Community Services Assignment (https://learn.maricopa.edu/courses/979718/assignments/5430527) | due by 5:45pm |
| Tue Mar 21, 2017 | <ul style="list-style-type: none">  Reaction Paper 2 (https://learn.maricopa.edu/courses/979718/assignments/5242578) | due by 11:59pm |
| Tue Mar 28, 2017 | <ul style="list-style-type: none">  Topic Submission - Deaf American (https://learn.maricopa.edu/courses/979718/assignments/5242338) | due by 11:59pm |
| Tue Mar 28, 2017 | <ul style="list-style-type: none">  Topic Submission - Research paper (https://learn.maricopa.edu/courses/979718/assignments/5242334) | due by 11:59pm |
| Tue Apr 4, 2017 | <ul style="list-style-type: none">  Exam 2 (https://learn.maricopa.edu/courses/979718/assignments/5242333) | due by 5:45pm |
| Thu Apr 6, 2017 | <ul style="list-style-type: none">  Source List (https://learn.maricopa.edu/courses/979718/assignments/5242335) | due by 11:59pm |
| Thu Apr 13, 2017 | <ul style="list-style-type: none">  Outline (https://learn.maricopa.edu/courses/979718/assignments/5242336) | due by 11:59pm |
| Tue Apr 18, 2017 | <ul style="list-style-type: none">  Deaf American Presentation (https://learn.maricopa.edu/courses/979718/assignments/5242339) | due by 5:45pm |
| Thu Apr 20, 2017 | <ul style="list-style-type: none">  Reaction Paper 3 (https://learn.maricopa.edu/courses/979718/assignments/5246765) | due by 11:59pm |
| Sun Apr 30, 2017 | <ul style="list-style-type: none">  Final Paper (https://learn.maricopa.edu/courses/979718/assignments/5242337) | due by 11:59pm |
| Tue May 9, 2017 | <ul style="list-style-type: none">  Exam 3 (https://learn.maricopa.edu/courses/979718/assignments/5242469) | due by 5:45pm |
| | <ul style="list-style-type: none">  Roll Call Attendance (https://learn.maricopa.edu/courses/979718/assignments/5401703) | |

SLG212 Schedule – Spring 2017 (T/R)

| Class Date | Class Activities | Homework Assignment (Complete after class) |
|-------------|--|---|
| Jan 17 | Syllabus Review Video – Through Deaf Eyes | <i>Canvas Orientation & Syllabus Acknowledgement (due Jan 20)</i> <i>Read text Chapter 1</i> |
| Jan 19 | Through Deaf Eyes (cont) Ch. 1 - Introduction | <i>Reaction Paper 1 (due Jan 24)</i> <i>Read text Chapter 2</i> |
| Jan 24 | Ch. 2 – Culture Defined | |
| Jan 26 | Culture Defined (cont) | <i>Read text Chapter 3</i> |
| Jan 31 | Ch. 3 – Who are the Deaf People? | |
| Feb 2 | Deafness | <i>Read text Chapter 4</i> |
| Feb 7 | Ch. 4 - Deafhood | <i>Read text Chapter 5</i> |
| Feb 9 | Ch. 5 – Early Definitions of Deaf Culture | <i>Read text Chapter 6</i> |
| Feb 14 | Ch. 6 – Deaf Culture Redefined | |
| Feb 16 | Exam #1 | <i>Read text Chapter 7</i> |
| Feb 21 | Ch. 7 – American Sign Language | |
| Feb 23 | Community Assignment | |
| Feb 28 | ASL (cont) | <i>Read text Chapter 8</i> |
| Mar 2 | Ch. 8 – Deaf Literature | |
| Mar 7 | Film – The Heart of the Hydrogen Jukebox | |
| Mar 9 | The Heart of the Hydrogen Jukebox (cont) | <i>Read text Chapter 9</i> <i>Reaction Paper 2 (due Mar 21)</i> |
| Mar 14 & 16 | SPRING BREAK | |
| Mar 21 | Ch. 9 – Deaf Art | |
| Mar 23 | Deaf American Assignment Research Assignment | <i>Read text Chapter 10</i> <i>Choose assignment topics</i> |
| Mar 28 | Ch. 10 – Rules of Social Interaction <i>Research topics due</i> <i>Presentation topics due</i> | <i>Read text Chapter 11</i> |
| Mar 30 | Ch. 11 – The Vibrant Deaf Community | |
| Apr 4 | Exam #2 | <i>Read text Chapter 12</i> |
| Apr 6 | Ch. 12 – The Collision Between Culture & Disability <i>List of sources due</i> | <i>Read text Chapter 13</i> |

| | | |
|--------|---|---------------------------------------|
| Apr 11 | Ch. 13 – Diversity in the Deaf Community | |
| Apr 13 | Film – Sound and Fury <i>Outline due</i> | <i>Reaction Paper 3 (due Apr. 20)</i> |
| Apr 18 | Deaf American Presentations | <i>Read text Chapter 14</i> |
| Apr 20 | TBA | |
| Apr 25 | Ch. 14 – The Universality of the Deaf Experience | |
| Apr 27 | <i>Panel Discussion</i> <i>Research Paper due Apr 30</i> | <i>Read text Chapter 15</i> |
| May 2 | Ch. 15 – The Future of the Deaf Community | |
| May 4 | Summary & Review | |
| May 9 | Exam #3 | |

Disclaimer: Course content may vary from this outline at the instructor's discretion to meet the needs of this particular group.

Deaf American Presentation – SLG212

The purpose of this presentation is to research an American deaf OR Deaf person of note and share what you learned with the rest of the class. **Be mindful of the difference between (small d) deaf and (culturally) Deaf.** You may choose a person from the list provided by the instructor or choose another (with instructor approval).

To learn about the greatest number of people, only one student may present on a given person.

Requirements

- Provide brief biographical information on the person you chose
- Explain why they are notable including
 - What were their contributions to society in general
 - Were they connected in any way to Deaf culture? If so, how? If not, why not?
 - What, if any, specific contribution did they make to Deaf culture
- 5-7 minutes in length
- at least one visual aid
- tell us where you found your information
- **HINT: An excellent presentation will include connections to one or more of the concepts we have discussed in class (i.e. culture v. disability, core values of Deaf culture, Deaf lit or art, etc.)**

Film Listing – SLG212

Through Deaf Eyes (2007)

This two-hour documentary explores 200 years of Deaf life in America and serves as a comprehensive introduction to Deaf culture. The film includes interviews with prominent members of the Deaf community, including Deaf scholars, actress Marlee Matlin and Gallaudet University president emeritus I. King Jordan.

Interwoven throughout the film are six short documentaries produced by Deaf media artists and filmmakers. The stories presented by these artists bring a personalized sense of Deaf life in America to the film. Through first person accounts and the film as a whole, *Through Deaf Eyes* tells the story of conflicts, prejudice and affirmation that are part of the fabric of Deaf life. The film provides context for subsequent class discussion about the origins of Deaf culture and its core values.

The Heart of the Hydrogen Jukebox (2009)

This film conveys a powerful sense of Deaf history through its exploration of Deaf poetry. It provides magnificent pieces of work from the early days of film production in the late 1800s through the Deaf poetry movement that occurred in Rochester, NY in the 1980s. It showcases a variety of performance and literary styles of individual poets who work in both English and American Sign Language.

Deaf poetry is minority literature. It is protest and resistance literature. This film illustrates how Deaf poetry was used to speak out against the oppression of sign language, educational mainstreaming, and other political forces that sought to eradicate Deaf culture. However, the film is also an exploration of how one moves from isolation to community through bridging the gaps that exist between us – a common struggle for Deaf people and central theme found in the majority of Deaf literature.

Sound and Fury (2000)

A story of an extended family with Deaf and hearing members across three generations. Together they confront a technological device (the cochlear implant) that can help some deaf people to hear but is also seen as an existential threat to Deaf culture – and their family bonds. As one part of the family struggles to decide if their child should receive the implant, another part of the family moves ahead with implanting their child. The previous generation is terrified that they may lose their cultural connection with these children if they become “hearing.”

The battle within the family speaks volumes about the choices that parents of deaf children face.

This film explores the diversity that exists within the Deaf world and the tensions that surround pathological vs. cultural views of hearing loss. It examines the benefits and limitations of technology as a treatment for hearing loss. Finally, it is an up-close look at how this technology can impact identity, sign language, and group affiliation among deaf people.

SLG 212- Deaf Culture

How course meets ASU Cultural Criteria

This course introduces students to aspects of Deaf culture and community in the United States. The distinction between culture and community is reviewed, and characteristics of each are identified. Students learn about the language, norms of behavior, values, traditions, and education of deaf people. Deaf culture and community are analyzed from a historical and sociological perspective. Cross-cultural issues relating to the role of hearing people within the Deaf community are also covered.

Deaf culture is recognized and studied by anthropologists, ethnographers, folklorists, and others interested in culture and cross-cultural communication. The textbook used in this course, *Introduction to American Deaf Culture*, by Thomas Holcomb provides students with a variety of perspectives on the language and culture of Deaf people in America and introduces students to Deaf culture, American Sign Language, and the struggle of Deaf people to gain control of their individual and community identity.

OXFORD
UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide.

Oxford New York
Auckland Cape Town Dar es Salaam Hong Kong Karachi
Kuala Lumpur Madrid Melbourne Mexico City Nairobi
New Delhi Shanghai Taipei Toronto

With offices in
Argentina Austria Brazil Chile Czech Republic France Greece
Guatemala Hungary Italy Japan Poland Portugal Singapore
South Korea Switzerland Thailand Turkey Ukraine Vietnam

Oxford is a registered trade mark of Oxford University Press in the UK and certain other countries.

Published in the United States of America by
Oxford University Press
198 Madison Avenue, New York, New York 10016

© Thomas K. Holcomb 2013

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by license, or under terms agreed with the appropriate reproduction rights organization. Inquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form
and you must impose this same condition on any acquirer.

Library of Congress Cataloging-in-Publication Data
Holcomb, Thomas K., 1959-
Introduction to American deaf culture / Thomas K. Holcomb.
p. cm. - (Professional perspectives on deafness: evidence and applications)
Includes bibliographical references and index.
ISBN 978-0-19-977754-9 (pbk) 1. Deaf culture - United States. I. Title.
HV2545.H65 2013
305.9'0820973—dc23 2012015121

15 14 13 12 11 10
Printed in the United States of America on acid-free paper

CONTENTS

| | |
|--|-----|
| Preface | vii |
| Acknowledgments | xi |
| 1. Introduction | 1 |
| 2. Culture Defined | 15 |
| 3. Who Are the Deaf People? | 37 |
| 4. Deafhood: A Personal Journey Toward Self-Actualization | 63 |
| 5. Early Definitions of Deaf Culture | 83 |
| 6. Deaf Culture Redefined | 97 |
| 7. American Sign Language—The Language of the American Deaf Community | 113 |
| 8. Deaf Lit | 133 |
| 9. Deaf Art | 171 |
| 10. Rules of Social Interaction | 195 |
| 11. The Vibrant Deaf Community | 223 |
| 12. The Collision Between Culture and Disability | 243 |
| 13. Diversity in the Deaf Community | 267 |