


GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information: Copy and paste <u>current</u> course information from Class Search/Course Catalog . Provides students with an overview of issues related to deaf, hard of hearing and comprehensive vision hearing loss (CVHL). Topics include historical, cultural, educational and political issues, technology, arts and literature as it relates to the deaf community. Taught primarily in English.							
College/School		College of Liberal Arts and Sciences			Department/School		College of Liberal Arts and Sciences
Prefix:	ASL	Number:	410	Title:	Deaf Culture		Units: 3
Course description: This course will provide students with an overview of issues related to Deaf, hard of hearing and Comprehensive Vision Hearing Loss (CVHL). Topics will include historical, cultural, educational and political issues, technology, arts and literature as it relates to the Deaf community.							
Is this a cross-listed course?					Yes, SLC 410, SHS 410		
Is this a shared course?					Yes, SILC and College of Health Solutions		
<i>Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of <u>each</u> department that offers the course is required for <u>each</u> designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.</i>							
Is this a <u>permanent-numbered</u> course with topics?					Yes		
If <u>yes</u> , each topic requires <u>an individual submission</u> , separate from other topics.							
Requested designation: Global Awareness-G					Mandatory Review: Yes		
<i>Note- a <u>separate</u> proposal is required for each designation.</i>							
Eligibility: Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu .							
Submission deadlines dates are as follow:							
For Fall 2021 Effective Date: October 2, 2020				For Spring 2022 Effective Date: March 5, 2021			
Area proposed course will serve: A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.							
Checklists for general studies designations: Complete and attach the appropriate checklist <ul style="list-style-type: none"> • Literacy and Critical Inquiry core courses (L) • Mathematics core courses (MA) • Computer/statistics/quantitative applications core courses (CS) • Humanities, Arts and Design core courses (HU) • Social-Behavioral Sciences core courses (SB) • Natural Sciences core courses (SQ/SG) • Cultural Diversity in the United States courses (C) • Global Awareness courses (G) • Historical Awareness courses (H) 							
A complete proposal should include: <ul style="list-style-type: none"> x Signed course proposal cover form x Criteria checklist for General Studies designation being requested x Course catalog description x Sample syllabus for the course x Copy of table of contents from the textbook and list of required readings/books Proposals must be submitted electronically with all files compiled into <u>one</u> PDF.							
Contact information:							
Name	Hannah Cheloha			E-mail	hannah.cheloha@asu.edu		Phone 480-227-7176

Department Chair/Director approval: <i>(Required)</i>			
Chair/Director name (Typed):	Nina Berman	Date:	April 6, 2022
Chair/Director (Signature):			

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Please see the syllabus, course outline, and images of table of contents. This class focuses on the Deaf Community. World-wide there are millions of Deaf people and they are found in every country. This course covers many common themes for Deaf communities globally such as struggles to get access to education, criminal just, employment, ans so forth.
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	

<input type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	
--------------------------	--------------------------	--	--

Course Prefix	Number	Title	Designation
ASL	410	Deaf Culture	Global Awareness (G)

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)
2a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	The course teaches about a subgroup of the global population: the Deaf community. This class focuses on the Deaf Community. World-wide there are millions of Deaf people and they are found in every country. This course covers many common themes for Deaf communities globally such as struggles to get access to education, criminal just, employment, and so forth.	Throughout the course students learn about the Deaf community, and Deaf Cultural norms. These chapters are the most clearly related to global awareness: chapter 1: Deaf community past and present Chapter 3: ASL and other signed languages Chapter 4: how Deaf children think and learn Chapter 5: Deaf Education, Deaf Culture, and multiculturalism Chapter 7: Deaf communities within the Deaf community Chapter 11: Arts, literature, and Media

--	--	--

ASU School of International
Letters and Cultures
Arizona State University

ASL 410/SLC 410/SHS 410: Deaf Culture
SPRING 2022

Contact Information

Lecturer: Hannah Cheloha

Office Location: Durham Hall 305c

Telephone number: (480) 965-7286

Email: hannah.cheloha@asu.edu

Zoom Link: <https://asu.zoom.us/j/5847650417> (by appointment)

Office Hours: By appointment

If my regular office hours are not convenient for a student, we can set up an appointment outside those times. Contact me via email for an appointment or for other questions and problems. I will try to respond within 24 hours.

Course Description

C-2a

This course will provide students with an overview of issues related to Deaf, hard of hearing and Comprehensive Vision Hearing Loss (CVHL). Topics will include historical, cultural, educational and political issues, technology, arts and literature as it relates to the Deaf community.

Credits: 3 credit hours

Prerequisites or enrollment requirements: ENG 101 or 105 or 107

Fees: None

Special Notes: Some knowledge of ASL recommended, but not required.

Course Objectives

C-2a

The purpose of this course is to help students develop an understanding of Deaf Culture and to explore ways to serve as an advocate for the Deaf. Coursework, which may include lectures, small group activities, use of electronic media, familiarization with relevant terminology, and exploration of current and other relevant events. Students will be encouraged to consider not only aspects of Deaf culture and identity but also the relationships that exist between minority cultures and mainstream cultures in America. Students are expected

to come to the online classroom well prepared to participate in discussions and think critically. Active participation in group work is required for the success of the class.

Textbooks and Required Purchases

Deaf Culture: Exploring Deaf Communities in the United States, Irene W. Leigh, Jean F. Andrews, and Raychelle Harris. Plural Publishing 2015. ISBN-13: 978-1597567916
ISBN-10: 1597567914

Memrise.com Account (free)

Course Time Commitment

This is an online course, which means that student learning time will be facilitated in the online environment. At times, it may feel like there is more homework in an online course, but in actuality, it has the same amount of homework as any other class. Students in this 3 credit course are expected to participate in learning activities facilitated by the instructor online 50 minutes 3 days a week (2-3 hours) as well as participate in independent homework about 6-9 hrs per week. In total, students should expect to spend around 8-12 hours each week preparing for and actively participating in this course.

Learning Outcomes

C-2a

1. Students will be able to describe the history and development of Deaf education in the United States and formulate possible best practices for approaches to Deaf Education.
2. Students will be able to define terminology as related to the U.S. Deaf community.
3. Students will be able to explain both past and present political actions influencing the Deaf community and determine plans to act appropriately as community advocates.
4. Students will be able to examine identity, values, and group interaction in contemporary Deaf culture.
5. Students will be able to evaluate how Deaf people are represented in popular culture and interpret how these representations reflect diversity, such as gender, class, religion, race and ethnicity within the culture.
6. Students will be able to examine technological advances and the resulting effects in the Deaf community.
7. Students will be able to analyze how Deaf people contribute to the development of contemporary culture and the future.
8. Students will be able to examine the cultural, social, and scientific contributions of members of the Deaf community and theorize about how they have resulted in successful or unsuccessful interactions between Deaf and other cultural groups in the U.S. and globally.

Course Assignments

In each unit students will have various resources to help students succeed in this course.

HOMEWORK/PARTICIPATION (10% of grade) (including Lectures, Memrise, practice quizzes and other misc)

○ **PARTICIPATION:** Participation in class is required and expected. This is an online course so participation will be measured by completion of online assignments and assessments. Failure to participate in exercises, practice quizzes, discussion boards, and other assignments will be weighed in the same way as participation in a face-to-face course.

○ LECTURES

Online lectures for this class will include google slide shows, quizzes, collaborations, polls, videos, discussions and more. Students are expected to complete all the materials for each module and will see this information in the cumulative quizzes and exams. Students will receive points for the completion of each lecture item.

○ MEMRISE

Students will use Memrise website/app to study vocabulary for this course. This will include vocabulary from the textbook, lectures, and ASL Basics. The vocabulary will be available on Memrise and there will appear in online exercises and discussion boards. Students will earn points based on completion of lesson/points earned.

ONLINE EXERCISES (5% of grade)

The online assignments are designed to help prepare students for the next class and/or the quizzes. These exercises are not graded – if students completed the assignment they will receive the full points despite how many errors were made. If students need extra practice, students may do the exercises as often as they like.

DISCUSSION BOARDS/DRILLS (10% of grade)

Students will be expected to participate in discussion board assignments for each chapter. The purpose of the discussion boards is to reflect and share ideas about the cultural information learned in class. Activities for the discussion board will vary. Read the directions for each assignment.

GROUP PROJECT- DEAF ADVOCATE INFOGRAPHIC (10% of grade)

Students will work in groups to create an infographic about how to be an advocate for the Deaf Community. Each group will work on a different rhetorical situation related to a chapter discussed in class and consider ways that they can function as an advocate for the Deaf community within the specific situation they are assigned. Students will work together to create an infographic that allows for the visual representation of data. Students will be asked to use credible sources and provide citations for all data.

QUIZZES/MIDTERM/FINAL EXAM (65% of grade)

There will be several quizzes and two exams for this course. Both exams are cumulative and can contain anything covered in class or assigned up to the date of the exam. Students can expect to see questions from the book readings, lectures, online exercises, and discussion boards. Exam dates will be announced at least 48 hours in advance. Exams will be held online and students will have several days to take the exam online. The online exams CAN NOT be made up. Please refer to the Universal Syllabus to see what constitutes an “emergency”.

OTHER HOMEWORK: There may be other miscellaneous assignments that do not fit in the above categories

Course Schedule

Session A/B (7.5 week) courses will cover one module per week. Due dates for all assignments will be posted in Canvas. Please follow Canvas due dates.

Units

Assignments, Quizzes, Activities

Due dates

Module 1:	<p>Online Orientation and Syllabus Quiz Profile Assignment -Discussion Board: Introductions Set up Account for Course Content - Memrise Account <u>Memrise Assignments:</u> -Deaf Culture: Vocab Chapter 1 -Deaf Culture: ASL Basics Chapter 1 -Deaf Culture: Vocab Chapter 2 -Deaf Culture: ASL Basics Chapter 2 Deaf Culture: Vocab Chapter 3 -Deaf Culture: ASL Basics Chapter 3 <u>Lectures:</u> Chapter 1 Lecture: Deaf Community Past and Present Chapter 2 Lecture: Causes of being Deaf and the Auditory Field Chapter 3 Lecture: American Sign Language <u>Online Exercise:</u> -Chapter 1 ASL basics -Chapter 2 ASL basics -Chapter 3 ASL Basics <u>Discussion Board:</u> -Chapter 1 Discussion -Chapter 2 Discussion -Chapter 3 Discussion <u>Quizzes</u> -Chapter 1 Quiz -Chapter 2 Quiz -Chapter 3 Quiz <u>Group Project:</u> -Project Description and Group Sign Up</p>	<p>May 18 - May 24</p>
------------------	---	-----------------------------

Module 2:	<p><u>Memrise Assignments:</u></p> <ul style="list-style-type: none"> -Deaf Culture: Vocab Chapter 4 -Deaf Culture: ASL Basics Chapter 4 -Deaf Culture: Vocab Chapter 5 -Deaf Culture: ASL Basics Chapter 6 -Deaf Culture: Vocab Chapter 5 -Deaf Culture: ASL Basics Chapter 6 <p><u>Lectures:</u></p> <p>Chapter 4 Lecture: How Deaf Children Think, Learn, and Read</p> <p>Chapter 5 Lecture: Deaf Education, Deaf Culture, and Multiculturalism</p> <p>Chapter 6 Lecture: Deaf Identities</p> <p><u>Online Exercise:</u></p> <ul style="list-style-type: none"> -Chapter 4 ASL Basics -Chapter 5 ASL Basics -Chapter 6 ASL Basics <p><u>Discussion Board:</u></p> <ul style="list-style-type: none"> -Chapter 4 Discussion -Chapter 5 Discussion -Chapter 6 Discussion <p><u>Quizzes</u></p> <ul style="list-style-type: none"> -Chapter 4 Quiz -Chapter 5 Quiz -Chapter 6 Quiz: 	May 25- May 31
Module 3:	<p><u>Memrise Assignments:</u></p> <ul style="list-style-type: none"> -Deaf Culture: Vocab Chapter 7 -Deaf Culture: ASL Basics Chapter 7 -Deaf Culture: Vocab Chapter 8 -Deaf Culture: ASL Basics Chapter 8 <p><u>Lectures:</u></p> <p>Chapter 7 Lecture: Deaf Communities Within the Deaf Community</p> <p>Chapter 8 Lecture: Navigating Lives</p> <p><u>Online Exercise:</u></p> <ul style="list-style-type: none"> -Chapter 7 ASL Basics -Chapter 8 ASL Basics <u>Discussion</u> <p><u>Board:</u></p> <ul style="list-style-type: none"> -Chapter 7 Discussion -Chapter 8 Discussion <p><u>Quizzes</u></p> <ul style="list-style-type: none"> -Chapter 7 Quiz -Chapter 8 Quiz <u>Group</u> <p><u>Project:</u></p> <ul style="list-style-type: none"> -Groups 5 and 6 Infographic presentation and discussion 	June 1- June 7

Module 4:	<u>Memrise Assignments:</u> -Deaf Culture: Vocab Chapter 9 -Deaf Culture: ASL Basics Chapter 9 -Deaf Culture: Vocab Chapter 10 -Deaf Culture: ASL Basics Chapter 10 <u>Lectures:</u> Chapter 9 Lecture: Technology and Accessibility Chapter 10 Lecture: Deaf People and the Legal System: Education, Employment, and Criminal Justice <u>Online Exercise:</u> -Chapter 9 ASL Basics -Chapter 10 ASL Basics <u>Discussion</u> <u>Board:</u> -Chapter 9 Discussion -Chapter 10 Discussion <u>Quizzes</u> -Chapter 9 Quiz -Chapter 10 Quiz <u>Group Project:</u> -Post final copy of Infographic presentation and discussion	June 8 - 14
Module 5:	<u>Memrise Assignments:</u> -Deaf Culture: Vocab Chapter 11 -Deaf Culture: Vocab Chapter 12 <u>Lectures:</u> Chapter 11 Lecture: Arts, Literature, and Media Chapter 12 Lecture: Advocating and Career Opportunities Chapter 13 Lecture: Final thoughts on Deaf Culture and Its Future <u>Discussion Board:</u> -Chapter 11 Discussion -Chapter 12 Discussion -Chapter 13 reflection <u>Quizzes</u> -Chapter 11 Quiz -Chapter 12 Quiz	June 15- June 21
Module 6:	Review and Final Exam	June 22-June 26

Late or Missed Assignments

Because of the quick pace and flexible schedule of online courses late assignments are not accepted. Notify the instructor BEFORE an assignment is due if an urgent or emergency situation arises and the assignment will be submitted late. If pre-approved, late assignments can be submitted up to a week late for half credit. Assignments submitted late without pre-approved extensions will not be graded nor earn credit. Published assignment due dates (Arizona time) are firm.

Submitting Assignments

All online assignments MUST be submitted via the associated assignment submission feature in Canvas. Do NOT submit an assignment via email.

Grading Scale

A+	100% - 97%
A	<97% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 76%
C	<76% - 70%
D	<70% - 60%
E	<60% - 0%

Grading Procedure

Grade turn around time is typically 1-3 days. ASU has formal and informal channels to appeal a grade. If students wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Drop/Add and Withdrawal Dates

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with an academic advisor and notify the instructor to add or drop this course. If a student is considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Communication and Technology Requirements

Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to the student's ASU email account.*

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive ([Microsoft 365](#) and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. may not be sufficient for completing work in ASU courses. While students will be able to access course content with mobile devices, students must use a computer for all assignments, quizzes and exams, and virtual labs.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk, call toll-free at 1-855-278-5080.

Language Tutoring and Other Campus Resources

SILC Learning Support Services offers free language tutoring services. They provide both faceto-face and online tutoring. To check their schedule and sign-up for a tutoring session, go to <https://silc.asu.edu/learning-support-services/tutoring> (scroll down to find the schedule for tutors in the target language).

Please refer to the following additional resources available to ASU students:

- [ASU Academic Success Program \(tutoring\)](#)
- [Counseling Services](#)
- [Financial Aid](#)
- [Disability Resource Center](#)
- [Major & Career Exploration](#)
- [Career Services](#)
- [Student Organizations](#)

Absences

Attendance in an online class is measured by participation in the online course materials and activities. Failing to participate (log in and complete online work) for more than one week of class is equivalent to excessive absences in a face to face class and may result in being dropped from the course or receiving a failing grade. Excessive unexcused absences can and will adversely affect the final grade in the course, since online work done for class cannot be made up. Absences may be excused on a case by case basis. Extenuating circumstances should be discussed with the instructor. However, that does not guarantee that an exception will be made.

Documentation will be required by the instructor in order to excuse the absences. Students must email or call the instructor to arrange for makeup work if necessary. If a student is absent (without a doctor's note), online work should not be submitted late. If absences are excused the instructor will determine the length of the extension given the current point in the course. Absences toward the end of the course will be more difficult to accommodate and may have a lower rate of approval for exceptions due to time constraints.

Students that need to be absent from class due to religious observances ([ACD 304-04: Accommodations for Religious Practices](#)) or due to participation in university-sanctioned activities ([ACD 304-02: Missed Classes Due to University-Sanctioned Activities](#)) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

A student may be found to have engaged in academic dishonesty if, in connection with any academic evaluation or academic or research assignment (including a paid research position), he or she engages in any form of academic deceit, refers to materials/sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages) not authorized by the instructor for use during the evaluation or assignment; possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an evaluation or assignment in advance of its administration; acts as a substitute for another person in any academic evaluation or assignment; uses a substitute in any academic evaluation or assignment; depends on the aid of others, including other students or tutors, in connection with any evaluation or assignment to the extent that the work is not representative of the student's abilities; engages in plagiarism; uses materials from the Internet or any other source without full and appropriate attribution; permits his or her work to be submitted by another person in connection with any academic evaluation or assignment, without authorization; claims credit for or submits work done by another; signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending.

Students are not allowed to use online translators or ask tutors to copy-edit their written assignments. Students are encouraged to use good dictionaries, their textbooks, and other reference materials.

Accommodating Students with Disabilities

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthew Center Building. DRC staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit:

www.asu.edu/studentaffairs/ed/drc.

Expected Classroom Behavior

Netiquette is defined as appropriate online behavior. For this course, netiquette includes keeping course discussion posts focused on the assigned topics, maintaining a positive and polite atmosphere, and using tact in expressing differences of opinion. Inappropriate discussion posts may be deleted by the instructor.

Students are asked to participate in five synchronous meetings via SignOn Connect with a native ASL signer. During the meetings students are expected to use their web cameras so they can be seen. Students should ensure that background noises and distractions are removed (food, TVs, music, other people in the room). Students should dress appropriately for this academic meeting. They should remember that any inappropriate distracting behavior via a virtual meeting will be dealt with in the same manner as in the physical classroom.

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Reporting Title IX Violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If a student or someone the student knows has been harassed on the basis of sex or sexually assaulted, they can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if a student wishes to discuss any concerns confidentially and privately.

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and

guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Copyrighted Materials

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check ASU email and the course site often.

Part I. Deaf Culture: Yesterday and Today

1 Deaf Community: Past and Present	3
Introduction	3
The Deaf Community and Its Members	9
Deaf Children of Culturally Deaf Parents	10
Deaf Children of Hearing Parents	10
Hearing Members in Deaf Families	12
Hard-of-Hearing Individuals	12
Late-Deafened Individuals	12
DeafBlind Individuals	13
Multiple Communities	14
Demographics	14
Historical Highlights	15
Contemporary Descriptions	22
Deafhood	23
Deaf Gain	23
Deaf Ethnicity	24
People of the Eye	25
Deaf Epistemologies	25
Conclusions	26
References	26
2 Causes of Being Deaf and the Auditory Field	31
Determining One's Hearing Level	32
Audiologists and Audiograms	32
Hearing Labels	40
What Causes Changes in Hearing Levels?	42
Genetic Causes	42
Acquired	42
Conductive	43
Sensorineural	43
History of Auditory Technology	44
Current Auditory Innovations and Rehabilitation	47
Hearing Level Screening	47
Hearing Aids	50
Cochlear Implants	51
The Cochlear Implant Controversy	54
Inspiration Porn	56

Genetic Engineering	57
Genetic Controversy	58
Conclusions	60
References	61

Part II. Signed Languages and Learning

3 American Sign Language	67
Background of ASL and Other Sign Languages	67
Indigenous Communities and “Hand-Talk”	68
African American Communities and BASL	69
European Communities	71
Euro-American Communities	72
Home Signs and Gestures	73
Village Sign Languages	73
How Sign Languages Are Spread	74
International Sign (IS) and Signed Languages Used Globally	75
ASL and English: Features, Content, and Structure	76
ASL Content	78
Structure	80
The Manual Alphabet	83
ASL Learners and Strategies	84
Dialects and Other Forms of Signed Communication	86
Attitudes: Linguistic Imperialism	87
Conclusions	89
References	89
4 How Deaf Children Think, Learn, and Read	93
Culture, Learning, and Intelligence	94
Culture and Language	94
IQ Tests	94
Thought and Language	96
Cognitive Abilities	96
Cognition Shaped by Culture	96
Incidental Learning	98
Joint Attention	99
Visual Attention and Peripheral Vision	100
Visual Imagery and Spatial Memory	100
Reasoning	102
Metacognitive Abilities	102
Theory of Mind	103
Executive Function	103
Language Pathways	104
Early Gestures, Family Communication, and Play	105
Language Milestones	106
The Brain, Multilingualism, and Sign Languages	109
Theories and Strategies	111
Literacy Learning	113
Importance	113

Developmental Pathways	113
Deficit Models	114
Asset Model	114
Conclusions	115
References	116
5 Deaf Education, Deaf Culture, and Multiculturalism	121
Deaf Culture and Multiculturalism	121
Factors Impacting Schooling	122
Age of Onset and Parental Hearing Status	122
Multilingualism, Multiculturalism, and Schooling	123
Lesbian, Gay, Bisexual, and Transgender (LGBT) Deaf Students	124
DeafDisabled Students	124
Communication and Language Approaches	125
History of Deaf Education	125
Bilingual and Multilingual Approaches	130
Blended Approaches	131
Monolingual Listening and Spoken Language (LSL) Approaches	132
Communication Approaches and DeafDisabled Students	132
School Settings	134
Center Schools	134
Private Oral Schools	134
Day Schools	135
Inclusion	135
Mainstream, Self-Contained Resource Room	135
Coenrollment	135
Charter Schools and Home Schools	136
Technology, DeafSpace, and Classroom Acoustics	136
Educational Programming	138
Early Childhood (EC) Levels (Birth to 5 Years)	138
Curriculum and Outcomes	138
Challenges in School	138
K to 12th-Grade Levels (5 to 22 Years)	140
Curriculum and Outcomes	140
Transition and Postsecondary Educational Opportunities	142
Curriculum and Outcomes	142
Postsecondary Challenges	143
Preparation of Teachers and Educational Interpreters	143
Teacher-Training	143
Educational Interpreter Training	144
Challenges for Teachers and Interpreters	145
Conclusions	146
References	146
Part III. Deaf Lives, Technology, Arts, and Career Opportunities	
6 Deaf Identities	153
Deaf Identities	155
Categories of Deaf Identities	157

Disability Framework	157
Social Identity Theory	158
Racial Identity Development Framework	159
Deaf Identity Development Framework	161
Acculturation Model	165
The Narrative Approach	167
Intersectionality	169
Race/Ethnicity	169
Sexual Orientation	171
Disability	172
Conclusions	174
References	174
7 Deaf Communities Within the Deaf Community	177
References	188
8 Navigating Lives	191
Introduction	191
Forms of Discrimination	192
Resilience	195
The Role of Relationships in Strengthening Resilience	196
The World of Work	198
Health Issues	201
Mental Health Issues	203
Domestic Violence	205
Criminal Justice Issues	206
Aging Issues	208
Conclusions	209
References	209
9 Technology and Accessibility	215
History: Foundations for Access	216
Deaf Community and Access	217
Captions	219
Telephones	226
Alerting Devices or Systems	234
Wake-Up Devices	236
Baby Alerting Devices	236
Residential Security and Alarm Systems	237
Emergency Announcements	239
Assistive Systems and Devices	240
Innovative Technology	242
Conclusions	247
References	248
10 Deaf People and the Legal System: Education, Employment, and Criminal Justice	253
Education Laws	254
Laws in Early Childhood	254

Early Hearing Detection and Intervention (EDHI) Act	254
Individuals With Disabilities Education Act (IDEA) (Part C)	254
Laws With School-Age Deaf Children	256
IDEA (Part B)	256
IDEA (Part A)	256
American With Disabilities Act (ADA)	257
Section 504 of the Rehabilitation Act of 1973	257
Every Student Succeeds Act (ESSA)	259
Laws in Foster Care Placements	259
IDEA, ADA, and Section 504	259
Laws in Juvenile Justice Facility Placements	260
IDEA, ADA, and Section 504	260
Employment	262
Social Security Act	262
Rehabilitation Act of 1973	262
Americans With Disabilities Act (ADA)	262
Higher Education	264
ADA and 504 Protections	264
Justice System	265
Family, Education, and Language Factors	265
Section 504 and ADA Protections	266
The Bill of Rights and the 14th Amendment	266
Victims of Crimes	267
Prevalence and Types of Crimes	268
Homicide	268
Sexual Offending Crimes	269
The Criminal Justice Process	271
Barriers at the Arrest	271
Booking, Medical/Psychological Intake, and Orientation	271
Barriers at Trial	273
Barriers in Jail or Prison	275
Barriers in Probation and Parole	276
Conclusions	277
References	278
11 Arts, Literature, and Media	281
Arts	281
Visual and Tactile Arts	282
De'VIA	284
Performing Arts	288
Deaf Theater	288
Deaf in Television and Movies	291
Deaf in Game and Reality Shows	294
Deaf Music and Dancing	294
Literature	299
Literature in the Deaf Community	299
ASL Literature	300
Deaf Literature: English	304
Online ASL and Deaf Literature	308

Media	310
Deaf Images: Digital Arts and Photography	310
Deaf Motion: Cinema and Film	312
Conclusion	315
References	315
12 Advocating and Career Opportunities	321
Introduction	321
Deaf-Hearing Collaboration	322
Career Possibilities	325
ASL Interpreters	325
Teachers	327
Early Childhood Educators	329
Audiologists	330
Speech and Language Therapists	332
Vocational Rehabilitation Counselors and Job Coaches	333
Mental Health Service Providers	334
Hotline Volunteer	335
Clinical Mental Health Counselor	336
School Counselor	336
Social Work	336
Clinical Psychology	337
Emergency Medical Technicians	338
Other Career Possibilities	338
Conclusions	339
References	339
13 Final Thoughts on Deaf Culture and Its Future	343
References	350
<i>Index</i>	353