

ASL 5 Course Outline as of Fall 2016**CATALOG INFORMATION**

Dept and Nbr: ASL 5 Title: DEAF CULTURE IN THE USA

Full Title: History and Culture of Deaf People in the U.S.

Last Reviewed: 5/4/2009

| Units | | Course Hours per Week | | Nbr of Weeks | Course Hours Total | |
|---------|------|-----------------------|------|--------------|--------------------|-------|
| Maximum | 3.00 | Lecture Scheduled | 3.00 | 17.5 | Lecture Scheduled | 52.50 |
| Minimum | 3.00 | Lab Scheduled | 0 | 17.5 | Lab Scheduled | 0 |
| | | Contact DHR | 0 | | Contact DHR | 0 |
| | | Contact Total | 3.00 | | Contact Total | 52.50 |
| | | Non-contact DHR | 0 | | Non-contact DHR | 0 |

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: ASL 55

Catalog Description:

Cultural overview of the American Deaf community, its language, history, social structures, values, arts, literature, technology, cross-cultural interactions, and other topics designed to help students develop a better awareness and understanding of American Sign Language, Deaf culture and Deaf communities.

Prerequisites/Corequisites:**Recommended Preparation:**

Course Completion of ASL 3 (or ASL 2A or ASL 52A or SE 214C)

Limits on Enrollment:**Schedule of Classes Information:**

Description: Cultural overview of the American Deaf community and its language, history, social structures, values, arts, literature, technology, cross-cultural interactions and other topics. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course Completion of ASL 3 (or ASL 2A or ASL 52A or SE 214C)

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

| | | | |
|----------------------|----------------------|------------|-----------|
| AS Degree: | Area | Effective: | Inactive: |
| CSU GE: | Transfer Area | Effective: | Inactive: |
| IGETC: | Transfer Area | Effective: | Inactive: |
| CSU Transfer: | | Effective: | Inactive: |
| UC Transfer: | | Effective: | Inactive: |

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course, students will be able to:

1. Analyze and describe some of the major myths that the hearing public believes about Deaf people.
2. Outline a brief history of the American Deaf people which includes important events, significant people, specific historical eras, and other elements of the history.
3. Delineate the role of American Sign Language in Deaf culture.
4. Contrast major linguistic features of ASL and English.
5. Identify key social and educational institutions that have influenced Deaf communities and briefly describe how these institutions have influenced the communities.
6. Analyze and describe some of the ways that hearing families with deaf family members interact with these family members.
7. Describe some of the characteristics of artistic, literary and theatrical expression in Deaf communities.
8. Demonstrate how an understanding of norms, values, and rules of social interaction can facilitate better cross-cultural communication between Deaf and hearing people.
9. Compare and contrast the effectiveness of major types of educational programs and educational approaches for deaf children.
10. Describe some of the major technological and service advances which have helped Deaf people gain access to information and communication from the hearing world.
11. Identify key ethnic and gender subgroups within the American Deaf community and describe some of the key issues and approaches to diversity in the Deaf community.
12. Compare and contrast Deaf communities in a few other countries and how

Deaf people are treated by the larger hearing majority.

Topics and Scope:

- I. Myths and Misconceptions about Deaf people by the General Public
 - A. Hearing world views about Deaf people
 - B. Deaf world views about themselves
 - C. Audism and Deafhood
- II. A brief history of the American Deaf people
 - A. The Gallaudet-Clerc partnership in developing education for Deaf children
 - B. The evolution of a rich and vibrant culture (1817-1880)
 - C. The Milan 1880 resolution and attacks on American Sign Language (ASL) (1880-1960)
 - D. Acceptance of ASL and development of new sign systems (1960-now)
- III. ASL and its role in Deaf culture
 - A. Basic linguistic and social functions of ASL
 - B. A brief introduction to the linguistic structure of ASL
 - C. How ASL changes through time
 - D. Contrast between ASL and signed systems
- IV. Social and educational institutions that have shaped Deaf culture
 - A. Deaf clubs and social organizations
 - B. Residential and mainstreamed schools
 - C. Sports organizations and activities
 - D. Political organizations and activities
- V. Families with Deaf members
 - A. How hearing parents approach raising Deaf children
 - B. How Deaf parents approach raising Deaf children
 - C. Contrast between growing up with Deaf or hearing parents
 - D. Hearing children of Deaf adults / Children Of Deaf Adults (CODAs)
- VI. Artistic and literary expression among Deaf people
 - A. Deaf visual arts and media
 - B. Deaf literature
 - C. Deaf theater
- VII. Cross-cultural communication between Deaf and hearing people
 - A. Contrasting values and norms
 - B. Contrasting rules of social interaction
 - C. Bridging the cultural gap
- VIII. Contrasting approaches to educating Deaf children
 - A. Types of educational programs
 - 1) Residential school
 - 2) Self-contained classes in mainstream schools
 - 3) Total inclusion
 - B. Types of educational approaches and methods
 - 1) Oral and cued speech approaches
 - 2) Total communication and signed systems
 - 3) A bilingual/bicultural approach
- IX. How Deaf people gain communication access to information and services
 - A. Visual technology
 - B. Auditory technology
 - C. In-person interpreting
 - D. Video relay interpreting

- E. Special support services for disabled Deaf people
- F. Special educational and career opportunity programs
- X. Diversity in the Deaf community in the USA and internationally
 - A. Ethnic groups and organizations within the Deaf community
 - B. Gender and sexual orientation issues in the Deaf community
 - C. A sampling of how other countries deal with Deaf people

Assignment:

1. Journal writing
2. Short class presentations on specific topics
3. Reading and discussing 20-30 pages of text from Deaf culture resources
4. Reports on short field trips to deaf cultural events
5. Semester project: term paper and PowerPoint presentations on major Deaf culture topics
6. Quizzes and short essay exams
7. Midterm and final exam

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Term papers, Journal writing, written reports

Writing
25 - 30%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Reading and discussing text, presentations

Problem solving
15 - 20%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes and short essay exams; mid-term and final exam

Exams
25 - 35%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and class participation

Other Category
20 - 30%

Representative Textbooks and Materials:

Instructor prepared materials.

Deaf World, Bragg, Lois. NYU Press, 2001 (Classic)

Journey Into the Deaf World, Lane, Harlan, Hoffstetter, Robert and Behan, Ben. DawnSign Press, 1998 (Classic).

American Deaf Culture, An Anthology, Wilcox, Sherman Linstok Press, 1989 (Classic).