

ASL 5 Course Outline as of Fall 1996**CATALOG INFORMATION**

Dept and Nbr: ASL 5 Title: HIST/CULTRE DEAF AM

Full Title: History and Culture of Deaf People in America

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	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:

Historical and cultural overview of the American Deaf community and its language, including: notable deaf persons of the past and present; political and educational issues of the past and present; the development of ASL and deaf culture in America.

Prerequisites/Corequisites:**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: Historical & cultural overview of the American Deaf community and its language, including: notable Deaf persons of the past & present; political & education issues of the past & present; the development of ASL & Deaf culture in America. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

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:	Transferable	Effective:	Fall 1991	Inactive:	Fall 2016
UC Transfer:	Transferable	Effective:	Fall 1991	Inactive:	Fall 2016

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

The students will:

1. Know the difference between ASL, PSE and "signed English", when they are used and by whom.
2. Be able to identify at least 20 historical personalities by their status as hearing or Deaf, whether they supported/used sign or oral communication and at least one fact about their lives. For Clerc, l'Epee, Sicard, Thomas Gallaudet, Alice Cogswell, Sophia Fowler and Julia Brace, at least 3 facts about their lives.
3. Be able to identify the main arguments for and against sign language and for and against oral communication for the Deaf from the 18th, 19th, and 20th centuries.
4. Be able to compare and contrast the attitudes of Alexander Graham Bell and Laurent Clerc on Deaf people, sign language, speech, etc.
5. Be able to identify by name, place and date the first public schools for the Deaf in France and in the United States.
6. Demonstrate understanding of how the Milan Conference of 1880 resulted in Deaf people in America being silent on issues affecting them for the last 100 years.
7. Demonstrate understanding of how the history of Deaf people affects relations between Deaf and hearing people in the United States today.
8. Demonstrate understanding of Deaf culture and politics today, including the issues of sign language interpretation, research into deafness, mainstreaming of Deaf children, the use of the term "hearing impaired" and the use of Deaf teachers in schools for the Deaf.
9. Be able to define: interpreter, transliterator, translator, TTY, TDD, decoder, captioning, ASL, PSE, SEE, "methodical sign", cued speech, oral method, Rochester method, pidgin, creole, Deaf

(as opposed to deaf), relay services and their use in the Deaf community.

10. Demonstrate understanding of why the heart of the Deaf community and culture is in the state schools for the Deaf.
11. Based on the above, to solve bicultural situational problems that hearing people may encounter in the Deaf community.
12. Be able to identify at least 10 aspects of Deaf culture today which differ from the larger American culture.

Topics and Scope:

1. The social and cultural status of Deaf people.
 - A. In Europe prior to 1790.
 - B. In the United States prior to 1814.
 - C. The "Golden Age of Deafness" from 1790 in Europe and 1814 in the United States to 1880.
 - D. The "Deaf Dark Ages", 1880 to 1980 (approximately).
 - E. The "Deaf Renaissance", 1980 to present (approximately).
2. The history of Deaf education from 1550 to the present, presented in two time lines (oral and signing) which converge at around 1850 in America. The effect of educational issues have on the Deaf community, with emphasis on a complete explanation of how well-meaning 19th century educators managed to plunge most of the American Deaf people into a century of ignorance and illiteracy. How the entire sequence is viewed by the Deaf community today and how that affects the ability of hearing people to relate well with Deaf people.
3. A verbal portrait of the Deaf people of the past, with extensive quotations from their own writings on various subjects. Deaf people in the Spanish court of the 16th and 17th centuries; Deaf people in the French Revolution and its aftermath; Deaf people in 18th and 19th century America and how they are the same and how they differ from Deaf people today. Includes verbal portraits of hearing friends and foes.
4. Portrait of an oppressed minority: How Deaf people have held their community together in spite of hearing people trying to intervene and scatter the Deaf. What Deaf people have in common with Native American and other minority linguistic groups.
5. ASL and the various forms of signed English, how they are viewed by the Deaf community and when they are likely to be used and by whom. A history of the development of ASL; when linguists first started studying ASL and what we know about ASL today. ASL's relationship to French Sign Language.
6. The Deaf community and culture now: TDDs, interpreters, social structure, education, the value and importance of the State Schools, why Deaf people dislike mainstreaming, who belongs to the Deaf community, the uprising at Gallaudet University and its meaning to the Deaf community, media and the Deaf community. Who should teach Deaf children?
7. Behavior rules for hearing people interacting with the Deaf community and how these rules are related to the history of the American Deaf. Includes common attitudes hearing people hold towards Deaf people and Deaf people hold towards hearing people.

8. Deaf cultural values; storytelling and folklore; Deafness as seen by the Deaf in story and sociology.

Assignment:

1. Study lecture notes.
2. Reading from recommended list.
3. Writing paper or preparing classroom presentation.

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.

Essay exams, LECTURE NOTES REQUIRED

Writing
20 - 50%

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

Exams

Problem solving
10 - 20%

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

Class performances

Skill Demonstrations
5 - 10%

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

Multiple choice, True/false, Completion

Exams
10 - 30%

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

None

Other Category
0 - 0%

Representative Textbooks and Materials:

WHEN THE MIND HEARS by Harlan Lane; Vintage Press, 1989.
DEAF AMERICA by Carol Padden and Tom Humphries; Harvard University Press, 1988.