

M^cDANIEL COLLEGE - BUDAPEST
ASL STUDIES/DEAF EDUCATION PROGRAM
ASL 3370 International Perspectives on Sign Languages and Deaf Culture

ROOM: McDaniel Budapest 224

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COURSE DESCRIPTION

The study of diverse signed language and socio-political structures of Deaf communities in various countries and the impact on society. This course provides a global perspective of a linguistic and cultural minority group.

McDaniel General Education Outcomes (MSCHE)	Foreign Language Learning Standards (ACTFL)
1. Critical Thinking	A. Communication
2. Problem-solving & Creative Expression	B. Cultures
3. Communication	C. Connections
4. Global Citizenship	D. Comparisons
	E. Communities

OBJECTIVES Students will be able to:

Deaf International Community

1. identify the evolution of identities and how Deaf people categorize themselves based on perspectives from theory and research (1, B, D, E);
2. recognize the complexities of Deaf-hearing identity and acknowledge the dangers of the power identity labels (1, B, C, D, E);
3. recognize different social and cultural affiliations of Deaf individuals (4, B, C, D, E);
4. explore the roles of family and school and how they are related to Deaf identities (1, 2, B, C, D)
5. develop a practical means of assessing the overall historical impact of life/educational experiences among Deaf people in the world (1, 3, A, B, D, E)
6. examine the impact of hearing society perceptions that either enhance or suppress the lives of Deaf people (1,2,4, B, C, D)
7. explore the overt and subtle influences of technology as well as genetic findings that evolve identities of American Deaf people (1,2, D, E)

Global Citizenship: International (W/N)

8. I_SLO1: Students will be able to apply knowledge gained regarding their own culture and place in the global community, in order to make informed comparisons of different historical and/or contemporary perspectives. (1, 4, B, C, D, E)
9. I_SLO2: Students demonstrate skills and attitudes (e.g., heightened self-awareness, capacity for perspective shifting, acceptance of global civic responsibility) conducive to intercultural competence. (1, 3, 4, A, B, E)
10. I_SLO3: Students demonstrate knowledge of a cultural group outside of the United States. (2, 4, B, D, E)

REQUIRED MATERIALS

Monaghan, L., Schmalings, C., Nakamura, K. & Turner, G. H. (Eds.). (2003). *Many ways to be deaf: International variation deaf communities*. Washington, DC: Gallaudet Press.

Other readings as assigned via syllabus. Readings will be posted on Blackboard.

GRADING AND COURSE EXPECTATIONS

A+	97 – 100 (558-575 pts)	B	83 – 86 (478-500 pts)	C-	70 – 72 (403-419 pts)
A	94 – 96 (535-557 pts)	B-	80 – 82 (460-777 pts)	D+	67 – 69 (386-402 pts)
A-	90 – 93 (518-534 pts)	C+	77 – 79 (443-459 pts)	D	63 – 66 (364-385 pts)
B+	87 – 89 (501-517 pts)	C	73 – 76 (420-442 pts)	D-	60 – 62 (345-363 pts)
				F	69 or lower (0-344 pts)

CLASS ABSENCE AND TARDY POLICY

Participation in class discussion and activities is a critical part of the course. Quality participation assumes preparation for the class through assigned readings, homework assignments, and activities, ability to express one's ideas effectively while contributing to the relevance of specific class topics.

- Students are allowed **three** (3) unexcused absences per semester. If any student has four (4) unexcused absences, then the final grade will be reduced by 5%. If any student has **five** (5) unexcused absences, then the final grade will be reduced by 10%. If any student has **six** (6) unexcused absences, then the final grade will be reduced by 15%. Being tardy three times (by 10 minutes) will be counted as one absence.
- Students are responsible to communicate with their professor ahead of time if they have a planned absence. For unplanned absence due to an emergency, students need to provide documentation (e.g., doctor's note). If they do not make arrangements ahead of time and/or do not have documentation for an emergency, their absence will be marked as unexcused.
- Students are responsible for material covered during missed classes, regardless of reason for their absence

CLASS POLICY

- The course documents as posted on the Blackboard will be reviewed, revised, and updated periodically in order to reflect changing demands of the course and in order to keep pace with the changing scope of practice reflected by these changes and innovations in the field of Deaf Studies.
- All assignments need to follow APA formatting. Unedited assignments will be returned without a grade.
- Late papers will not be accepted without prior approval from the instructor. Any late assignment submitted for a grade without the instructor's approval will automatically receive a zero.
- Candidates are expected to strictly adhere to the McDaniel Honor Code. Any violations such as plagiarism or cheating will result in serious consequences including possible dismissal from the program.

MAKE-UP/LATE SUBMISSIONS

All examinations, assignments, and presentations will be due according to course outline or otherwise noted by the professor. Makeup examinations and presentations are regarded as an inconvenience and as unfair to students who take them at the regularly scheduled time. Anyone failing to notify professor of

an absence prior to examinations, submission of assignments, or presentations will not be excused and no points may be awarded.

COURSE REQUIREMENTS AND ASSIGNMENTS (Total: 575 pts.)

1. ATTENDANCE/PARTICIPATION (Worth 130 pts.)

Participation in class is a critical component of the ASL 3370 class. Students will be reading articles and research and will be sharing their readings and understandings with others in an attempt to collaboratively investigate the topic of discussion related to the International Deaf community. Your absence from class not only impacts the opportunity of you to learn from others but it impacts others who might gain insight from your participation. For that reason, **each** day of class will be worth **five** points.

2. WEEKLY REFLECTION (Worth 140 pts.)

Each week, we will have some very interesting discussions in class. You will be responsible for submitting a reflection of the week's discussion on Bb. This is an opportunity for you to submit an "ah-ha" moment from the discussion/readings, as well as an opportunity to share what you are learning/processing. Your personal reflection can express your response to the readings, topics discussed in class, and/or experiences that you may have had related to the topic. Reflections are sometimes used as a basis for group discussions, and serve as a written record of your reflective and critical thinking. Your reflection must be posted by **11:59pm on Sunday**, before the next week's class begins on Monday. Each reflection is worth 10 points. No late postings will be accepted. **Total of 140 pts.**

3. DEAF NEWS (Worth 75 pts.)

Students will review three (3) news articles feature stories focusing on Deaf individuals and their lives (every 4 weeks). You will post your link of the article along with a brief summary of the article in one paragraph. The second paragraph will include your reflection/opinion on the article. You may choose an article from *Deaf Life* magazine (available via Hoover Library) or any mainstream news outlet carrying a feature article. Look for articles that carry an international flavor of what is happening in the Deaf community, internationally. Some national stories may be of interest, as well. Any current historic articles would be particular interest. **Each summary will be worth 25 pts for a total worth of 75 pts.**

4. WFD POSITION PAPER (Worth 30 pts.)

The World Federation of the Deaf (WFD) has been advocating for Deaf Rights since 1951. At their website, <https://wfdeaf.org/news/resources-category/statements/>, The WFD has posted at least 19 position papers. Choose one of the position papers/statement, summarize its content, then provide your input/reflection upon what you read. Make sure you include what you have learned in class to support your thoughts/ideas/reflection. You will post your comments on Blackboard. This will count as your midterm. **This activity is worth 30 pts.**

5. GROUP FACILITATOR (Worth 100 pts.)

During the course of the semester we will be focusing on several areas of the world. This activity is designed to provide students an opportunity to share personal insight and

application of course materials covered in class and in course readings. Students are encouraged to share their opinion/insight on a certain topic or issue as a group. Each specific group will be assigned an area of the globe. Your group will be responsible to scour the literature and bring the information to the class as a presentation and to foster discussion. Your group will be responsible to create the material for class discussion. You should provide at least four references for your classmates to review prior to class. See schedule below. **Each member of the class will be assessed 100 points .. 25 pts assigned by the group and 75 pts. assigned by me.**

6. MULTI-MEDIA COUNTRY PRESENTATION (Worth 100 pts.)

Students will create a website using either Prezi or SWAT. In the development of this presentation, students will create a site exploring different aspects of chosen country. In your presentation you will include the following information:

- Sign language in the country
 - History of sign language used
 - If possible, display of manual alphabet
 - Provide at a clip that demonstrates at least 10 signs
- Deaf schools
 - Information regarding any deaf schools in this country.
 - What is the history of Deaf Education?
 - Where are the schools located?
- Famous Deaf individuals from this country
 - Who are the famous Deaf individuals in this country?
 - Why are they famous?
 - Are there any arts/cultural artifacts coming from this country?
- Is this country involved in any Un resolutions impacting the Deaf community?
 - Which ones? When did the country sign on?
- Are there any laws in this country currently on the books impacting the lives of Deaf individuals?

Your site will be due on May 2 and you will be prepared to present to Deaf High School students on May 9. **This activity is worth 100 pts.**

CLASS SCHEDULE

Chart outlining Course Readings and Critique Due Dates

	Dates	Themes	Reading Assignments	Due
Week 1 Attend: 10 pts	1/29	Deaf Culture Quiz		
	1/31	Intro to Syllabus		Post Weekly Reflection on Bb by Sunday, 11:59 pm.
Week 2 Attend: 10 pts	2/5	History of Deaf Education – Part 1	Read Chapter 1 (will post on Bb)	
	2/7	History of Deaf Education – Part 2		Post Weekly Reflection on Bb by Sunday, 11:59 pm.
Week 3 Attend: 10 pts	2/12	History of Deaf Education – Part 3		
	2/14	American Education Demographics – Part 1	Selected Readings on Bb	Post Weekly Reflection on Bb by Sunday, 11:59 pm.
Week 4 Attend: 10 pts	2/19	American Education Demographics – Part 2	- First Deaf News article	First Deaf News post. Beginning web development re: education of deaf in your selected country
	2/21	What is oppression?	Selected Readings on Bb	Post Weekly Reflection on Bb by Sunday, 11:59 pm.
Week 5 Attend: 10 pts	2/26	What is stigma?	Selected Readings on Bb	
	2/28	Visit Deaf Center in Budapest	Field trip ... visit the site	Post Weekly Reflection on Bb by Sunday, 11:59 pm.
Week 6 Attend: 10 pts	3/5	WFD	READ a position paper from the WFD and present in class	
	3/7	UN Human Rights	READ UN Document	Post Weekly Reflection on Bb by Sunday, 11:59 pm.
Week 7 Attend: 10 pts	3/12	UN Rights of the Disabled	READ UN Rights of the Disabled	Continue building your web re: rights of the Deaf in your country
	3/14	UN SDG agenda Group discussion	READ UN Document on SDG Based on your country selection, what is happening in your particular country with Deaf rights?	Post Weekly Reflection on Bb by Sunday, 11:59 pm. pm Second Deaf news post.

Week 8 Attend: 10 pts	3/19	Review	- Second Deaf News article	
	3/21	Midterm WFD Position Paper Reflection		Post Weekly Reflection on Bb by Sunday, 11:59 pm.
Week 9 Attend: 5 pts	4/4	Deaf in Europe	Euro Group presents	Europe Group prepares class discussion. Post Weekly Reflection on Bb by Sunday, 11:59 pm.
Week 10 Attend: 10 pts	4/9	Deaf in South America/Latin America	Latin America Group presents	South America/Latin America Group prepares class discussion.
	4/11	Deaf in Africa – Part 1		Post Weekly Reflection on Bb by Sunday, 11:59 pm.
Week 11 Attend: 10 pts	4/16	Deaf in Africa – Part 2	Africa Group presents	Africa Group prepares class discussion.
	4/18	Deaf in Asia – Part 1		Post Weekly Reflection on Bb by Sunday, 11:59 pm.
Week 12 Attend: 10 pts	4/23	Deaf in Asia – Part 2	- Third Deaf News article Asia Group presents	Asia Group prepares class discussion. Third Deaf News post
	4/25	Deaf in Oceania	Oceania Group presents	Oceania Group prepares class discussion. Post Weekly Reflection on Bb by Sunday, 11:59 pm.
Week 13 Attend: 5 pts	5/2	Presentations using Prezi or SWAT	Individual Presentations	Post Weekly Reflection on Bb by Sunday, 11:59 pm.
Week 14 Attend: 10 pts	5/7	Presentations using Prezi or SWAT Review	Individual Presentations	
	5/9	Visit Deaf School	Using presentation from Prezi/SWAT, present info to Deaf HS students at the Budapest Deaf School.	Post Weekly Reflection on Bb by Sunday, 11:59 pm.
Week 15	5/?	Final		

Class Readings Bibliography

(These articles can be found on Blackboard)

Deaf Identity

- Chapman, M., & Dammeyer, J. (2017). The significance of deaf identity for psychological well-being. *The Journal of Deaf Studies and Deaf Education*, 22(2), 187-194.
- Fernandes, J., & Shultz Myers, S. (2010). Inclusive deaf studies: Barriers and Pathways. *The Journal of Deaf Studies and Deaf Education*, 15(1), 17-29.
- Humphries, T., & Humphries, J. (2011). Deaf in the time of cochlea. *The Journal of Deaf Studies and Deaf Education*, 16(2), 153-163.
- Kunnen, E. S. (2014). Identity development in deaf adolescents. *The Journal of Deaf Studies and Deaf Education*, 19(4), 496-507.
- Lane, H. (2005). Ethnicity, ethics, and the Deaf-World. *The Journal of Deaf Studies and Deaf Education*, 10(3), 291-310.
- McIlroy, G., & Storbeck, C. (2011). Development of Deaf identity: An ethnographic study. *The Journal of Deaf Studies and Deaf Education*, 16(4), 494-511.
- Runnels, J. (2017). Dr. Andrew Foster: A literature review. *American Annals of the Deaf*, 162(3), 243-252.

Deaf Writing

- Scott, J., and Hoffmeister, R. (2017). Superordinate precision: An examination of academic writing among bilingual deaf and hard of hearing students. *The Journal of Deaf Studies and Deaf Education*, <https://doi-org.hoover2.mcdaniel.edu:2443/10.1093/deafed/enx052>

Health Care

- Kuenburg, A. Fellingner, P. & Fellingner, J. (2016). Health care access among deaf people. *The Journal of Deaf Studies and Deaf Education*, 21(1), 1-10.

International

- Bragg, L. (1997). Visual-Kinetic communication in Europe before 1600: A survey of sign lexicons and finger alphabets prior to rise of deaf education. *The Journal of Deaf Studies and Deaf Education*, 2(1), 1-25.
- Byrnes, L., Sigafoos, J., Rickards, F., & Brown, P. M. (2002). Inclusion of students who are deaf or hard of hearing in government schools in New South Wales, Australia: Development and implementation of a policy. *The Journal of Deaf Studies and Deaf Education*, 7(3), 244-257.

- Eleweke, C. J. (2002). A review of issues in deaf education under Nigeria's 6-3-3-4 education system. *The Journal of Deaf Studies and Deaf Education*, 7(1), 74-82.
- Fernandez-Viader, M. & Fuentes, M. (2004). Education of deaf students in Spain: Legal and educational politics developments. *The Journal of Deaf Studies and Deaf Education*, 9(3), 327-332.
- Friedner, M. (2016). Understanding and not-understanding: What do epistemologies and ontologies do in deaf worlds? *Sign Language Studies*, 16(2), 184-203.
- Fung, P., Chow, B., & McBride-Chang, C. (2005). The impact of a dialogic reading program on deaf and hard-of-hearing kindergarten and early primary school-age students in Hong Kong. *The Journal of Deaf Studies and Deaf Education*, 10(1), 82-95.
- Grimes, M., Thoutenhoofd, E., & Byrne, D. (2007). Language approaches used with deaf pupils in Scottish schools: 2001-2004. *The Journal of Deaf Studies and Deaf Education*, 12(4), 530-551.
- Kika, H., Christodoulou, D., Hadjidemetri, E., Konidari, M., & Nicolaou, N. (2009). The experiences of Cypriot hearing adults with deaf parents in family, school, and society. *The Journal of Deaf Studies and Deaf Education*, 14(4), 486-502.
- Kiyaga, N., & Moores, D. (2003). Deafness in sub-Saharan Africa. *American Annals of the Deaf*, 148(1), 18-24.
- Knors, H. (2007). Educational responses to varying objectives of parents of deaf children: A dutch perspective. *The Journal of Deaf Studies and Deaf Education*, 12(2), 243-253.
- Lytle, R., Johnson, K. & Hui, Y. (2005). Deaf education in China: History, current issues, and emerging deaf voices. *American Annals of the Deaf*, 150(5), 457-469.
- Musengi, M., Ndofirepi, A., & Shumba, A. (2013). Rethinking education of deaf children in Zimbabwe: Challenges and opportunities for teacher education. *The Journal of Deaf Studies and Deaf Education*, 18(1), 62-74.
- Polich, L. (2001). Education of deaf in Nicaragua. *The Journal of Deaf Studies and Deaf Education*, 6(4), 315-326.
- Sayers, W. (1999). A treatise from enlightenment Sweden on 'teaching the mute to read and speak'. *The Journal of Deaf Studies and Deaf Education*, 4(4), 321-330.
- Weisel, A., & Gali Cinamon, R. (2005). Hearing, deaf, and hard-of-hearing Israeli adolescents' evaluations of deaf men and deaf women's occupational competence. *The Journal of Deaf Studies and Deaf Education*, 10(4), 376-389.

Working Bibliography

- Adam, R. (Summer 2015). Standardization of sign languages. *Sign Language Studies*, 15(4), 432-445.
- Armstrong, D. F., Karchmer, M. A., & Van Cleve, J. V. (Eds.). (2002). *The study of signed languages: Essays in honor of William C. Stokoe*. Washington, DC: Gallaudet University Press.
- Bagga-Gupta, S. (1999-2000). Visual language environments: Exploring everyday life and literacies in Swedish deaf bilingual schools. *Visual Anthropology Review* 15(2), 95-120.
- Balter, A. (2015). *Different ways of being*. Linkville Press.
- Batten, G., Oakes, P., & Alexander, T. (2014). Factors associated with social interactions between deaf children and their hearing peers: A systematic literature review. *Journal of Deaf Studies and Deaf Education*, 19(3), 285-302.
- Callaway, A. (2000). *Deaf children in China*. Washington, DC: Gallaudet University Press.
- Carroll, C., & Mather, S. (1997). *Movers & shakers: Deaf people who changed the world*. San Deigo, CA: DawnSignPress.
- Commission on Education of the Deaf. (1988). *Towards equality. Final report to Congress*. Washington, D.C.: U.S. Government Printing Office.
- Cooper, C.A., & Rashid, K. K. (2015). *Citizenship, politics, difference: perspectives from Sub-Saharan signed language communities*. Washington, DC: Gallaudet University Press.
- Corker, M. (1996). *Deaf transitions: Images and origins of deaf families, deaf communities and deaf identities*. London, UK: Jessica Kingsley Publishers.
- De Garcia, B., G., & Karnopp, L. B. (2016). *Change and promise: Bilingual deaf education and deaf culture in Latin America*. Washington, DC: Gallaudet University Press.
- Dunai, H. I. (2002). *Surviving in silence: A deaf boy in the holocaust: The Harry I. Dunai Story*. Washington, DC: Gallaudet University Press.
- Holcomb, T. K. (2013). *Introduction to American Deaf culture*. New York, NY: Oxford University Press.
- Horejes, T. (2012). *Social constructions of deafness: Examining deaf languacultures in education*. Washington, DC: Gallaudet University Press.
- Kannapell, B. (1993). *Language choice – Identity choice*. Burtonsville, MD: Linstok Press, Inc.
- Krausneker, V. (Summer 2015). Idologies and attitudes toward sign languages: An approximation. *Sign Language Studies*, 15(4), 411-431.
- Ladd, P. (2007). *Understanding deaf culture: In search of deafhood*. Clevedon, UK: Multilingual

Matters, LTD.

- Leigh, I., Andrews, J., & Harris, R. (2018). *Deaf culture: Exploring Deaf communities in the United States*. San Deigo, CA: Plural Publishing.
- McKee, R., & Manning, V. (Summer 2015). Evaluating effects of language recognition on language rights and the vitality of New Zealand sign language. *Sign Language Studies*, 15(4), 473-497.
- Moore, D., & Miller, M. (Eds.). (2009). *Deaf people around the world: Educational and social perspectives*. Washington, DC: Gallaudet University Press.
- Mouny, J., Pucci, C., & Harmon, K. (2014). How deaf American sign language/English bilingual children become proficient readers: an emic perspective. *Journal of Deaf Studies and Deaf Education*, 19(3), 333-346.
- Murray, J. (Summer 2015). Linguistic human rights discourse in deaf community activism. *Sign Language Studies*, 15(4), 379-410.
- Nakamura, K. (2006). *Deaf in Japan: Signing and the politics of identity*. Ithaca, NY: Cornell University Press.
- Reagan, T. (2010). *Language policy and planning for sign languages*. Washington, DC: Gallaudet University Press.
- Sayers, E. (Ed.). (2012). *Outcasts and angels: The new anthology of deaf characters in literature*. Washington, DC: Gallaudet University Press.
- Stokoe, W. (2001). *Language in hand: Why sign came before speech*. Washington, DC: Gallaudet University Press.
- Vodounou, V. (2008). *The incredible journey of Victor Vodounou*. El Cajon, CA: CSN Books.
- Wertsch, J. (1985). *Vygotsky and the social formation of mind*. Cambridge, MA: Harvard University Press.