



ASL-110: DEAF CULTURE AND COMMUNITY

Effective Term

Fall 2023

BOT Approval Date

12/15/2022

Discipline

ASL - ASL Interpretation & Translation

Course Number

110

Course Title

Deaf Culture and Community

Short Title

Deaf Culture and Comm

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course introduces students to Awareness of Deaf Culture. Students will learn about the language, norms of behavior, values, traditions and possessions (materials) of D/deaf people. The evolution, from a pathological view of D/deaf people to a cultural one, will be analyzed from a historical and sociological perspective. Intercultural issues relating to the role of hearing people within the Deaf Community will also be covered, as well as explorations of diversity, privilege, and oppression of D/deaf people.

Codes

TOP Code (CB 03)

2203.00 - Ethnic Studies

CIP Code

05.0211 - Deaf Studies.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Learning Objectives

Learning Objectives

Learning Objective

1. Investigate and debate Deaf and hearing cultures
2. Consider the characteristics of American and Canadian Deaf/hearing communities

3. Examine the labels and stereotypes of Deaf people in historical context (cultural vs. pathological perspectives on Deaf people.)
4. Appraise behavior and group norms, values, and common knowledge of diverse communities within the Deaf community.
5. Consider historical events, person(s), and organizations that impact the Deaf community
6. Compare attitudes of privilege and oppression within the Deaf and hearing communities
7. Analyze historical and current issues faced by Deaf community members
8. Explore literary traditions of the Deaf community– Deaf history narratives, Deaf folklore, Deaf Art/De'VIA, and Deaf literature (performances, narratives, poetry, etc.)

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will investigate and debate Deaf and hearing cultures.
2. The student will appraise behavior and group norms, values, and common knowledge of Deaf people.
3. The student will compare attitudes and oppression with the Hearing and Deaf communities.

Program Learning Outcomes

Learning Outcome

- Acquire information and recognize distinctive viewpoints that are only available through American Sign Language and Deaf culture.
- Demonstrate expressive and receptive competence and interpersonal communication using visual language between individuals.
- Demonstrate expressive and receptive competence of ASL grammatical features when communicating with the Deaf/Hard of Hearing people.
- Engage in one-to-one conversations using ASL with the Deaf community to access information about Deaf culture that will lead to lifelong learning experiences.
- Examine expected social behaviors when interacting with mixed groups of Deaf/Hard of Hearing and hearing individuals at Deaf events (e.g., handwaving to show enjoyment of entertainment).

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. What is culture?
 - a. Deaf vs. hearing culture
2. Components of Culture
 - a. Culture iceberg
3. Cultural competence

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- a. What is it?
 - b. Why is it important?
 4. Historical perspectives
 - a. Deaf people in ancient times
 - b. How signs appeared
 - c. Earliest versions of mankind
 - i. Tools
 - ii. Civilizations
 - iii. Language development
 - iv. Deaf people in Biblical times
 - v. Deaf people in the Middle Ages
 - vi. Deaf people in the Renaissance
 - d. Benedictine Monks
 - i. Ponce de Leon
 - e. Justinian Code
 5. First learning opportunities for the Deaf
 - a. Characteristics of early Deaf education
 - b. Expansion of Deaf education in Europe (1700-1800)
 - c. Education in Germany and France
 - i. Abbe de L'Epee
 - ii. Sicard
 - iii. Massieu
 - iv. Clerc
 - d. Origins of Deaf education in America
 - i. Martha's Vineyard
 - ii. Jonathan Lambert
 - iii. Gallaudet and Clerc
 1. American School for the Deaf
 6. Beginnings of American Deaf Culture
 7. Pioneers in Signing Education
 - a. Thomas Hopkins Gallaudet
 - b. Laurent Clerc
 - c. Alice Cogswell
 - d. Amos Kendall
 - i. Kendall Green
 - e. Edward Miner Gallaudet
 - f. Sophia Fowler
 - g. Gallaudet College
 8. Pioneers in Oral Deaf education
 - a. Clarke School for the Deaf
 - b. Alexander Graham Bell
 - i. Volta Bureau
 - ii. Sterilization of Deaf people
 9. Expansion of Deaf schools
 - a. Dr. Mervin Garretson
 10. The Milan Conference (1880)
 - a. Dark Age of Deaf Education
 - b. Post-Milan attitudes
 - c. George Veditz "Preservation of Sign Language" (1913)
 - d. Punishment for signing
 11. Black Deaf educational opportunities
 12. Residential Schools for the Deaf
 - a. Cemeteries
 - b. Discrimination within Deaf schools
 13. Eugenics in the Deaf Community
 14. Deaf Rights

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- a. Deaf President Now (1988)
 - b. Unit for Gallaudet Protest (2006)
 15. Faith Healers
 16. Audism
 - a. Deafhood
 - i. Paddy Ladd
 17. Distinctions of identities
 - a. Deaf vs deaf
 - b. Hard of hearing
 - c. Hearing impaired
 18. Evolution of the Deaf community
 - a. Language
 - b. Deaf clubs
 - c. Accessibility in churches
 - d. National Fraternal Society of the Deaf
 - e. Deaf people during the World Wars
 - f. Athletics in the Deaf community
 - i. AAAD
 - ii. USADF
 - iii. Deaflympics
 - g. Deaf Utopias
 - h. Recognition of Deaf Culture
 - i. William Stokoe
 - ii. Deaf Way Conference
 - iii. Carol Padden
 - iv. Diversity within the Deaf community
 1. BIPOC Deaf
 2. LGBTQIA+ Deaf
 - i. Deaf Culture in art and media
 - j. Deaf as an ethnicity
 19. Recognition of ASL as a language
 - a. Characteristics of ASL
 - b. Differences between signed and spoken languages
 - c. History and roots of ASL
 - d. The English-Only Movement
 - e. Birth of ASL
 - i. Stokoe
 - ii. Cronenberg
 - iii. Casterline
 - f. Linguistics
 - i. Phonology
 - ii. Morphology
 - iii. Syntax
 - iv. Evolution of signs
 - v. Factors affecting sign variation
 1. Age
 2. Gender
 3. Race
 4. Sexual Orientation
 5. Location
 20. Expansion of Visual Language
 - a. Adaptations and evolution of signs
 - i. Public Law 94-142
 1. Pros and cons for Deaf students
 2. Creation of English-based schools
 - ii. Rochester Method

- iii. Combined Method
- iv. SEE 1 & SEE 2
- v. LOVE
- vi. PSE
- vii. Signed English
- viii. Simultaneous Communication
- ix. Total Communication
- x. Cued Speech
- b. Variations in Signing
 - i. Regional
 - ii. Ethnic
 - 1. Black American Sign Language (BASL)
- c. Modern Manual Alphabet
 - i. Comparisons to French Manual Alphabet
- 21. Signing hearing infants and children
- 22. Interpreters
 - a. Types of interpreters
 - b. History of interpreting
 - i. ADA
 - ii. RID
 - iii. NDI
 - c. Fake interpreters
- 23. International signs
 - a. Sign languages in different countries
- 24. Emergence of "colorful" communication
 - a. Traditional literature
 - b. ASL and Deaf Folklore
 - i. Signlore
 - c. Deaf experience stories
 - d. Creative stories
 - i. ABC
 - ii. Handshape
 - iii. Number
 - e. Deaf humor
 - i. Deaf jokes
 - ii. Comics
- 25. Deaf Art
 - a. De'VIA (Deaf View/Image Art)
 - b. Famous Deaf artists
 - c. Resistance vs. Affirmation
 - d. Performing arts
 - i. National Theater of the Deaf
 - ii. Deaf West Theater
 - iii. Deaf people in the media
 - iv. Deaf musicians
 - 1. Music vest
 - v. Deaf photographers
 - vi. Deaf people in Hollywood
- 26. Enlightenment of Independence
 - a. Lack of communication technology
 - i. Advancements in technology
 - b. Introduction of hearing aids
 - i. Various types and purposes
- 27. Anatomy of the ear
 - a. Becoming deaf
 - b. Cochlear implants

- i. Risks and benefits
 - ii. Political views
- 28. Visual and tactile alerting devices
 - a. Alarms
 - b. Flashing lights
 - c. Vibrating devices
 - d. Access for DeafBlind
 - i. Pro-Tactile ASL
- 29. Captioning and subtitles
 - a. History of captioning on tv
 - b. Captioning films
- 30. TTY and VRS services
 - a. Telecommunications for the Deaf (TDI)
- 31. Personalities through the years
 - a. Exceptional Deaf athletes
 - i. The football huddle
 - b. Notable Deaf Persons
 - i. Thomas Edison
 - ii. Juliette Gordon Low
 - c. Noteworthy Deaf Professionals
 - i. Macfadden and Associates, Inc.
 - ii. DawnSignPress
 - iii. T.S. Writing Services
 - iv. Olaf Hanson
 - v. Inventors
 - 1. John R. Gregg
 - 2. Anson R. Spear
 - d. Douglas Tilden
 - e. Science/Medicine
 - i. Regina Olson Hughes
 - ii. Donald L. Ballantyne
- 32. Common perspectives of Deaf people
 - a. Medical vs. Cultural perspectives
 - b. Deaf vs deaf
 - c. Deaf Culture
 - d. Successful Deaf people
 - e. Deaf people in Haiti
- 33. Accessibility issues for Deaf people
 - a. 911 texting services
 - b. Public services
 - c. Public venues
- 34. Audiologists
 - a. Hearing tests
 - b. Decible loss
 - c. Changes in hearing levels
 - d. Audiograms
 - e. Cochlear implant procedure
 - i. Hidden costs
 - ii. Hidden risks
 - iii. Issues with insurance companies
- 35. CDC view on deaf/hearing loss
- 36. Disability porn
- 37. ASL in the United States and Canada
 - a. How Deaf learn ASL
 - b. ASL as a foreign language
 - c. Recognition of ASL in the United States

- d. Reasons why hearing people learn ASL
- e. ASL as a linguistic science
 - i. Motion Light Lab
 - ii. VL2
- 38. Certified Deaf Interpreters
- 39. Parameters of ASL
 - a. Handshape
 - b. Location
 - c. Movement
 - d. Palm orientation
 - e. NMS
 - f. Iconicity
 - g. Modality
 - i. Bilingual approach
 - h. Dr. Carolyn McCaskill and Black ASL
- 40. Spoken language and Deaf education
 - a. Early identification of hearing loss and parents
 - b. Child First Campaign
 - c. Deaf children in public schools
 - i. School sites for Deaf children
 - ii. Deaf classrooms
- 41. Certifications
 - a. Teaching Deaf children
 - b. Interpreting for the Deaf
- 42. Literacy in Deaf children
- 43. Deaf people in mental institutions
 - a. Junius Wilson
 - b. John Constantin
- 44. Preserving Deaf history
 - a. American School for the Deaf Museum & Library
 - b. National Deaf Life Museum
- 45. Deaf Space
- 46. Oppression & Criminal Justice
 - a. Deaf in prison
 - b. Punishment of Deaf prisoners
 - c. Dr. McCay Vernon
- 47. Visual "noise" in the classroom
 - a. Deaf children's memory
 - b. Metacognition and theory of mind
 - c. The deaf brain
 - d. Conversational vs. academic content
 - e. Common misconceptions of Deaf in hearing families
- 48. Deaf identities
 - a. DeafDisasbled
 - b. Deaf POC
 - c. Deaf LGBTQIA+
 - d. Intersectionality
 - i. Exploring one's own identity
 - ii. Meaning of identities
 - e. Edmund Booth
 - f. Elisa Cimento
 - g. Social Identity Theory
 - i. Glickman's Theory of Deaf Identity Development
- 49. Navigating Deaf and Hearing Worlds
 - a. Communication "disorders"
 - b. Discrimination in the Deaf community

- c. The American's with Disabilities Act (ADA)
 - d. Resilience
 - i. Resilience in relationships across communities
50. Barriers for the Deaf community
- a. Employment
 - b. Access to health services
 - c. Availability of mental health services
 - d. Domestic violence
 - i. Abused Deaf Women's Advocacy Services (ADWAS)
 - ii. National Deaf Therapy
 - iii. Deaf Counseling Center
 - e. Deaf seniors and aging issues
51. Technology and accessibility
- a. Accessibility vs. Universal Design
 - b. Closed and open captioning
 - c. Accessibility in public venues
 - d. Video remote interpreting
 - e. Automated speech recognition (ASR)
 - f. Motion capture technology
 - g. ASL apps
 - h. Augmented reality (AR) platforms
52. Arts, literature, and media
- a. De'VIA
 - i. Ann Silver
 - ii. Betty Miller
 - b. Original recordings of ASL
 - c. Literary pieces in ASL
 - i. Poetry
 - 1. The Nathalie Marbury Project
 - ii. Narratives
 - iii. Storytelling
 - d. Deaf Lens
 - i. Deaf photographers
 - ii. Deaf filmmakers
 - e. Deafies in Drag
 - f. NADMag
 - g. Journal of American Sign Language and Literature
53. Natural evolution vs. eugenics
54. Advocating and Career Opportunities
- a. Advocacy in the community
 - b. Deaf-hearing collaboration
 - c. Career possibilities for working with Deaf
 - d. Cultural Etiquette

Methods of Instruction

Method

Discussion

Integration

In-class discussions will focus on the content from the textbooks revolving around Deaf community experiences and issues and how they differ from American hearing culture.

DE Adaptations for MOI

Discussions will take place through the CMS under the Discussions tab. Students will respond with an original post and will also respond to two peers to engage in the discussion. The instructor will moderate and participate in the discussion as needed.

Method

Homework

Integration

Homework assigned will integrate information from the classroom with information from textbooks and supplemental materials (which may include but are not limited to websites, research, journals, and current popular books) in an effort to involve students in the Deaf community.

DE Adaptations for MOI

Accessible supplemental materials (articles, videos, etc) will be provided through the CMS and students will complete related assignments, submitted through the Assignments tab of the CMS.

Method

Lecture

Integration

Lecture and discussion of course material will be used for comparative analysis and consideration of D/deaf and hearing cultural norms in the United States and Canada. Various factors and characteristics of the Deaf community will be covered, including diversity and power and privilege in disenfranchised communities and social issues that the Deaf community faces.

DE Adaptations for MOI

Lectures will be provided either synchronously through an accessible video conferencing software, or asynchronously recorded and posted to the CMS for students to access.

Method

Projects

Integration

Students will complete research projects specifically designed to expose them to a focused subject area within Deaf culture. Research projects will focus on famous Deaf individuals and historical timelines mapping out the history of the Deaf community.

DE Adaptations for MOI

Students will conduct research on their own using accessible databases housed in the CMS to explore an assigned famous Deaf individual and to explore an assigned period of time in history to examine Deaf life. Students will submit their reports through the assignments tab on Canvas and complete their presentations via an accessible video conferencing software.

Method

Visiting Lecturers

Integration

Visiting lecturers will offer multiple perspectives of cultural issues within the D/deaf community. Visiting lecturers will supplement the course materials by sharing their lived experiences with students in an effort to highlight the diversity of the Deaf community.

DE Adaptations for MOI

Students will view visiting lecturer presentations through an accessible video conferencing software, or by viewing recordings posted to the CMS.

Methods of Evaluation**Method**

Class Participation

Integration

Students are required to participate in in-class discussions surrounding the content of the course. This allows students to exchange ideas and bring questions to the class. Students can receive full credit for contributing and original thought or question and participating in another student's discussion, while partial credit will be given if a student completes only one of the two. Participation is graded using a standardized rubric made available to the class in advance.

DE Adaptations for MOE

Students are required to participate in a bi-weekly discussion board forums, accessible through the CMS, by posting a new thread answering the question posed and responding to at least one other student. This allows students to exchange ideas and bring questions to the class. Students can receive full credit for an original post and a response to a peer, while partial credit will be given if a student completes only one post. Posts are graded on content, validity of arguments (substantiated by textbook reference), and proper spelling and grammar.

Method

Exams/Tests

Integration

Students will complete a midterm and a cumulative, knowledge-based final exam assessing their understanding of cultural issues and topics covered in lectures, readings and assigned work. Points are awarded for substantial content which applies concepts learned from in-class lectures, as well as assigned readings and research.

DE Adaptations for MOE

Students will complete the midterm and final exam under the "Quizzes" tab of the CMS and will be graded using the same rubric that has been developed for in-class sections.

Method

Group Projects

Integration

Students will complete group projects focused on the collection and analysis of research and data. Students' work will be graded using a standard rubric that awards points based on content and structure, as well as evidence of critical thinking applications.

DE Adaptations for MOE

Students will complete group projects focused on the collection and analysis of research and data. Students' work will be graded using a standard rubric that awards points based on content and structure, as well as evidence of critical thinking applications. Students will meet via an accessible video conferencing software and will submit their projects through the CMS.

Method

Homework

Integration

Students will complete assignments based on in-class lectures as well as assigned readings in an effort to engage critical thinking skills. Students will provide reactions to assigned readings; points are awarded for evidence of critical thinking as proven through references to textbooks and other resources.

DE Adaptations for MOE

Students will complete assignments based on online lectures as well as assigned readings in an effort to engage critical thinking skills. Students will provide reactions to assigned readings by submitting them under the Assignments tab in the CMS; points are awarded for evidence of critical thinking as proven through references to textbooks and other resources.

Method

Oral Presentation

Integration

Students will conduct research on a famous Deaf individual and give a formal presentation to the class, including a PowerPoint presentation. Students' PowerPoint presentations will be graded for structure and content, as well as appropriate use of citations. The presentation will be graded using a standard rubric, which awards points for formality, the accuracy of content, and the appropriate structuring of information. Students will also present a group historical timeline project, which will be graded on the accuracy of information provided as well as the creativity of the presentation.

DE Adaptations for MOE

Students will conduct research on a famous Deaf individual and give a formal presentation to the class, including a PowerPoint presentation, via an accessible video conferencing software. Students' PowerPoint presentations will be graded for structure and content, as well as appropriate use of citations. The presentation will be graded using a standard rubric, which awards points for formality, the accuracy of content, and the appropriate structuring of information. Students will also present a group historical timeline project, which will be graded on the accuracy of information provided as well as the creativity of the presentation.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

In your groups, answer the following questions by providing your own opinion and insight into the following: What is culture? What is American Culture? What is Deaf Culture? What two elements make American Deaf Culture different from American hearing culture? Create a list of shared ideas within your group to share out with the class. Participation is graded using a standardized rubric and participation requires that students are present in class for this activity.

How assignment will be adapted in online format

Access the discussion tab under the CMS and answer the following: What is culture? What is American Culture? What is Deaf Culture? What two elements make American Deaf Culture different from American hearing culture? Once you have responded to the questions, review the responses of three peers and contribute to their discussion by asking clarifying questions on their post or by expanding on their topics of discussion. Discussions will be graded using a standardized rubric for the course.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read chapters 1 and 2 of your Nomeland textbook in preparation for the upcoming lectures for next week. The readings will discuss the evolution of American Deaf Culture, the development of ASL, and historical views of Deaf people. Once you have completed the reading, submit a reflection paper in class for each of the chapters assigned including your thoughts and views on what you learned and how it applies to the course, as well as how you will use this information outside of the course. Reflections will be graded using a standardized rubric.

How assignment will be adapted in online format

Read chapters 1 and 2 of your Nomeland textbook in preparation for the upcoming lectures for next week. The readings will discuss the evolution of American Deaf Culture, the development of ASL, and historical views of Deaf people. Once you have completed the reading, submit a reflection paper through the assignments tab of the CMS for each of the chapters assigned including your thoughts

and views on what you learned and how it applies to the course, as well as how you will use this information outside of the course. Reflections will be graded using a standardized rubric.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Complete a self-assessment reflection on both your cultural and linguistic competencies reflecting on what you have learned and why it is valuable to you. Topics may include differences in linguistic and cultural patterns amongst diverse Deaf communities and will focus on understanding the complex community as a whole rather than in individual parts. Completed written submissions will be graded using a standardized rubric.

How assignment will be adapted in online format

Complete a self-assessment reflection on both your cultural and linguistic competencies reflecting on what you have learned and why it is valuable to you. Topics may include differences in linguistic and cultural patterns amongst diverse Deaf communities and will focus on understanding the complex community as a whole rather than in individual parts. Completed written submissions will be graded using a standardized rubric. Complete online free-writing through the assignment submission links, which will be made available for you to complete each week via the CMS. Submission links are also available under each weekly module for you to complete your assessment.

Course Materials**Textbooks**

Nomeland, M, & Nomeland, R. (2012). The Deaf Community in America: History in the Making. [ISBN: 978-0-7864-6397-8] Jefferson, North Carolina: McFarland & Company, Inc Publishers

Leigh I.W., Andrews J.F, & Harris R.L.. (2018). Deaf Culture Exploring Deaf Communities in the United States.[ISBN 9781597567916] San Diego, CA: Plural Publishing, Inc

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

The Deaf community is as diverse as any other community, which means there are excellent opportunities to discuss cultural and personal identities and how these identities demonstrate social power and privilege of disenfranchised communities. Factors such as age, gender, sexual orientation, race, ethnicity, and regional location will be explored throughout this course as students learn to appreciate culture as a spectrum. Students will explore variations in signing communities to differentiate between stylistic differences and community-based differences in language and culture.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Assignments are varied both in design and modality, allowing students to work independently, with peers, in small groups, and one on one with the instructor. Students will also have the opportunity to engage in the course content through various mediums, such as readings, videos, interactive discussions, personal reflections, and assigned textbook work. Students will also have the opportunity at

this level to decide whether to complete their assigned work in written English or signed ASL, whichever is most effective for them (in our department we serve many native signers who prefer to express themselves in ASL rather than written English). Allowing students to explore Deaf Culture through various modalities will provide them with the rich opportunity to gain exposure to cultural diversity within the American Deaf community.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will work with one another in pairs and in small groups to explore American Deaf Culture and the Deaf community through collaborative research projects and assigned discussions, accessible in both face-to-face and online sections. These will include research on famous Deaf individuals and the development of a historical timeline to share with the class.

Explain how the course will incorporate instructor-to-student interaction.

Students will actively engage with the instructor regularly in class in the form of class discussions, both face-to-face and in online sections; these discussions will focus on issues of power and privilege in the Deaf community and the importance of recognizing and respecting intersectionality. Discussion topics might include questions such as "How are your perspectives as a hearing person different from those of the Deaf community?" and "What is your understanding of accessible communication in your everyday life and how does that privilege differ for Deaf people?"

Explain how the course will incorporate student-to-content interaction.

The students will interact with the content through class lectures, provided either face-to-face or through an online CMS, as well as through textbook readings and supplemental readings provided in an accessible format. Students will apply the content to their own lives in looking for patterns and themes that reflect "culture" across diverse communities in America. Students will analyze and discuss content from the textbook, as well as supplemental readings that will cover disenfranchised groups within the Deaf community, such as Deaf POC, DeafBlind, and DeafDisabled people.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will regularly reflect on their learning experiences in the class and practice self-assessment of their cultural competencies to develop a better understanding of their own cultural identities and values. Additionally, students will explore their own learning styles and preferences and also to develop goals for further growth and improvement. Self-assessments may be completed in class or online via the CMS. An example of such an assessment would be a 1-minute free-write asking students to compare and contrast cultural expectations in social settings between Deaf and hearing individuals and how they plan to incorporate these behaviors into organic interactions with Deaf people.

Key: 285