



### Basic Course Information

Semester:	<b>Fall 2021</b>	Instructor Name:	<b>Liisa Mendoza</b>
Course Title & #:	<b>Introduction to Deaf Culture – AMSL 110</b>	Email:	<b>liisa.mendoza@imperial.edu</b>
CRN #:	<b>10936</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>Via ZOOM</b>	Office #:	<b>N/A</b>
Class Dates:	<b>8/16/21 – 12/11/21</b>	Office Hours:	<b>Via Zoom: MW 10:00 – 11:30 am Via email: TR 9:30 – 10:00 am</b>
Class Days:	<b>TR</b>	Office Phone #:	<b>(760) 355-6120</b>
Class Times:	<b>8:00 – 9:25 am</b>	Emergency Contact:	<b>Email</b>
Units:	<b>3</b>	Class Format:	<b>Real time, synchronous, online</b>

### Course Description

Introduction to Deaf Culture examines the experience of a minority culture – its common past, present debates, and promise for the future. Deaf cultural values, characteristics and dynamics will be discussed as well as issues related to minority dynamics. Organizations and individual perceptions of self in relation to group identity, along with political views as examined through articles, books, and videotapes.

### Course Prerequisite(s) and/or Corequisite(s)

Recommended preparation: None

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- 1) Identify American Deaf cultural values and perspectives.
- 2) Distinguish between pathological and cultural perspectives of deafness.
- 3) Describe American Sign Language's linguistic status and importance to the American Deaf community.



## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Distinguish the difference of the pathological Model and the Cultural Model view of Deafness.
2. Identify and describe Deaf Culture values.
3. Specify that American Sign Language is a language governed by rules, changes through time, and is shared by a group of people.
4. Explain about technical advances and devices used by the Deaf.
5. Report about successful Deaf people in the arts, sports and politics.
6. Summarize social and political organizations of the Deaf.

## Textbooks & Other Resources or Links

Required texts:

**Introduction to American Deaf Culture.** Thomas K. Holcomb. ISBN 978-0-19-977754-9

**A Place of Their Own .** John Vickrey Van Cleve & Barry Crouch. ISBN 0-930323-49-1

## Course Requirements and Instructional Methods

Teaching Strategy:

The instructor will be teaching synchronously via Zoom. This class was listed in the catalog as real time, with time blocks given. **There are many advantages to attending the live class. It is the easiest way to earn lab points, you will have access to the embedded tutor during that time, and some exercises you CANNOT do individually.** Culture is about communication and interaction, and you cannot do that discussing with yourself.

The instructor will generally be teaching with a voice on approach. As there are no language requirements before taking this course, the course cannot be presented in ASL alone. If there are D/deaf students enrolled in the course, they will have interpreters. There will be times when the instructor will sign directly to D/deaf students enrolled in the course to better clarify concepts and meanings.

We will divide this course into 3 broad sections/topics:

- 1) Cultural definitions, identities, values, and perspectives
- 2) American Sign Language – history, linguistic status, and importance



### 3) Current American Deaf culture – technology and challenges

This class does have a significant amount of reading and writing. If you are not able or willing to make a significant time investment in this course, you should consider dropping. You should expect 2 hours of homework for every in class unit; for this class, you will have about 6 hours of homework per week. Please arrive to class with your homework done, and ready to participate fully in the discussions.

You may hand in handwritten homework IF I CAN READ IT. **If I read 2 identical papers of any kind, both parties will receive an F and be referred to the Campus Disciplinary Officer. Papers will be checked for plagiarism: please include quotations and page numbers when answering book questions.**

The instructor will communicate important information and content via Canvas, IVC's electronic course management system. Please make sure that you access Canvas regularly. Your grades will be posted on Canvas on a regular basis; you will generally be able to calculate your grade at any time during the semester.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

#### Course Grading Based on Course Objectives

Grading will be based on a standard distribution (see below). **You are allowed to submit one late homework for full credit.** If you are ill, you will make up any in class presentations the day you return to class. If written homework is due the day you are absent, you can submit it via Canvas to the instructor. No other late homework will be accepted.

Grading will be based on a standard distribution (i.e., 90-100% = A, 80-89.9% = B). There will be 1,000 points possible during the course.

Participation 125 (includes participation, following class rules)

**NOTE: Participation points may be earned by:**

**1 – Attending the Zoom class**

**2 – Attending a review session with the embedded tutor**

Homework 325 (includes book questions, homework assignments)

Exams 300 (3 exams)




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Quizzes	150
Paper	50
Final	50 (in small groups)
<b>TOTAL</b>	<b>1,000</b>

## Course Policies

### My classroom rules remain the same, regardless of online or on ground:

1 – **Pay attention to the best of your ability** – Turn on your cameras when in the Zoom room. I need to see you to know if you are even there. If you are having camera tech difficulties, let me know via the Chat or email. If you have to turn off your camera, let me know why. No cell phones, unless I say to use them or you are using them to screen shot the notes. (And then you still need to write the notes down, or you'll never remember the info.)

2 – **If you have a question, ask the instructor**, not your classmates. Of course you will have an opportunity to discuss things with your classmates in the Zoom classroom, and you may clarify things with each other. But if you have a significant question, you should probably ask the person who is going to give you the grade, not your classmate. The only stupid question is the one you don't ask – and it will probably show up on the test!

3 – **NO CHEATING!!!!!!! There is not a strong enough English word to tell you how I feel about cheating.** It is far better to leave an answer blank or to tell me a joke or draw me a picture when you don't know the answer. This is even more important during this time of online learning. I do not want to have to have you record yourself taking exams, or to administer them live to monitor all of you. Please do not make me. Your honor is something that no one can take from you. Don't give it away.

### Your instructor's perspective on attending class via Zoom:

Learning via Zoom can be challenging. Many of you will be attending from your home or your workplace. That means there may be many different, important things competing for your attention. I personally don't care if you bring your dog, cat, or baby/younger sibling into the Zoom room. They are a part of your life too.

I don't care if you're in your jammies in the Zoom room – as long as you don't sleep nude! I don't care if you have your makeup on or not. I don't care if you have your hair done or the worst bad hair day ever. I DO care that you make it in to class. (In clothes. Please wear clothes. Something that covers all of you, even if we don't see it!)

### Students will be expected to follow IVC's online netiquette policy:

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.



- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

**Other Course Information**

Your instructor believes that we can still create a learning community – and a signing community - on Zoom. We will be interacting, and you will get to know your classmates and possibly make some new friends. ASL belongs to the Deaf community, and the Deaf community is a friendly group of people, who enjoy interacting.

You don’t have to be a “people person” to take ASL. You do have to be willing to communicate with your classmates. There will be times that your grade will depend on your classmates and your interaction with them. Make sure that you are polite and supportive: EVERYONE is learning, and ANYONE can be having a bad day, and may not be signing as well as they can.

**IVC Student Resources**

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

**Anticipated Class Schedule/Calendar**

**ADC = American Deaf Culture    BQ = Book questions    APOTO = A Place of Their Own**

DATE	IN CLASS	HOMEWORK
8/17 (T) Week 1	Syllabus, course expectations Definitions of culture First day survey Discussion: culture of origin, cultural impact	Read syllabus, note questions Buy books Turn in Survey to Canvas
8/19 (R) Week 1	Collectivist v individualist High context v low context Orientation to books and readings Discussion: breaking cultural rule	Read ADC 1 & 2 (pp 1-36)
8/24 (T) Week 2	Deaf cultures and common misconceptions Big D and little d Discussion: Misconceptions about Deaf culture	ADC BQ 1 & 2 Review notes Prepare for quiz
8/26 (R) Week 2	<b>Quiz #1 (Week 1, ADC 1 &amp; 2)</b> Pathways to membership in ADC Power dynamics in the Deaf community	Read ADC 3 & 4 (pp 37-81)



8/31 (T) Week #3	<b>ADC BQ 1 &amp; 2 due &amp; discussed</b> Statistics Historical treatments of deaf people	Read ADC 3 & 4
9/2 (R) Week 3	<b>Quiz #2 (Week 2, ADC 3 &amp; 4)</b> Developments of Deaf communities Discussion: stats and personal history of treatment of deaf people	ADC BQ 3 & 4 Review notes Prepare for quiz
9/7 (T) Week 4	<b>ADC BQ 3 &amp; 4 due &amp; discussed</b> European and early American Deaf history Terms and labels in the Deaf community	Read APOTO 1-3 APOTO BQ 1-3
9/9 (R) Week 4	<b>Quiz #3 (Week 3, APOTO 1-3)</b> Categories of D/deaf identities	APOTO BQ 1-3
9/14 (T) Week 5	<b>APOTO BQ 1 - 3 due &amp; discussed</b> Study guide for Exam #1 Lecture: Early Definitions of Deaf Culture Lecture: Core values and traditional facets	Study for Exam #1 Review for Exam #1 Read ADC BQ 5 & 6
9/16 (R) Week 5	<b>Quiz #4 (ADC 5 &amp;6, Week 4)</b> Lecture: Connecticut School Lecture: Martha's Vineyard	ADC BQ 5 & 6 Study for Exam #1
9/21 (T) Week 6	<b>ADC BQ 5 &amp; 6 due &amp; discussed</b> Prep for Exam #1	Review and study for Exam #1 Read APOTO 4-6
9/23 (R) Week 6	Rotations for Exam #1 Discussion: questions for Exam #1 <b>EXAM #1 opens (ADC 1-6, APOTO 1-3, lectures, in class discussions, assigned readings)</b>	Start APOTO BQ 4-6 Take Exam #1
9/28 (T) Week 7	Lecture: Stokoe Lecture: Processing ASL in the brain	Finish APOTO BQ 4-6 Read APOTO 7 & 8 Read ADC 7 Review notes for quiz
9/30 (R) Week 7	<b>Quiz #5 ( APOTO BQ 4-6)</b> <b>APOTO BQ 4 - 6 due &amp; discussed</b> Lecture: Anatomy of hearing Lecture: ASL as a Language Paper specifications	APOTO BQ 7 & 8 ADC BQ 7 Review notes Select paper topic: topic due 10/5
10/5 (T) Week 8	<b>APOTO BQ 7 &amp; 8 due &amp; discussed</b> <b>ADC BQ 7 due &amp; discussed</b> Questions regarding ASL processing and linguistic status Deaf Literature: Deaf Humor	Review notes Prepare for quiz Decide paper topic Read APOTO 9 Read ADC 8



10/7 (R) Week 8	<b>Quiz #6 (Week 7, APOTO BQ 7&amp;8, ADC 7)</b> <b>Paper topic selection due</b> Deaf Literature Deaf Art	Begin source collection APOTO BQ 9 ADC BQ 8 Review notes
10/12 (T) Week 9	<b>APOTO BQ 9 due &amp; discussed</b> <b>ADC BQ 8 due &amp; discussed</b> Video	Continue source collection Video response paper Read ADC 9 ADC BQ 9
10/14 (R) Week 9	<b>Quiz #7 (Week 7, APOTO BQ 9, ADC BQ 8)</b> <b>ADC BQ 9 due &amp; discussed, video response due</b> Deaf Art Video Study guide for Exam #2	Collect 2 sources Study for Exam #2 Review for Exam #2 Begin paper Response paper to video
10/19 (T) Week 10	<b>2 sources for paper due</b> Rotations for Exam #2 Sample questions for Exam #2	Study for Exam #2 Review for Exam #2
10/21 (R) Week 10	<b>EXAM #2 (ADC 7-9, ASL as a Language, Stokoe, Deaf Art, Deaf Literature, APOTO 4-9)</b>	Read ADC 10 ADC BQ 10 Work on paper
10/26 (T) Week 11	<b>ADC BQ 10 due &amp; discussed</b> Lecture: Congress of Milan Deaf cultural interaction & expectation	Work on paper Read ADC 11 Read APOTO 10 & 11
10/28 (R) Week 11	<b>Quiz #8 ( ADC BQ 10)</b> Check in and paper questions <b>PAPER DUE: Sunday 10/31 at 11:59</b> <b>NO LATE PAPERS ACCEPTED</b>	ADC BQ 11 APOTO BQ 10 & 11 Finish paper
11/2(T) Week 12	Lecture: American Deaf experience Lecture: conflicted individuals	ADC BQ 11 APOTO BQ 10 & 11 Read ADC 12 Read APOTO 12
11/4 (R) Week 12	<b>Quiz #9 (ADC 11, APOTO 10 &amp; 11 )</b> <b>ADC 11 due &amp; discussed</b> <b>APOTO 10 &amp; 11 due &amp; discussed</b> Lecture: Technology and the Deaf, Cls Lecture: DPN, BPN	ADC BQ 12 APOTO BQ 12 Review notes, not questions
11/9 (T) Week 13	ADC BQ 11 APOTO BQ 10 & 11 BPN Video	Response to video Read ADC 13 Read APOTO 13
<b>11/11 (R)</b> <b>Week 13</b>	<b>NO CLASS: Veteran's Day</b>	ADC BQ 13 APOTO BQ 13 Begin review for Exam #3



11/16(T) Week 14	<b>ADC BQ 12 &amp; 13 due &amp; discussed</b> <b>APOTO BQ 12 &amp; 13 due &amp; discussed</b> Exam #3 Study Guide Lecture: Diversity in the Deaf Community Global Diversity and treatment of the Deaf	Response to video Read ADC 13 Read APOTO 13
11/18 (R) Week 14	<b>Quiz #10 (Week 13 &amp;14, ADC BQ 12&amp; 13, APOTO BQ 12 &amp; 13)</b> Lecture: Diversity in the Deaf Community Global Diversity and treatment of the Deaf The Future of the Deaf	ADC BQ 13 APOTO BQ 13 Begin review for Exam #3 Prep for the future of the Deaf and global diversity
<b>11/23 – 11/25</b>	<b>NO CLASS: THANKSGIVING BREAK</b>	Avoid turkey coma Come back to class ADC BQ 14 & 15 Read APOTO epilogue
11/30 (T) Week 15	<b>FUTURE OF THE DEAF in class debate</b> Rotations Review for Exam #3	Review for Exam #3 Study for Exam #3
12/2 (R) Week 15	<b>EXAM #3 (ADC 10 – 15, APOTO 10 – epilogue, lectures)</b>	
12/7 (T)	Prep for final exam	Review info from your profiled person
12/9 (R) Week 16	<b>FINAL EXAM</b>	

**\*\*\*Tentative, subject to change without prior notice\*\*\***