

# California State University, Fresno

## CDDS 139 – Deaf Culture Fall 2011 Complete Syllabus

**Instructor:** Rosemary W. Diaz, MSW, MA

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**Office Hours:** T/Th 2 p.m. to 5 p.m. or other times by request

**Class Meeting Times:** 8:00 a.m. to 9:15 a.m.

**Class Meeting Location:** PHS 215

**Interpreter:** Katie Carlson

### **Course Description:**

Experiences faced by Deaf people, and their varying degrees of participation in Deaf culture/Deaf community; social, emotional, vocational, intellectual, and linguistic aspects of Deaf culture; historical and current struggles to overcome problems experienced by Deaf people in American and international cultures.

### **Course Goals and Objectives:**

1. To be able to describe the common features of the various definitions of “culture.”
2. To understand the experiences faced by Deaf people, and their varying degrees of participation in Deaf culture/Deaf community.
3. To recognize the social, emotional, vocational, intellectual, and linguistic aspects of Deaf Culture in the United States and across the world.
4. To gain the historical and current perspectives of the struggles and victories experienced by Deaf people.
5. To know the demographic information and statistics with regard to deaf groups and the Deaf community.
6. To describe the impact of Deaf culture as it relates to the roles of various professionals interacting with deaf groups and members of the Deaf community.

### **Required Textbook**

Mindess, A. (2006). *Reading between the signs: Intercultural communication for sign language interpreters* (2 ed.). Yarmouth, Maine: Intercultural Press, Inc.

**Please read each Unit in Blackboard immediately after each class to know what is expected of you before returning for the next week’s class. You are responsible to check Blackboard each week, with or without reminders.**

### **Other books recommended (not required) for reading further about Deaf Culture:**

These books are available at Madden Library

Ogden, P.W. (1992). *Chelsea: The story of a signal dog*. Boston, MA: Little, Brown.

Wilcox, S. (1989). *American Deaf culture: An anthology*. Burtonsville, Maryland: Linstock Press.

Gannon, J. (1981). Deaf heritage: A narrative history of Deaf America. Silver Springs, Maryland: National Association of the Deaf.

Holcomb, R., Holcomb, S. and Holcomb, T. (1994). Deaf Culture, our way. San Diego, California: Dawn Sign Press.

Lane, H. (1984). When the mind hears: A history of the Deaf. New York: Random House.

Lane, Harlan, and F. Philip (1984). The Deaf experience: Classics in language and education. Cambridge, Massachusetts: Harvard University.

Lane, Hoffmeister, & Bahan (1996). A journey into the Deaf world. San Diego, California: Dawn Sign Press.

Moore, M.S. and Levitan, L. (1992). For hearing people only. Rochester, New York: Deaf Life Press.

Padden, C. & Humphries, T. (1988). Deaf in America: Voices from a culture. Cambridge, Massachusetts: Harvard University Press.

Bragg, L. (Ed.). (2001). Deaf World: A Historical Reader and Primary Sourcebook. New York: New York University Press.

**Technical Requirements for Blackboard:**

To take this class, you need the following:

1. A computer with Internet access. High speed internet access is better. If you have no computer or an older model you may be eligible for financial aid to get a new one. Contact the Financial Aid office for more information. There are laptops available for sign out from the library.
2. An e-mail account with CSUFRESNO per University Policy. See <http://www.csufresno.edu/notices/041204.html> You may sign up for a free account at [www.cvip.net](http://www.cvip.net) Keep in mind that all e-mails related to this course will be done via this account.  
*Please note: you must login to your CSUFRESNO email account and periodically delete old messages and empty the trash or your account quota will be "full" and you will not be able to receive messages.*
3. Microsoft Office (You may purchase Microsoft Office at a discount from CVIP or at the bookstore with your Fresno State ID). Note: *Microsoft WORKS is not compatible with Microsoft Office applications*. Alternatively, you may use Open Office which is a free download from [www.openoffice.org](http://www.openoffice.org) Remember to save documents from Open Office as .doc or .rtf format so others can open them.
4. You may be asked to submit your papers using a Turnitin link on Blackboard. This will screen your paper for plagiarism. **Do NOT use turnitin.com**. Once you click submit you cannot change the document and you will be graded on the document submitted.

### **General Education Requirements:**

Developed by both faculty and students, the university's General Education Program is an introduction to the breadth and depth of the dynamics of human experience. It provides students with a foundation in the liberal arts and sciences and prepares them for specialized study in a particular discipline or program. The overall objective of General Education is to create a context wherein basic skills are developed and strengthened, scholarship and disciplined thinking emerge, awareness and reflection occur, and ultimately - the integration of knowledge begins.

For students with catalog year 1999 and beyond, this course satisfies General Education requirements for one upper-division MULTICULTURAL/INTERNATIONAL (MI) course. (Completion of the FOUNDATION requirement and the BREADTH Area D requirement are prerequisite to enrollment in MULTICULTURAL/INTERNATIONAL courses.) The MULTICULTURAL/INTERNATIONAL component of General Education is included to prepare students to live in an international multicultural world.

### **Grading Scale and Performance Criteria:**

<b>Category</b>	<b>Points</b>
Class Participation	30
Deaf Event with Reaction Paper	25
Quizzes	75 Pts Each
Writing Assignments	100 each
Final Exam	100
	<b>655</b>

#### *Class Participation*

Participation will be based on attendance, your involvement, questions and contributions to the discussions. As shown above, participation is worth 30 points. This can easily make or break your grade in the class. Please make it a point to get the information that you from one of your classmates. Consistent and timely use of Blackboard is a crucial part of participation. ***Talking during class is not permitted.***

#### *Deaf Event*

You will be required to attend a Deaf community event. For this semester you will be required to attend ONE Deaf event hosted various organizations and/or by the Deaf and Hard of Hearing Service Center, Inc (DHHSC). There are several events happening during the course of this semester. Please choose one, attend, and write a 1-2 page reaction paper based on your experience and Deaf cultural observances. For a listing of events being held or hosted by DHHSC check out [www.dhhsc.org](http://www.dhhsc.org) or click on the link in Blackboard. To get full credit for the event, it is ***mandatory*** that all students attend at least one event. No partial credit is allowed.

#### *Quizzes*

There will be a quiz at the end of some of our units and each quiz is worth 75 points. The quizzes consist of 15 multiple choice types of questions. All quizzes will be given in class. Please bring a **Scantron 882** form with you to each class. Make up quizzes are only

permitted for up to one week following the class date when the quiz was given, and not thereafter. It is your responsibility to notify the teacher when you want to take a make up quiz.

### *Writing Assignments*

All upper-division courses (IB, IC, ID, and MI) will require writing assignments totaling at least 2000 words. You will have two writing assignments for this course.

- 1) 1000-words on defining the term “culture” and describing your own cultural influences (see Blackboard for “Research Paper Assignment #1”).
- 2) 1000-words as part of a research paper based on an opportunity to spread Deaf Culture awareness to others around you (see Blackboard for “Research Paper Assignment #2”)

### *Final Exam*

Your Final Exam will mostly come from Units 4 & 5 as well as key themes that have come up during the semester. The week before Finals will be used to assist you in preparing. Be prepared to answer Multiple Choice and essay questions. Bring a Scantron as well as a blue essay writing book.

### **Grading System:**

Grades are earned on the basis of PERFORMANCE, not effort, in meeting course objectives. The following scale that links course grades to relative mastery of the subject matter will help you understand the level of performance expected in this class. The class will be graded on a curve. The highest level of points will determine the top range of an A grade.

### **University Policies**

#### *Attendance*

Attendance is expected at all class periods. If you must miss a class (and there must be a compelling reason to do so) get notes from a classmate as soon as possible. Since you are here on your own accord, attendance is not an explicit part of your grade, but there is overwhelming evidence that poor attendance will definitely be reflected in your grade and your attendance/involvement in class will be reflection as participation points.

#### *Honor Code*

“Members of the California State University, Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**By reading this syllabus you are agreeing to adhere to the Honor Code.**

#### *Cheating and Plagiarism*

What is academic dishonesty?

1. Cheating on Exams
2. Use of any materials not expressly allowed by the instructor, such as notes, tables, or calculators.
3. Answers obtained by observation of another student's test or any form of communication between students during an exam.

#### Plagiarism

1. Failure to use quotation marks when quoting directly from another, whether it be a paragraph, sentence or part thereof.
2. Copying phrases or ideas from a book, magazine, internet or other source without paraphrasing and citing the source. **This also means no "copying and pasting" from internet sources.**
3. Turning in a paper or computer program that is the work of another individual.
4. Giving an oral presentation that is the work of another individual.

#### Fabrication

1. Changing an answer on a test and returning it to the instructor with the claim that the test was graded incorrectly.
2. Inventing data for a survey or lab assignment.

#### Other Types of Academic Dishonesty

1. Turning in the same paper in two or more classes without the consent of both instructors.
2. Working with another student when independent work is specified.

The University's Policy on Cheating and Plagiarism is presented fully in the Academic Policy Manual, which is located in each academic department office and the library. Copies also may be obtained from the Office of the Dean of Student Affairs. According to the university's policy and state education code, cheating or plagiarizing could result in an "F" for the course and/or expulsion from the university.

#### *Class Drops*

A course may be dropped through the seventh day of instruction. After this, it is important to know that "failing or performing poorly in a class is not an acceptable serious and compelling reason within the university policy, nor is dissatisfaction with the subject matter, class, or instructor." See <http://www.csufresno.edu/aps/apm/231.pdf>  
The stated rule will be strictly enforced.

#### *Incompletes*

University policy specifies that this grade is to be given ONLY if (a) two-thirds of the coursework has been satisfactorily completed, and (b) a portion of the required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit for the course. Students requesting an incomplete need to contact the instructor for completion of coursework within one year.

#### *Students with Disabilities*

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. The Instructor welcomes this disclosure and is more than willing to make necessary accommodations for

student success. For more information, contact Services to Students with Disabilities (278-2811).

### **Disruptive Classroom Behavior:**

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. . . . Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class." Respect toward the teacher and to all classmates is expected at all times.

### **Important Dates to Remember**

Announcements on all tests and topic presentations will be made during class and posted on BB under either Announcements or Assignments. It is your responsibility to check daily.

- First Day of Instruction: Tuesday, August 23, 2011
- Iceberg Assignment Due: Tuesday, September 6
- Research Paper Assignment #1 Due: Thursday, September 29
- Research Paper Assignment #2 Due: Thursday, November 3
- Reaction Paper (Deaf Event with proof of attendance)
- Due: No later than Dec 6 (in class)
- NO CLASS:
  - **September 5, 2011 – Labor Day**
  - **November 11, 2011 – Veteran’s Day**
  - **November 24, 25, and 26 – Thanksgiving Recess**
- Last Day of Instruction: Tuesday, December 6, 2011
- **Final Examination for CDDS 139: Thursday, December 15 – 8:45 a.m. to 10:45 a.m.**

## **CDDS 139: Deaf Culture**

### **Textbook: Reading Between the Signs by Anna Mindess**

#### Unit One: What is Culture

Looking at the definition of Culture and what comprises a sub-culture

Mindess: Chapter 1, Introduction, Chapter 2, The Study of Culture

#### Unit Two: Intercultural Communication

Looking at the various aspects of Intercultural Communication including proxemics, paralinguistics, and kinesics. Understanding the role of an interpreter and how to work with one.

Mindess: Chapter 3, Selected Topics in Intercultural Communication

#### Unit Three: Myths and American Sign Language

Looking at the two different view of Deaf People: Medical and Cultural Views.

Understanding various myths and misconceptions people have about Deaf people; analyzing where they came from and learning facts that dispel these myths.

Reviewing the history of how American Sign Language was developed in the US.

How ASL is different than English; how that difference affects the literacy of many Deaf individuals and the different challenges that arise as a result.

#### Unit Four: Deaf History and Education

Looking at the past on how various individuals have viewed Deaf people from Aristotle to the present. How those beliefs led to oppression and discrimination of Deaf people for centuries. How history led to the education system that we have today. How Deaf people learned about God and were given equal opportunity to participate in church services and have a personal access to God.

Mindess: Chapter 4, Do Americans really have a Culture?

#### Unit Five: The A to Z of Deaf Culture

Looking at the various aspects of Deaf Cultural norms and values including:

Understanding Audism, Straight Talk, Personal Comments, Sacredness of Hands,

Looking for a Connection, Introductions, Hugs and Leave Taking, Visual Access to Communication, and much more.

Mindess: Chapter 5, American Deaf Culture

#### Unit Six: Introduction to Hearing Aids and Cochlear Implant

Reviewing the various technological devices that are available for Deaf and Hard of Hearing individuals. How do they work and how the Deaf community feels about such advancements.

#### Unit Seven: Family and Hearing/Deaf Relationships

Reviewing the process that parents go through when they identify their baby is Deaf.

What challenges pose when in an intimate relationship that is hearing-centered vs. deaf-centered.

#### Unit Eight: Diversity in the Deaf Community

A look at what makes our community diverse including, Deaf from different races, religious beliefs, sexual orientation, and more. What is the tie that binds and how do Deaf people who also have another identity accept who they are with having a Dual Minority identity status.

Mindess: Chapter 6, Multicultural Deaf Culture

#### Unit Nine: Professionals who Interact with the Deaf

A review of the many various jobs that are out there that include working with the Deaf. Special considerations to keep in mind that you are not “helping” the Deaf but rather “working with” the Deaf.

Unit Ten: Organizations Serving the Deaf

How did organizations become established. What are the purposes of having such organizations. How are they utilized today.

**Assignments:**

Research Paper #1: Comparing and Contrasting four different definitions of culture. Analyzing your own culture identifying values as they relate to proxemics, paralinguistics and kinesics. Compare and Contrast your own culture with what you know about Deaf Culture.

Research Paper #2: Bring Deaf Cultural awareness to other through an activity, pretending to be Deaf for a Day, a survey, a discussion, etc. Share your experience and find research-based information that support your method and/or findings.