

# Introduction to Deaf Culture Section 01

## EDSE 115

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/24/2023

### Contact Information

#### Instructor: Everett Smith

Email: [everett.smith@sjsu.edu](mailto:everett.smith@sjsu.edu)

Office: SH 221

Phone: 831.406.9632 (text message) / 408.217.6289 (voice message)

Class Days/Time: Mondays/Wednesdays 1:30PM - 2:45PM

Classroom: SH 230

---

#### Contacting Me

Email is the best and quickest method of communication outside class for this course. I check my email often and will respond within 24 hours during weekdays. I generally do not respond to emails on the weekend unless it is an urgent situation.

- When you email me, it is helpful for you to include the course title in the subject line. I teach several classes and I may have difficulty remembering what course you are in, especially at the beginning of the semester. This is optional with Canvas messages.
- Please feel free to schedule an appointment to meet me in my office when you have additional questions or need help.

The next best method of contacting me is via mobile text number, which is provided above.

You may try calling me on the telephone, but if you need to leave a message, indicate who you are and how to contact you, as well as specifying the class you are taking from me.

---

#### Office Hours

Tuesday, Thursday, 10:30 AM to 11:45 AM, SH 221

By appointment, please. Advance notice via email is preferred to give me time to put in interpreter request.

### Course Description and Requisites

This course is an introduction to the American Deaf Culture and provides a comprehensive analysis of how Deaf people are understood from a cultural perspective. The identities, contributions and experiences of Deaf people are explored in educational and linguistic context.

Prerequisite: EDSE 014A or EDSE 102

Letter Graded

# \* Classroom Protocols

---

## Attendance / Participation

"Participation in class activities is crucial to your success in this class. The class forms a small community and your effort or lack of impacts the success of the group. Please make every effort to come to every class with homework done and ready to learn and participate. If you know you will be absent from class make arrangements for a classmate to take notes and collect handouts for you." (Excerpt from Signing Naturally American Sign Language Curriculum)

## Classroom Conduct

I will always be respectful and considerate of my students' needs, and I expect to be afforded the same courtesy. However, if I find a student or students engaging in distracting or disruptive classroom behavior that hinders other students' opportunity to learn, I will have to ask the student(s) in question to take a break outside the classroom, and return when ready to focus on course content.

## Tardiness

1. Be on time for class. Late entrances can cause disruptions/distractions.
2. It is especially important to be on time for scheduled examinations/activities. Late arrivals may miss a significant if not entire part of the examination or activity. This can negatively affect your scores.

## Mobile and other electronic devices

Unless you are asked to use your device during a class activity, please make sure your devices are turned off or in silent mode during class time. You can check your device outside the classroom especially in an emergency.

# ≡ Program Information

---

### LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

### LCOE Department of Special Education Program Learning Outcomes

- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- PLO 2 Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- PLO 5 Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

# ▮ Course Learning Outcomes (CLOs)

---

Upon successful completion of this course, students will be able to:

1. Identify and explain important features of American Deaf culture including American Sign Language (ASL), cultural norms, and identities.
2. Recognize and analyze instances of oppression such as cultural appropriation, audism, linguistic discrimination, non-minority privileges, and ableism.
3. Understand and explain the role of ASL in maintenance and preservation of Deaf culture/community.
4. Demonstrate respect and appreciation of Deaf culture/community by using appropriate language/terms and culturally sensitive behavior when engaging.
5. Identify and describe notable Deaf individuals and their impact on the Deaf community.
6. Identify and trace the history of education and significant events within the Deaf community.
7. Recognize and explain the challenges facing the Deaf culture posed by technology, and through changes in educational policies.
8. Describe and present perspectives on cultural debates occurring within and between the Deaf and hearing community such as the role of cochlear implants, culture vs. disability, and access to language.

Discuss the experiences of minority groups within the Deaf community.

## Course Materials

---

### Introduction to American Deaf Culture

**Author:** Thomas K. Holcomb

**Publisher:** Oxford University Press

**Edition:** 2012

**ISBN:** 9780199777549

**Availability:** Spartan Bookstore and other sites

### Other - Technology and Materials

#### Films

Each student will watch two main films in class on separate days this semester. Then, upload a report on the film to Canvas. One report per film.

#### Readings/Viewings

The instructor will distribute additional materials relevant to Deaf culture topics. These selected materials will be available on Canvas.

#### Technology

A computer with high-speed Internet connection is required for research purposes, assignment submissions, etc.

## Course Requirements and Assignments

---

### Course Format

For the Spring of 2023 this class meets in person at the designated class time in Sweeney Hall 230 twice each week on Mondays and Wednesdays except on holidays. Unless otherwise notified, we will not meet on Zoom this semester.

Except for the required workbook, all course materials such as the syllabus, videos, quizzes, assignments, and guidelines are to be found on the course site in Canvas. You are responsible for regularly checking our course site in [Canvas](http://sjsu.instructure.com) [http://sjsu.instructure.com] as well as messages via Canvas or SJSU email to stay on track and learn of any updates.

### Classroom Instruction Method

EDSE 115 students are not expected to possess knowledge of sign language. However, the Deaf instructor will conduct the class in American Sign Language and voice interpreting is provided in each session. It is crucial to understand that interpreters do not serve in the capacity of instructors. Rather, interpreters are provided to facilitate communication between the instructor and the

students. Therefore, please address the instructor in the second-person point of view (e.g. “can *you* please help me?”), not in the third-person (e.g. “can *he* please help me?”). Likewise, the instructor will address the students directly through interpreters.

## Participation (46%)

In order to do well in this course, regular class participation is expected. Each student should come to class prepared and be ready to assimilate new information through lectures, presentations, etc. as well as sharing research findings and individual experiences. Students are expected to engage in discussions and to collaborate with one another when prompted, while being respectful and inclusive of others who have different ideas and/or abilities. Students also might be expected to attend an event or events relating to Deaf culture issues, depending on event schedule/availability during the course semester. One of the important aspects of Deaf culture is face-to-face interaction, and the instructor strives to simulate this aspect in classroom setting.

1. **Participation includes two-point reading summaries and discussion (2 pt. combined each week on average).** By the end of each course text chapter, the students each compile and post a list of two main points about the chapter personally deemed important/noteworthy. A two-point take-away do not necessarily encapsulate the whole chapter, but each student is expected to upload their concise takeaways to Canvas (1 pt.) and then share at least one of their take-aways with the class for discussion (1 pt.).
2. **Course Text Prompt Response 1 pt. each):** Respond to the weekly prompt by the instructor regarding chapter readings. The written response should be in the length of a paragraph (four sentences minimum) written within the allotted time. You also will have the opportunity to share your thoughts for participation.
3. **Miscellaneous activities:** During the course of the semester, I will also assign various activities both in person and in Canvas to further engage with the learned content to cover the remaining points.

## Cultural Film Reports (10%)

Each student will have an opportunity to watch at least two Deaf culture films over the course of the semester (see dates in the schedule section below). Students each will write one report per film and submit it via Canvas. The report should be a page in length, double-spaced, 12-point Times New Roman. 5 points each, 10 points total.

## Deaf Culture Topic Presentation (10%)

This presentation comprises of the Final Deaf Culture Deaf Poster Project. You will do an “oral” preliminary presentation on the same topic you selected for the project to help expand the students’ knowledge of your topic. This is worth 8 pt. Each presentation should be no more than 5 minutes long, with additional ~2 minutes set aside for discussion and questions. Topic presentation outline is also due to me on the day of presentation (2 pt.; very rough draft is fine). Joining us on each presentation day is worth 1 pt. (2 pt. total).

## Final Deaf Culture Poster Project (10%)

Each student will select a topic from instructor-compiled list, or come up with unique one. The topic can be about one of the following: 1) A notable person (living or passed) in the Deaf community, 2) An important event in Deaf history, or 3) An important issue related to a core value of Deaf culture. There will be one person/event/issue per student, with no overlaps.

## Examinations: Midterm and Final (24%)

A midterm and a final quiz will be administered on-line in Canvas. These quizzes are composed of multiple choice, fill-in-blanks, and essay questions. They will be based on the course text, selected articles, and lectures. A study guideline will be provided prior to each quiz. Please refer to the course schedule at the end of the syllabus for examination dates. 12 points per quiz.

## ✓ Grading Information

### Breakdown

<u>Assignments</u>	<u>Points / Percentage</u>
Participation (two-point summaries, written prompts, discussions, etc.)	46 / 46%
Two Cultural Film Reports	10 / 10%

Deaf Culture Topic Presentation	10 / 10%
Final Deaf Culture Poster Project	10 / 10%
Midterm Quiz	12 / 12%
Final Quiz	12 / 12%
<hr/>	
Total:	100 / 100%

**Grading Scale (percentage = letter grade)**

*93 percent - 100 percent = A*

*90 percent - 92.9 percent = A minus*

*87 percent - 89.9 percent = B plus*

*83 percent - 86.9 percent = B*

*80 percent - 82.9 percent = B minus*

*77 percent - 79.9 percent = C plus*

*73 percent - 76.9 percent = C*

*70 percent - 72.9 percent = C minus*

*67 percent - 69.9 percent = D plus*

*63 percent - 66.9 percent = D*

*60 percent - 62.9 percent = D minus*

*0 percent - 59.9 percent = F*

**Extra Credit:** No extra credit offered in this course.

**Late Policy / Make-Up Exams**

Make-up examinations, early examinations, and late assignments will be permitted within reason. Notify me by email (preferred) or phone ASAP if you must miss an examination, assignment, or an in-class activity. You should arrange for your make-up with me within one week of the time the examination was scheduled or otherwise you may not be able to take the make-up or early examination. If you need to take an early examination, you should notify me at least one week before the scheduled examination. It is your responsibility to contact me if you need a make-up examination, early examination, or make up a missed assignment. You should be able to provide a university-approved verification, written note from physician, or other legitimate reason(s) to document need for these alternatives.

## University Policies

Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#)

(<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

When	Topic	Notes
Week #1 01/25/2023 1:30 PM - 2:45 PM SH 230	First Day - Introduction	<ul style="list-style-type: none"> <li>• Introduction to the syllabus and Deaf culture in class</li> <li>• Roll call</li> </ul> Reading (due in Week 2): <ul style="list-style-type: none"> <li>• Holcomb Ch. One: Introduction (look for PDF in Canvas under Files)</li> <li>• Holcomb Ch. Two: Culture Defined (look for PDF in Canvas under Files)</li> </ul>
Week #2: 1/30 & 2/1 SH 230	Activity/Assignment/Reading	Activity: <ul style="list-style-type: none"> <li>• Lecture (1/30)</li> <li>• Student introductions (1/30)</li> <li>• Class discussion #1 (2/1)</li> </ul> Assignment Due in Canvas: <ul style="list-style-type: none"> <li>• One-point reading takeaway on Chapter 1 and/or 2</li> </ul> Reading (due before Week 3): <ul style="list-style-type: none"> <li>• Holcomb Ch. Three: Who Are the Deaf People?</li> </ul>
Week #3: 2/6 & 2/8 SH 230	Activity/Assignment/Reading	Activity: <ul style="list-style-type: none"> <li>• Lecture (2/6)</li> <li>• Written response to Chapter 3 prompt (2/6)</li> <li>• Class Discussion #2 (2/8)</li> </ul> Assignment Due in Canvas: <ul style="list-style-type: none"> <li>• One-point reading takeaway on chapter 3</li> </ul> Reading (due before Week 4): <ul style="list-style-type: none"> <li>• Holcomb Ch. Four: Deafhood: A personal Journey Toward Self-Actualization</li> </ul>
Week #4: 2/13 & 2/15 SH 230	Activity/Assignment/Reading	Activity: <ul style="list-style-type: none"> <li>• Lecture (2/13)</li> <li>• Written response to Chapter 4 or 5 prompt (2/13)</li> <li>• Class discussion #3 (2/15)</li> </ul> Assignment Due in Canvas: <ul style="list-style-type: none"> <li>• One-point reading takeaway on chapter 4 and/or 5</li> </ul> Reading (due before Week 5): <ul style="list-style-type: none"> <li>• Holcomb Ch. Six: Deaf Culture Redefined</li> </ul>

When	Topic	Notes
Week #5: 2/20 & 2/22 SH 230	Activity/Assignment/Reading	<p>Activity:</p> <ul style="list-style-type: none"> <li>• Lecture (2/20)</li> <li>• Written response to chapter 6 prompt (2/20)</li> <li>• Class discussion #4 (2/22)</li> </ul> <p>Assignment Due in Canvas:</p> <ul style="list-style-type: none"> <li>• One-point reading takeaway on chapter 6</li> </ul> <p>Reading (due before Week 6):</p> <ul style="list-style-type: none"> <li>• Holcomb Ch. Seven: American Sign Language—The Language of the Deaf Community</li> </ul>
Week #6: 2/27 & 3/1 SH 230	Activity/Assignment/Reading	<p>Activity:</p> <ul style="list-style-type: none"> <li>• Lecture (2/27)</li> <li>• Written response to chapter 7 prompt (2/27)</li> <li>• Showing of Cultural Film #1 (3/1)</li> </ul> <p>Assignment Due in Canvas:</p> <ul style="list-style-type: none"> <li>• One-point reading takeaway on chapter 7</li> </ul> <p>Reading (due before Week 7):</p> <ul style="list-style-type: none"> <li>• Holcomb Ch. Eight: Deaf Lit</li> </ul>
Week #7: 3/6 & 3/8 SH 230	Activity/Assignment/Reading	<p>Activity:</p> <ul style="list-style-type: none"> <li>• Lecture (3/6)</li> <li>• Written response to chapter 8 prompt (3/6)</li> <li>• Class discussion #5 (3/8)</li> </ul> <p>Assignment Due in Canvas:</p> <ul style="list-style-type: none"> <li>• One-point reading takeaway on chapter 8</li> <li>• Cultural film report #1 due in Canvas (3/10)</li> </ul> <p>Reading (due before Week 8):</p> <ul style="list-style-type: none"> <li>• Holcomb Ch. Nine: Deaf Art</li> </ul>
Week #8: 3/13 & 3/15 SH 230	Midterm/Activity/Assignment/Reading	<p>Activity:</p> <ul style="list-style-type: none"> <li>• Lecture (3/13)</li> <li>• Written response to chapter 9 prompt (3/13)</li> </ul> <p>Assignment Due in Canvas:</p> <ul style="list-style-type: none"> <li>• Online Midterm Quiz (3/13) – Taking the online test in classroom on your laptop is optional!</li> </ul> <p>Reading (due before Week 9):</p> <ul style="list-style-type: none"> <li>• Holcomb Ch. Ten: Rules of Social Interaction</li> </ul>

When	Topic	Notes
Week #9: 3/20 & 3/22 SH 230	Activity/Assignment/Reading	<p>Activity:</p> <ul style="list-style-type: none"> <li>Lecture (3/20)</li> <li>Written response to chapter 10 prompt (3/20)</li> <li>Class discussion #6 (3/22)</li> </ul> <p>Assignment Due in Canvas:</p> <ul style="list-style-type: none"> <li>One-point reading takeaway on chapter 10</li> </ul> <p>Reading (due before Week 11):</p> <ul style="list-style-type: none"> <li>Holcomb Ch. Eleven: The vibrant Deaf Community</li> </ul>
<b>Spring Break!</b> Week #10: 3/27 & 3/29	Spring Recess	Have a nice and safe week-long break from school!
Week #11: 4/3 & 4/5 SH 230	Activity/Assignment/Reading	<p>Activity:</p> <ul style="list-style-type: none"> <li>Sign-up for Deaf Culture Topic Presentation (4/3 &amp; 4/5)</li> <li>Lecture (4/3)</li> <li>Written response to chapter 12 prompt (4/3)</li> <li>Class discussion #7 (4/5)</li> </ul> <p>Assignment Due in Canvas:</p> <ul style="list-style-type: none"> <li>One-point reading takeaway on chapter 12</li> </ul> <p>Reading (due before Week 12):</p> <ul style="list-style-type: none"> <li>Holcomb Ch. Thirteen: Diversity in the Deaf Community</li> </ul>
Week #12: 4/10 & 4/12 SH 230	Activity/Assignment/Reading	<p>Activity:</p> <ul style="list-style-type: none"> <li>Topic Selection Finalization</li> <li>Lecture (4/10)</li> <li>Written response to chapter 13 prompt (4/10)</li> <li>Cultural film #2 (4/12)</li> </ul> <p>Assignment Due in Canvas:</p> <ul style="list-style-type: none"> <li>One-point reading takeaway on chapter 13</li> </ul> <p>Reading (due before Week 13):</p> <ul style="list-style-type: none"> <li>Holcomb Ch. Fourteen: The Universality of the Deaf Experience</li> </ul>
Week #13: 4/17 & 4/19 SH 230	Activity/Assignment/Reading	<p>Activity:</p> <ul style="list-style-type: none"> <li>Lecture (4/17)</li> <li>Written response to chapter 14 prompt (4/17)</li> <li>Class discussion #8 (4/19)</li> </ul> <p>Assignment Due in Canvas:</p> <ul style="list-style-type: none"> <li>One-point reading takeaway on chapter 14</li> <li>Cultural film report #2 due in Canvas (4/21)</li> </ul> <p>Reading (due before Week 15):</p> <ul style="list-style-type: none"> <li>Holcomb Ch. Fifteen: The Future of the Deaf Community</li> </ul>



When	Topic	Notes
Week #14: 4/24 & 4/26 SH 230	Activity/Assignment/Reading	<p>Activity:</p> <ul style="list-style-type: none"> <li>• Lecture (4/24)</li> <li>• Written response to chapter 15 prompt (4/26)</li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
Week #15: 5/1 & 5/3 SH 230	Topic Presentations	<b>Deaf Culture Topic Presentations (5/1 &amp; 5/3 based on sign-up sheet)</b>
Week #16: 5/3 & 5/5 SH 230	Activity	<p>Activity:</p> <ul style="list-style-type: none"> <li>• Misc. short films (5/3)</li> <li>• Group activity (5/5)</li> <li>• Turn in any late assignments for partial credit.</li> </ul>
Week #17: 5/15 SH 230	Deaf Culture Topic Poster - Open House	<b>Final Deaf Culture Poster Project in Classroom</b>
Final 5/17 - 5/23 Online	Final Quiz	This online quiz may be taken at any time during the SJSU Final Examinations week (5/17 - 5/23).