DEAF HISTORY AND CULTURE

3-0-3

Date: 1/8/2012

COURSE NUMBER: ITP 201

PREREQUISITE(S):   ENG 032, RDG 100

CO-REQUISITE(S):   N/A

COURSE DESCRIPTIONS   This course studies the history of deaf people, deaf culture, the history of deaf education, the deaf community, and attitudinal changes toward languages as they affect deaf culture.

TEXTBOOK(S):   Padden, Carol and Humphries, Tom. *Deaf in America*. 1988
    ISBN#0-6741-9424-1

    Padden, Carol and Humphries, Tom. *Inside Deaf Culture*. 2005
    ISBN# 0-674-01506-1

    Schein, Jerome. *At Home Among Strangers*. 1989
    ISBN# 1-56368-141-2

REFERENCE(S):   Wilcox, Sherman. *American Deaf Culture, An Anthology*. 1989.
    ISBN# 0-932130-09-7

OTHER REQUIRED MATERIALS, TOOLS, AND EQUIPMENT: Computer with Internet access, Internet Explorer 5.0 or higher or other current browser, Java, word processing software (must be able to save Word format), and anti-virus software.

METHOD OF INSTRUCTION: This course will use lecture, class discussion, and media. Student participation will be required. There will be four sessions that students will be required to attend.

GRADING SYSTEM:

93	-	100	= A
85	-	92	= B
77	-	84	= C
70	-	76	= D
Below	-	69	= F

GRADE CALCULATION METHOD:

Analyses of Readings	=	20%
Projects and Papers	=	20%
Midterm Exam	=	20%

Participation	=	10%	
Final Project	=	10%	
Comprehensive Final Exam	=	20%	
	=	100%	

APPROPRIATE ONLINE BEHAVIOR:

The use of Spartanburg Community College's website, e-mail service or course management software for creation and/or distribution of material not pertaining to course participation is prohibited and is grounds for dismissal according to College policy under "disruptive behavior." Such actions, include, but are not limited to:

- Inappropriate use of email and discussion boards for:
  - ✓ Harassment
  - ✓ Unlawful solicitation
  - ✓ "Spamming"
  - ✓ "Flaming"
- Use of online editing tools within the course management software to:
  - ✓ Create offensive material
  - ✓ Link to inappropriate materials

ATTENDANCE POLICY:

An electronic e-mail is required from each student to the instructor by the end of the drop/add period. At this time the Instructor will drop the student from the course if it is not received.

Attendance in an online course is defined by correspondence/interaction as required by the instructor. Students are responsible for accessing the web class weekly to meet the course requirements *[three contacts per week is the minimum requirement]* of exams, discussion board and paper submissions.

Instructors maintain attendance records. However, it is the student's responsibility to withdraw from a course. A student who stops attending the online class and fails to initiate a withdrawal will remain on the class roster. *With this in mind, for every assignment, test or exam not completed while still enrolled in the course the student will receive a grade of zero and the final course grade will be calculated accordingly.*

Withdrawal Policy: During the first 75% of the course, a student may initiate withdrawal and receive a grade of W. A student cannot initiate a withdrawal during the last 25% of the course. Extenuating circumstances require documentation and approval by the appropriate department head and academic dean.

ACADEMIC CONDUCT:

ACADEMIC DISHONESTY: Students are expected to uphold the integrity of the College's standard of conduct, specifically in

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regards to academic honesty. All forms of academic dishonesty including, but not limited to, cheating on assignments/tests, plagiarism, collusion, and falsification of information will call for disciplinary action. Disciplinary action imposed may include one or more of the following: written reprimand, loss of credit for assignment/test, termination from course, and probation, suspension, or expulsion from the College. For further explanation of this and other conduct codes, please refer to the Student Handbook.

CLASS/LAB PROCEDURES: Each module will have lecture notes. Students will be expected to take a reading quiz and provide 3 discussion postings for each chapter, and some modules will have an additional project associated with it.

CONFIDENTIALITY: All students' e-mail addresses may be available to other students in the class. Although some assignments in an online course may encourage or require peer communication, the instructor will make every effort to protect the confidentiality of any personal communication (for example, grades). However, you should recognize that e-mail and other electronic media are not secure; there is no guarantee of the privacy of your e-mail or other personal information.

ACCOMMODATIONS: Students who need special accommodations in this class because of a documented disability should notify Student Disability Services by calling (864) 592-4818, toll-free 1-800-922-3679; via email through the SCC web site at www.sccsc.edu/resources/disabilities; or by visiting the office located in the East Building Room 30-B on the SCC Central campus. Contacting Student Disability Services early in the semester gives the College an opportunity to provide necessary support services and appropriate accommodations.

COURSE OUTCOMES & OBJECTIVES: Upon satisfactory completion of this course, the student will be able to:

I. Assess the history of the Deaf community.
   1. Identify the roots of American Sign Language.
   2. Recognize key people in Deaf history.
   3. Compare residential education of the Deaf to public education in the U.S.
   4. Recall the beginnings of important organizations for the Deaf, i.e. NAD.
II. Describe the culture of the Deaf community.
   1. Explain the role of American Sign Language in the culture of the Deaf community.
   2. Relate the importance of residential schools in preserving Deaf culture.

3. Identify social norms in Deaf culture.
III. Identify factors which shape an individual's affiliation with the Deaf culture.
    1. Explain the four avenues to membership in Deaf culture.
    2. Associate the age of the onset deafness with language acquisition.
    3. State the relationship of the degree of hearing loss to one's cultural affiliation.
    4. Relate the effects of having deaf or hearing family members on language and culture.
    5. Explain how the method of education affects cultural affiliation.
IV. Compare and contrast differences between cultures.
    1. Define culture.
    2. List aspects of deaf culture which validate it as a culture.
    3. Compare deaf culture to another culture which meets the same criteria.
V. Recognize the effects of oppression on minority cultures.
    1. Describe the relationship between the majority and the minority cultures.
    2. Explain how the majority unintentionally fosters oppression.
    3. Identify the effects of oppression upon Deaf culture.
    4. Recognize the relationship between legislation and oppression.
VI. Describe the historical milestones and their impact on the Deaf and hearing community.
    1. State the formation of ASL in the U.S.
    2. Discuss the beginnings of residential education.
    3. Recognize the implications of the Milan Conference.
    4. Explain the significance of ASL being validated as a language.
    5. Describe the implications of Deaf President Now.
    6. Identify technological advances which have affected the Deaf community.
    7. Name successful Deaf individuals and their impact.