

PALOMAR COLLEGE  
COURSE OUTLINE OF RECORD FOR  
DEGREE CREDIT COURSE

  X   Transfer course        X   A.A. degree applicable course

(check all that apply)

**COURSE NUMBER AND TITLE:** ASL 110 Awareness of Deaf Culture

**UNIT VALUE:** 3.0

**MINIMUM NUMBER OF SEMESTER HOURS:** 48

**BASIC SKILLS REQUIREMENTS:** Appropriate language skills.

**ENTRANCE REQUIREMENTS:** None

**PREREQUISITE:** None

**COREQUISITE:** None

**RECOMMENDED PREPARATION:** None

**SCOPE OF COURSE:**

An introduction to American Deaf Culture, the history, the community and the language. Deaf cultural values, characteristics and dynamics will be discussed as well as issues related to minority dynamics, the double/multiple minority experience, including but not limited to, Deaf African-Americans, Deaf Latinas/Latinos, Deaf women, Deaf gays/lesbians, Deaf-Blind, Deaf senior citizens, and the multiple combinations of these. Organizations and individual perceptions of self in relation to group identity, along with political views as examined through articles, books, and videotaped interviews will be studied.

1. Deaf-to-Deaf marriages (80%)
  2. Deaf culture transcending race, religion, ethnicity, sexual orientation, socio-economic class, age, etc.
  3. "Deaf" label
  4. Interracial marriages among deaf people
- D. Deaf Community Status versus Deaf cultural status
  - E. Pathological condition of hearing
  - F. Status of hearing children of Deaf within cultural group
  - G. Deaf and language/cultural chauvinism
  - H. Consequences of cultural/language attack as evidenced in Quebec, Ireland, and Deaf cultures around the world

#### IV. The Language

- A. ASL and how it fits into family of human languages
  1. Arbitrariness
  2. History of use by children who learn ASL as first language
  3. Growth and change
  4. Structure
  5. Rule-governed language
  6. Processing in language center of the brain

#### V. Technology and Deaf People

- A. Devices used by Deaf people
  1. Signal devices
  2. TV-captioning devices
  3. Telecommunication devices
- B. Deaf cultural values
  1. Technical devices
  2. Controversial issues relating to technologies developed for deaf people by hearing people
  3. Cochlear implant; physical and psychological risks
  4. Cochlear implant; functional failures and cultural-breaking prospect for culturally Deaf

#### VI. Organizations of Deaf People

- A. The role of social and political organizations of Deaf people
  1. The National Association of the Deaf
  2. The Deaf African-American Caucus
  3. The National Association of Deaf Women

#### VII. Deaf Culture in Art: ASL Literature and Deaf Artists

- A. How culture influences art
- B. Manifestation of Deaf culture in art

- C. Deaf artists, writers, and storytellers
- D Changing image of Deaf people influence on art of Deaf people

#### VIII. Values and Behaviors

- A. Values of American Deaf people related to language use
  - 1. Values related to English and speech
  - 2. Values related to use of hands
  - 3. Values related to ASL
    - a. Control
    - b. Identity
  - 4. Values related to bilingualism and trilingualism (ASL/English/Spanish)
- B. Learning to be Deaf
  - 1. Culture and learned behaviors
  - 2. Deaf parents/Deaf children communicative behaviors
  - 3. Attention getting behaviors; public vs. home behaviors
  - 4. Interaction of Deaf people within cultural group
    - a. Building support groups
    - b. Establishing class identity
    - c. Moving outside the immediate group
    - d. Establishing identity in the cultural group
- C. Relationship of Deaf adults to Deaf children (not their own)
- D. The need to transmit the culture and language
- E. Cultural conflicts in values and behaviors
  - 1. Deaf values and behaviors that may conflict with hearing people
  - 2. Hearing values and behaviors that may conflict with Deaf people

#### IX. Deaf People in the Educational and Social Service system

- A. Educational settings encountered by a Deaf person
- B. Exclusion of Deaf language and culture from education curriculums and system
- C. Role of Deaf people in American education system
- D. Deaf influence on students as models and peers

#### **REQUIRED READING:**

Humphries, Tom and Carol Padden. Deaf in America: Voices from a Culture. Cambridge: Harvard University Press, 1988.

### **SUGGESTED READING:**

- Belluzi, A. and B. Klima. The Signs of Language. Cambridge: Harvard University Press, 1979.
- Hairstone, Ernest and Linwood Smith. Deaf and Black in America. Silver Spring: TJ Publishers, 1983.
- Harlan, Lane. When the Mind Hears. Cambridge: Harvard University Press, 1987.
- Holcomb, Ernest and Sharon Wood. Deaf Women: A Parade Through the Decades. San Diego: DawnSign Press, 1989.
- Jacobs, L. A Deaf Adult Speaks Out. Washington, D.C.: Gallaudet University Press, 1969.
- Padden, Carol. "The Deaf Community and the Culture of Deaf People." American Sign Language and the Deaf Community. Ed. Charlotte Barker. Washington, D.C.: NAD Press, 1980. 30-45.

### **REQUIRED WRITING:**

Book report on Deaf culture. Instructor may suggest books in addition to suggested reading list. The report will be a minimum of four double-spaced typewritten pages.

Deaf Cultural Technical Assessment. Minimum of two double-spaced typewritten pages.

Observation on a Deaf community function to be announced in class. (See "Outside Assignments.") Minimum of one double-spaced typewritten page.

All tests have a major essay component requiring at least a one-paragraph answer per question.

### **OUTSIDE ASSIGNMENTS:**

**Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short term classes.**

Students are required to observe (from an anthropological perspective) a Deaf community function. Deaf community functions will be announced

throughout the semester. Weekly assignments also include text reading, studying, homework assignments, research, and writing assignments.

**INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

- lecture
- laboratory
- lecture-laboratory combination
- directed study

**This course may be offered as a distance education course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

**If yes, check all that apply.** (See guidelines for preparation for definitions.)

- telecourse
- mediated instruction
- computer assisted instruction

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students):

Quiz 1	100	points
Quiz 2 (Technical Assessment)	100	"
Quiz 3	100	"
Community Observation Report	50	"
Book Report	100	"
Mid-Term Exam	200	"
Final Exam	200	"
Total	850	points

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes  No  Number of times course may be taken for credit 1.

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable:

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