San José State University  
Connie L. Lurie College of Education, Special Education Department  
EDSE 115-01 (25388) – Introduction to Deaf Culture – Spring 2019

Course and Contact Information

Instructor: Everett Smith  
Office Location: Sweeney Hall (SH) 221  
Email: everett.smith@sjsu.edu  
Phone: (408) 217-6289  
Office Hours: By appointment.  
Class Days/Time: Mondays/Wednesdays 1:30PM – 2:45PM  
Classroom: Sweeney Hall (SH) 230  
Prerequisites: EDSE 14A or EDSE 102

Course Format

We meet in class twice a week, but all course materials such as the syllabus, lecture notes, assignments, and guidelines are to be found on the Canvas website. Certain assignments are submitted online as well. The URL for Canvas is http://sjsu.instructure.com. You are responsible for regularly checking our course site, as well as checking with the messaging system through MySJSU (Canvas and SJSU Email) at https://one.sjsu.edu to stay on track and learn of any updates.

Course Description

This course is an introduction to 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 as well as the definition, norms, tensions, diversity, evolution, and history of culture are explored in educational and linguistic context.

Course Learning Outcomes (CLO)

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.

9. Discuss the experiences of minority groups within the Deaf community.

Required Texts/Readings

Textbook

Articles
The instructor will distribute additional peer-reviewed research articles relevant to Deaf culture topics. These selected articles are available on Canvas under course files.

Other - Technology
A computer with Internet connection is required (for research purposes, assignment submissions, etc.).

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.

Course Requirements and Assignments
“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities.” More details can be found from University Syllabus Policy S16-9 at http://www.sjsu.edu/senate/docs/S16-9.pdf.

Assignments

1. Participation (30 pt.): In order to do well in this course, regular class attendance 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.

a. **In-class participation includes three-point reading take-aways (1 pt. each).** By the end of each course text chapter, the students each compile and bring to class a list of three main points about the chapter personally deemed important/noteworthy. A three-point take-away do not necessarily encapsulate the whole chapter, but each student is expected to share their take-aways with the class for discussion. Two to three sentences per point is ideal. Each three-point reading summary may be handwritten on a college ruled sheet, but I prefer typed (12-point Times New Roman, double-spaced). Either format should have your name on it to count toward participation.

b. **Course Text Prompt Response (1 pt. each):** Respond to the weekly in-class prompt by the instructor regarding chapter readings. The in-class written response should be in the length of a paragraph (five sentences minimum) written within the allotted time.

c. **Other in-class activities:** Students will participate in class activities on a weekly basis over the course of the semester. The purpose of these activities, which are individually graded, is to support students’ retention of the course content as well as ability to apply the content in real-life.

2. **Article Reflection Paper (5 pt.):** Students will submit a written reflection on an article provided by the instructor. The paper will reflect on the topics presented in, as well as development of student’s standpoint on the information within the article. The paper should be one-and-a-half-page minimum, double-spaced, 12-point New Time Roman. At least two other peer-reviewed journal articles should be cited/referenced in the paper.

3. **Cultural Film Reports (4 pt. each):** Four Deaf culture films will be shown during class time over the course of the semester. 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. Each film report is typically due every three weeks.

4. **Final Deaf Culture Poster Project (10 pt.):** Each student will select a topic from instructor-compiled list. 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. A presentation poster/board will be created to give detailed information about the selected topic. All poster boards will be arranged around the room for a “Deaf Culture Open House” in which students will walk around to view each other’s boards and take notes on a worksheet.

5. **Deaf Culture Topic Presentation (15 pt.):** This presentation comprises of the Final Deaf Culture Poster Project. You will do an “oral” presentation on the same topic you selected for the project to help expand the students’ knowledge of your topic. Each presentation shall be no more than 7 minutes long, with additional 2-5 minutes set aside for discussion and questions. Topic presentation outline is also due on the day of presentation (rough draft is fine).

6. **Examinations (14 pt. and 15 pt., respectively):** A midterm and a final exam will be administered in this course. These in-class exams are composed of multiple choice, fill-in-blanks, and essay questions. The two examinations will be based on the course text, selected articles, and lectures. A study guideline will be provided prior to each exam. Please refer to the course schedule at the end of the syllabus for exam dates.
By the way, University policy on final examination can be found in University Policy S06-4 (http://www.sjsu.edu/senate/docs/S06-4.pdf), which states that:

“There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.”

Grading Information

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points / Percentage</th>
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<tbody>
<tr>
<td>Participation (Three-point summaries, written prompts, etc.)</td>
<td>25 / 25%</td>
</tr>
<tr>
<td>Article Reflection Paper</td>
<td>5 / 5%</td>
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<tr>
<td>Cultural Film Reports</td>
<td>16 / 16%</td>
</tr>
<tr>
<td>Final Deaf Culture Poster Project</td>
<td>10 / 10%</td>
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<tr>
<td>Deaf Culture Topic Presentation</td>
<td>15 / 15%</td>
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<tr>
<td>Midterm Exam</td>
<td>14 / 14%</td>
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<tr>
<td>Final Exam</td>
<td>15 / 15%</td>
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<tr>
<td>Total:</td>
<td>100 / 100%</td>
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Grading Scale (percentage = letter grade)

- 93% - 100% = A
- 90% - 92.9% = A-
- 87% - 89.9% = B+
- 83% - 86.9% = B
- 80% - 82.9% = B-
- 77% - 79.9% = C+
- 73% - 76.9% = C
- 70% - 72.9% = C-
- 67% - 69.9% = D+
- 63% - 66.9% = D
- 60% - 62.9% = D-
- 0% - 59.9% = F

Extra Credit: No extra credit offered in this course.

Late Policy / Make-Up Exams

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

More guidelines on grading information can be found from the University Syllabus Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf).

Classroom Protocol

Attendance

“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)

Note that University Policy F15-12 at http://www.sjsu.edu/senate/docs/F15-12.pdf states that “Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Attendance shall not be used as a criterion for grading.”

Classroom behavior

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 leave the classroom. (They can come back in when ready to respectfully focus on course content.)

Tardy

1. Be on time for class. Late entrances can cause disruptions/distractions, as well as missing out on in-class discussions/activities.

2. It is especially important to be on time for scheduled exams. Late arrivals may miss a significant if not entire part of the exam. This can negatively affect exam scores.

Cell phones and other electronic devices

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, but you risk missing a portion of the lecture/activity that may help your performance on an exam or exams.

Contacting Me
Email is the best and quickest method of communication 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 have difficulty remembering what course you are in, especially at the beginning of the semester.
- Please feel free to schedule an appointment to meet me in my office when you have additional questions or need help.
- 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.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/)

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**EDSE 115-01 / Introduction to Deaf Culture, Spring 2019 Course Schedule**

**Course Schedule** (subject to change with fair notice)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
</table>
| 1    | 1/28 & 1/30| Assignment Due: N/A  
Activity (1/28 & 1/30):  
- Introduction to the syllabus and Deaf culture.  
- Deaf culture pre-quiz  
- Discussion and questions  
- Written response to Chapter 1 prompt (1/30)  
Reading (due before 1/30):  
- Holcomb Ch. One: Introduction (look for PDF in Canvas under Files) |
| 2    | 2/4 & 2/6  | Assignment Due (2/6):  
- Three-point reading summary on chapter 1 or 2 – due in class  
Activity:  
- Lecture (2/4)  
- Written response to Chapter 2 prompt (2/4)  
- Chapter 1 or 2 three-point discussion (2/6)  
Reading (due before 2/13):  
- Holcomb Ch. Two: Culture Defined  
- Holcomb Ch. Three: Who Are the Deaf People? |
| 3    | 2/11 & 2/13| Assignment Due:  
- Three-point reading summary on chapter 2 and/or 3 – in class (due 2/13)  
Activity:  
- Lecture (2/11)  
- Written response to Chapter 3 prompt (2/11) |
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<th>Week</th>
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<th>Topics, Readings, Assignments, Deadlines</th>
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<td></td>
<td></td>
<td>• Chapter 3 three-point discussion (2/13)</td>
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<td>• Showing of cultural film #1 (2/13)</td>
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<td>Reading (due before 2/20):</td>
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<td>• Holcomb Ch. Four: Deafhood: A personal Journey Toward Self-Actualization</td>
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<td>• Holcomb Ch. Five: Early Definitions of Deaf Culture</td>
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<td>4</td>
<td>2/18 &amp; 2/20</td>
<td>Assignment Due:</td>
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<td>• Three-point reading summary on chapter 4 and/or 5 – in class (due 2/20)</td>
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<td>• Cultural film report #1 – Canvas (due 2/22 by 11:59pm)</td>
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<td>Activity:</td>
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<td>• Written response to Chapter 4 or 5 prompt (2/18)</td>
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<td>• Chapter 4 &amp; 5 three-point discussion (2/20)</td>
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<td>• Lecture (2/20)</td>
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<td>Reading (due before 2/27):</td>
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<td>• Holcomb Ch. Six: Deaf Culture Redefined</td>
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<td>5</td>
<td>2/25 &amp; 2/27</td>
<td>Assignment Due:</td>
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<td>• Three-point reading summary on chapter 6 – in class (due 2/27)</td>
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<td>• Lecture (2/25)</td>
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<td>• Written response to chapter 6 prompt (2/25)</td>
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<td>Reading (due before 3/6):</td>
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<td>• Holcomb Ch. Seven: American Sign Language—The Language of the Deaf Community</td>
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<td>3/4 &amp; 3/6</td>
<td>Assignment Due:</td>
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<td>• Three-point reading summary on chapter 7 – in class (due 3/6)</td>
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<td>• Lecture (3/4)</td>
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<td>• Written response to chapter 7 prompt (3/4)</td>
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<td>• Showing of cultural film #2 (3/6)</td>
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<td>Reading (due before 3/13):</td>
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<td>• Holcomb Ch. Eight: Deaf Lit</td>
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<td>7</td>
<td>3/11 &amp; 3/13</td>
<td>Assignment Due:</td>
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<td>• Three-point reading summary on chapter 8 – in class (due 3/13)</td>
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<td>• Cultural film report #2 – Canvas (3/15 by 11:59pm)</td>
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<td>Activity:</td>
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<td>• Lecture (3/11)</td>
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<td>• Written response to chapter 8 prompt (3/11)</td>
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<td>• Chapter 8 three-point discussion (3/13)</td>
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<td>• Small group activity (3/13 - tentative)</td>
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<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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| 8    | 3/18 & 3/20| Assignment Due:  
  - Three-point reading summary on chapter 9 – in class (3/18)  
  Activity:  
  - Written response to chapter 9 prompt (3/18)  
  - Chapter 9 three-point discussion (3/18)  
  - **Midterm Exam (administered in class on 3/20)**  
Reading (due before 3/27):  
  - Holcomb Ch. Ten: Rules of Social Interaction |
| 9    | 3/25 & 3/27| Assignment Due:  
  - Three-point reading summary on chapter 10 – in class (due 3/27)  
  Activity:  
  - Lecture (3/25)  
  - Written response to chapter 10 prompt (3/25)  
  - Showing of cultural film #3 (3/27)  
Reading (due before 4/10):  
  - Holcomb Ch. Eleven: The vibrant Deaf Community |
| 10   | 4/1 & 4/3  | **Spring Recess – No Classes**                                                                          |
| 11   | 4/8 & 4/10 | Assignment Due:  
  - Three-point reading summary on chapter 11 – in class (due 4/10)  
  - Cultural film report #3 – Canvas (due 4/12 by 11:59pm)  
  Activity:  
  - Lecture (4/8)  
  - Written response to chapter 11 prompt (4/8)  
  - Chapter 11 three-point discussion (4/10)  
Reading (due before 10/29):  
  - Holcomb Ch. Twelve: The Collision Between Culture and Disability |
| 12   | 4/15 & 4/17| Assignment Due:  
  - Three-point reading summary on chapter 12 – in class (due 4/17)  
  Activity:  
  - Lecture (4/15)  
  - Written response to chapter 12 prompt (4/15)  
  - Chapter 12 three-point discussion (4/17)  
Reading (due before 4/24):  
  - Holcomb Ch. Thirteen: Diversity in the Deaf Community |
<p>| 13   | 4/22 &amp; 4/24| Assignment Due:                                                                                       |</p>
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</table>
| 14   | 4/29 & 5/1 | **Assignment Due:**  
|      |         | - Three-point reading summary on chapter 14 – in class (due 5/1)  
|      |         | - Cultural film report #4 – Canvas (due 5/3 by 11:59pm)  
|      |         | **Activity:**  
|      |         | - Lecture (4/29)  
|      |         | - Written response to chapter 14 prompt (4/29)  
|      |         | - Chapter 14 three-point discussion (5/1)  
|      |         | - Sign-up for Deaf Culture Topic Presentation (due 5/1)  
|      |         | **Reading (due before 5/8):**  
|      |         | - Holcomb Ch. Fifteen: The Future of the Deaf Community - Optional  
| 15   | 5/6 & 5/8 | **Assignment Due:**  
|      |         | - Topic Presentation Outline Due (on the day of your presentation)  
|      |         | **Activity:**  
|      |         | - **Deaf Culture Topic Presentations (you present on the day you signed up for)**  
|      |         | **Reading (due before 5/13):**  
|      |         | - N/A  
| 16   | 5/13    | **Assignment Due:**  
|      |         | - N/A  
|      |         | **Activity:**  
|      |         | - **Deaf Culture Poster Project (Open House in SH 230 – 5/13)**  
|      |         | **Reading:**  
|      |         | - N/A  
| Final Exam | 5/16 (12:15PM – 2:30PM) | **Final Exam**  
|      |         | For the SJSU final exam schedule, please refer to  
|      |         | [http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html](http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html)  
| Paper | 5/17    | **Article Reflection Paper – Canvas Upload (5/17 by 11:59pm)**