

Deaf History

ASLG F230 – Fall 2015 Wednesday 6-9pm - 3 credits

Pre-requisites: Students must have completed ENGL F111x and ASLG F202 or have Instructor Permission

Instructor: Kelly Harrigan

Contact:

You can email me at kharriga@alaska.edu or you can send a text message to 907-750-7394. I will do my best to respond as soon as possible.

Required Texts:

- Ballin, Albert. *The Deaf Mute Howls*
- Baynton, Douglas. *Forbidden Signs*
- Gaillard, Henri (edited by Robert Buchanan). *Gaillard in Deaf America: A Portrait of the Deaf Community*
- Joyner, Hannah. *From Pity to Pride: Growing up Deaf in the Old South*

Blackboard:

Please check Blackboard before every class. If I post any changes in class or announcements, it is your responsibility to read them.

Class Description:

This class will focus on Deaf History in America from roughly 1800 to 1950. We will also look at various interpretations and methods used in recent Deaf history. This course also focuses on the emergence, growth, and survival of America's Deaf community, primarily between the early nineteenth century to World War II. Topics include schools, labor, community ties, eugenics, and organizations. These major themes will help students to understand the significance of the "Deaf" place. Additionally, students will be able to draw parallels with other minority groups and associate with trends in broader American history.

The Classroom Environment and Attendance

This is an advanced ASL/Deaf Studies course. I expect you to come to class prepared. If, for some reason, you are not able to come to class, please let me know in advance.

As this is an advanced ASL/Deaf Studies course, I expect the environment to be voice-off. If you do not know a sign I use, *please* ask. You can write it on the board and I will show it to you. Chances are if you are unfamiliar with a sign, your classmates are unfamiliar with it too. We are here to learn from each other.

ASL is a visual language that uses physical stamina and coordination, as well as agile visual/mental processing and prolonged visual attention. There is no use of voice during the ASLG class periods, therefore students must be able to sustain physically demanding activity in order to participate and learn.

Disability Services

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Course Objectives:

Students will demonstrate the following:

- Demonstrate parallels and intersections between American History and American Deaf History;
- Show analytical and critical thinking skills to differentiate methodologies and interpretations of texts;
- Recognize and demonstrate the differences between primary and secondary sources and how each is used to justify historical arguments;

Student Learning Outcomes:

- Identify primary and secondary sources
- Examine and identify parts of American Deaf history as it evolves through time
- Identify and examine footnotes as relevant to course material
- Develop presentation skills for class projects that require signed presentation
- Demonstrate the ability to incorporate technology in the classroom via individual presentations

Grading:

The course grade will depend on four evaluation instruments:

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| - Class participation | 10% |
| - Attendance | 10% |
| - Commentary | 25% |
| - LPF | 25% |
| - Semester Paper | 30% |

Attendance

You are expected to attend classes regularly; unexcused absences may result in a failing grade. If an unforeseen circumstance prevents you from attending class you are expected to contact the instructor via email or phone prior to the start of class. If you are required to participate in either

(a) military or (b) UAF-sponsored activities that will cause you to miss class, you must notify your instructor as soon as possible of your absence. You must notify your instructor of all scheduled UAF-required absences for the semester (e.g., travel to athletic events) during the first week of classes. You are allowed one absence. More than one absence results in point deduction from your final grade.

Assignments

- 1) **Commentary:** This is an on-going assignment that will be rotated among each other. For each meeting, one member of the class will facilitate a class discussion. The purpose of this assignment is to analyze the reading in a historical lens and to get to the “nitty gritty” of the reading. Questions to answer are the following: What was going on at the time? What does the reading parallel, if anything? What is the background of the involved person(s)? Does the reading relate to anything happening today? Are there problems to be solved, and, if so, how would you suggest they be solved? Each presentation should last at minimum 30 minutes.
- 2) **Class Participation:** You will be graded on knowledge of the assigned reading, the depth of understanding of the assigned reading, comments during class, and interaction between instructor and classmates during classroom sessions.
- 3) **LPF – Little Paper Family:** Choose a minimum of **six** articles from *American Annals of the Deaf* and/or *The Silent Worker*, pertaining to the list of topics below or you can choose a different one. In the six articles you select, discuss how the articles are related to the topic. What do the writer(s) argue? Is this important? How are these articles related to the class readings? What do you see that is new or different? This paper should be five (5) typed and double spaced pages, with Times New Roman size 12 font. Be sure to cite sources including the articles you selected (author, volume and issue number, year of publication, and page number). Use Chicago or Turabian style for citation. (See www.lib.berkeley.edu/instruct/guides/chicago-turabianstyle.pdf for a guide on Chicago style footnotes.)
 - driving rights
 - race
 - marriage rights
 - sports
 - identity issues
 - eugenics
 - specific individuals (John Burton Hotchkiss, George Veditz, Alice Terry, etc)
 - religion
 - other category you want to explore – let me know
- 4) **Semester Project** – You may choose any topic between 1800 and 1980 as long as it pertains to American Deaf History. You may choose to

explore local Deaf or regional history. Your LPF paper could be the beginning of your semester project.

Option 1: Your paper should be approximately 10-15 pages in length (excluding bibliography), typed, double spaced, Times New Roman 12 pt font, and have proper reference format (Chicago or Turabian). Either footnotes or endnotes are acceptable, and you must have a bibliography with your paper.

Option 2: You may make a 10-15 minute DVD video of yourself signing your selected topic. Video must be edited. Turn in a hard copy of your bibliography using Chicago or Turabian style for citation, Times New Roman 12 pt font.

For either option, semester papers are due the final day of class.

Week 1

- Introductions
- Syllabus
- Selection of Commentary

Week 2

From Pity to Pride, Part 1

Week 3

From Pity to Pride, part 2

Week 4

From Pity to Pride, part 3 and Epilogue

Week 5

Forbidden Signs, Introduction, chapters 1 and 2

Week 6

Forbidden Signs, chapters 3-4

Week 7

Forbidden Signs, chapters 5-6 and Epilogue

Week 8

Gaillard in Deaf America, pages 1-91

Week 9

Gaillard in Deaf America, pages 92-136

Week 10

Gaillard in Deaf America, pages 137-170

Week 11

The Deaf Mute Howls, Introduction – chapter 11

Week 12

The Deaf Mute Howls, chapter 12 – chapter 20

Week 13

Presentations of Semester Papers

Week 14

The future of American Deaf History – wrap up