

**IPP 147 SURVEY OF DEAF CULTURE
FRONT RANGE COMMUNITY COLLEGE
SPRING 2004**

SYLLABUS

COURSE INFORMATION

<u>Class Time</u> 10-11:15	<u>Location</u> C0402	<u>Days</u> T/R	<u>Office</u> C0117	<u>Hours</u> By appt
<u>Instructor</u> Rachel Naiman	<u>Phone</u> 303.465-4133 (W)-TTY 303.238-5390 (H)-TTY		<u>E-mail</u> rachel.naiman@frontrange.edu	

FRCC website: www.frontrange.edu

INTRODUCTION

This course is a survey of the culture of Deaf people. It covers internal features and crucial factors in the identity of the members of the culture. This course also investigates the manner in which ASL influences Deaf culture.

CATALOG DESCRIPTION

Surveys the factors that contribute to defining deaf people as members of a cultural minority. The course will look at the impact of language on the culture as well as the role of norms, values, traditions and minority groups within the culture. Attention will also be given to identity and membership in deaf culture.

Prerequisite: ANT 106 **Co requisites:** ASL 221 and IPP 145

PRIMARY OBJECTIVES

- Define Deaf culture and Deaf community
- Compare and contrast pathological and cultural views
- Describe the acculturation/enculturation processes for Deaf people
- Discuss the impact of the roles of oppressed and oppressor people have on the deaf community.
- Discuss the role of language use and preference.
- Describe social and discourse norms for introductions, attention-getting techniques and attending behaviors
- Compare and contrast the characteristics and perceptions of a high context culture (Deaf) and a low context culture (mainstream American society)

TEXTBOOKS/RESOURCES

Deaf in America: Voices from a Culture

American Deaf Culture: An Anthology

Interpreting: The Art of Cross-Cultural Meditation

Cultural and Language Diversity and the Deaf Experience

www.coloradodeaf.com

Author

Humphries & Padden, C

Wilcox, Sherman

McIntire, Marina

Ila Parasnis

EVALUATION

Attendance/ Class and **WebCT Participation	15%	
Journal ***	10%	
Book Report: <u>Deaf In America</u>	15%	See Class Policies and Procedures for grading of late papers
Due Date: April 15		
Test #1 (Week 5)	20%	
Test #2 (Week 10)	20%	
Test #3 (Week 15)	20%	

** WebCT: 10 postings throughout the semester. At least two must be original postings, which would be submitting an idea or question for online discussion). The remaining postings may be responses to postings submitted by others. One of your original postings may be the required journal entry on a selected article from the Cultural and Language Diversity and the Deaf Experience book. This would provide an excellent avenue for students to see different perspectives students get from reading the various articles in the book.

*** Journal: See last page for criteria for journal entries and due dates.

TENTATIVE SCHEDULE

<u>Week</u>	<u>Topic</u>
1	Culture vs. Community Pathological vs. Cultural Perspectives
2	Group Norms: Rules of Social Interaction
3-4	Values
5	Group Norms Test #1

6-7	Identity
8-10	Networks and Alliances Role of Language; Traditions High and Low Context Cultures Test #2
11	Minorities
12-13	Cultural Conflicts Oppression Book Report Due: April 15
14-15	Wrap-up Test #3

OTHER IMPORTANT DATES

February 4 Last day to drop with a refund
 April 19 Last day to withdraw
April 2-3 Silent Weekend!!

IPP PORTFOLIO REQUIRMENTS

The program requires that each student submit a portfolio in the final semester of the program for Interpreter Seminar, IPP-278. Much of the work reflected in the portfolio comes from various courses. **Be sure to save all your papers and tapes while in the program for use in developing your final portfolio.**

CLASS POLICES AND PROCEDURES

- Cell phones and pagers must be turned off.
- Be an active learner. Be focused and participate in class discussions. This will maximize your learning experience.
- Late papers (up to one week) will be marked one half grade down, two weeks one grade down. Papers more than two weeks late will not be accepted.
- You will be responsible for following the student code of conduct regarding academic honesty. To refer to this code, you can locate it in the FRCC 2003-2004 catalog on pages 134-36.
- Students with disabilities are encouraged to contact the Office of Special Services to arrange for accommodations and support services.

NOTE: The instructor reserves the right to modify the syllabus and calendar for the class.

JOURNAL

The purpose of this journal is to provide an opportunity to reflect on topics discussed in and out of class. You should be able to reflect on your reactions and thoughts about any topics that are raised in class.

JOURNAL ENTRIES

- At least one entry per week related to classroom lectures/discussions
- One entry per turn-in period (total: 3) related to an outside experience or reading
- View “The Treasure” by Ella Lentz or “ASL Poetry” by Clayton Valli. Make a commentary. This entry may be submitted at any one of the 3 due dates.
- Select one article from Cultural and Language Diversity and the Deaf Experience to write about. This should be a short summary of the article, as well as your perspectives and thoughts about the content. For this entry, it may be either hand-written or typed. If typed, just insert or attach the paper to your journal. You may choose to use the same article for your required WebCT posting for your classmates to read.

DUE DATES

Thursday, February 12 (Week 4)

Thursday, March 18 (Week 9)

Thursday, April 29 (Week 14)

GRADING

Grading will be based on including all the required elements and the quality of the content. You will **NOT** be graded on your personal opinions and feelings