

Day 2: Duration: 4 hours

Course Description

This course is intended to enlighten and create new dialogues based on Dr. Paddy Ladd's book, "Understanding Deaf Culture: In Search of Deafhood." The participants will be empowered with new knowledge and understanding through intense discussions in ASL. Several important research and theories will be introduced and discussed throughout the lessons which afford new spaces for us to share different viewpoints based on our lived experiences as Deaf persons.

Course Outcomes

At the end of the course, participants will:

Acquire clear understanding why study of systematic colonialism is critical in driving discourses that ultimately will unshackle us as objects and to finally see us as subjects.

Explore and **debate** about identities within our communities and how to create a healthy identity together, and

Demonstrate understanding and facts of framing and reframing positively how the world sees us, the Deaf Community.

Unit Outcomes

This unit will focus on *deconstruction* of Systematic Colonialism and participants will **compare** and **apply** them to "Phonocentric Colonialism". This will be done by introducing and *connecting* 3 key points: systematic colonialism, *facts* about Deaf histories before the rise of Phonocentric colonialism and **dissecting** effects this has in our community afterwards.

Lesson Outcomes

At the end of lessons, participants will be able to:

1. **Define** the meaning of "Phonocentric Colonialism".
2. **Recall** some examples of untold histories of Deaf Communities worldwide before the impact of Phonocentric Colonialism.
3. **Identify** and **compare** some examples of negative impact on our community and *discuss* ways we could reverse the trend by comparing pre-colonialism history and current success stories.

Lesson Plan

- 1.) Students will take pre-test on attitudes towards Deaf people. (15 minutes)

<http://bit.ly/DeafTest>

- 2.) Review previous lesson (15 minutes)
- 3.) Go through each slides and review the information on the right side for specific actions/guidances.
- 4.) Each slide should allow for 2 - 3 minutes of discussion.

Day/Lesson	Course Topic	Assignments	ACTFL 5C
Thursday			
Lesson 1	Introduction		
Lesson 2	What is Deafhood?		
Friday			
Lesson 3 (2 hours)	Introduction to Phonocentric Colonialism	Pre-test: In the beginning. Activities: Values and Steps of Phonocentric Colonialism. Homework Journal: Introduce topic as indicated below Video Journal Rubric.	1.1, 2.2, 3.2
Lesson 4 (2 hours)	Pre-Phonocentric Colonialism	Discussion from almost each slides and reviewing what we learned from Lesson 3.	1.1, 3.1
Saturday			
Lesson 5 (2 hours)	Effects of Phonocentric Colonialism	Activities: Post-test: By the end of lesson 5.	1.1, 2.1
Lesson 6	Culture or sub-culture?		
Lesson 7	Deaf Minorities/Subalterns		
Sunday			
Lesson 8	Identity/Deficit Thinking		
Lesson 9	Framing		

Lesson 10	1001 victories		
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Pre-Test procedure

(Participants have been informed and consented in advance to always bring their own laptop, tablet, and/or use their mobile technology to access and do the pre/post tests regularly in classes as stated in syllabus.)

Before proceeding with the lesson plan, remind participants to please take pre-test on attitudes toward Deaf people with the provided link. This should take no more than 10 minutes of their time. Once everyone has completed the pre-test then proceed and follow the lesson plan.

Pre-Test scoring and questions

<http://bit.ly/DeafTest>



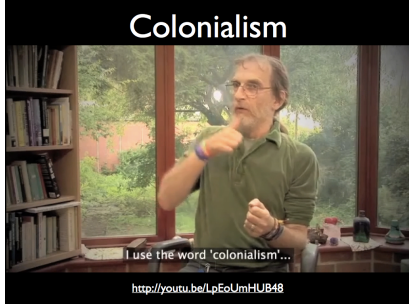
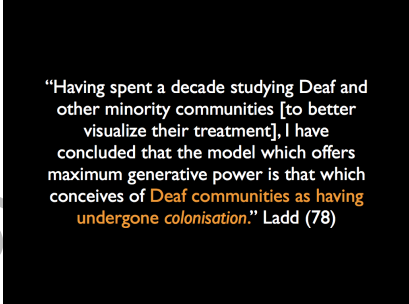
The goal of this pre-test and post-test is to measure attitudes and perceptions towards Deaf people, and the Deaf community members have internalized significant amount of negative attitudes and beliefs towards ourselves. People who have taken Deafhood classes have reported significant positive changes in their thinking and behavior afterwards, but there hasn't been a way to measure these in a meaningful way. This test is a first step towards to this realization.

This test was *modified and adapted* by Marvin Miller and Butch Zein based on norm-referenced 1960 Attitudes towards Disabled People, Form 0 developed by Harold E. Yuker, J. R. Block, and Janet H. Youngg.

NOTE: The test scoring does not work properly due to limitations of online survey software (SurveyMonkey, SurveyGizmo, Qualtrics, and TypeForm) and TypeForm customer service has confirmed that their version 2.0 currently in beta testing will allow us to do what we need to do -- which is to input negative scores in algebraic calculation, i.e. $(-2)+3+(-3)+1\dots$ With the current form, we will get a score somewhere between 0 to 100, the higher the number, the more positive view of Deaf people.

The questions have been modified from the original ATDP (see attached PDF in the Google Drive folder titled ATDP.pdf). You can see the list of original questions and their modified version in the Google Drive as well.

The validity of modified question based on already norm-referenced questions is suspect here, and further research is needed to validate each questions in English and ASL forms as well. There are additional questions we would like to ask, but this would require us to use longer forms in this study. We recommend contacting Dr. Peter Hauser for additional ideas. There is a chance that there is a better survey out there we could base this on. Version 0.1 beta. August 4, 2017.

	<p>1</p> <p>Start this page after 15 minutes of reviewing from previous class.</p> <p>(For sub, please proceed with the class by asking participants what they had learned from the previous lesson and let them reflect, discuss and summarize for the allotted time.)</p>
	<p>2</p> <p>Allow some time for participants to read the question before proceeding to the next slide.</p>
	<p>3</p> <p><u>Alert the students that this clip will be in BSL and showing English captions.</u> Show the video twice so that participants can enjoy watching the information in BSL and then read the English language the second time.</p>
	<p>4</p> <p>Allow some time for participants to read and then reiterate the quote in ASL.</p> <p><u>NOTE: All slides with page number (xx) after text refers directly to Paddy Ladd's book. Proper citation can be found in References.</u></p>


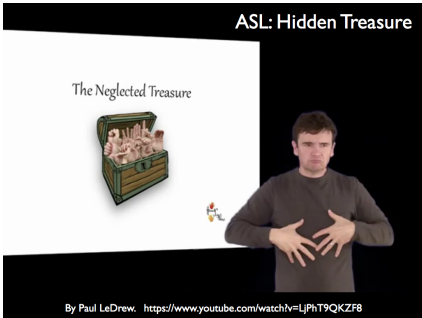
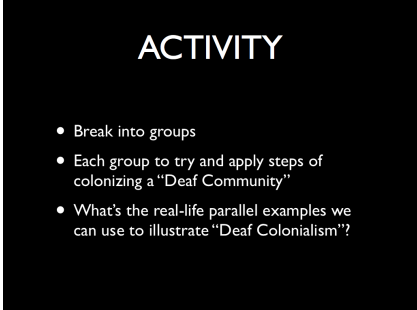
<div data-bbox="212 233 646 558"> <h3 style="text-align: center;">Colonialism</h3> <ul style="list-style-type: none"> • The destruction and replacement of indigenous cultures by powerful cultures: <ul style="list-style-type: none"> • Language • Way of thinking and acting • Conception of world and society • Values </div> <p>5</p>	<p>Introduce this topic of Colonialism and use some examples you know about colonialism or allow participants to provide some examples. Then lead to this slide that showed the patterns that was present in almost all of the countries that were colonized. Ask participants for some examples they can think of from each points then move onto the next slide. Correct answers include: England to India, England to South Africa, France to Algiers, and many others.</p>		
<div data-bbox="212 695 646 1020"> <h3 style="text-align: center;">Values</h3> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #90EE90; padding: 5px;"> DEAF ASL Visual 3D/Spatial Tactile Body/Face Gestures </td> <td style="background-color: #D3D3D3; padding: 5px;"> HEARING Speaking/Hearing Music/Sounds Linearity Less touching Tone/Voice </td> </tr> </table> </div> <p>6</p>	DEAF ASL Visual 3D/Spatial Tactile Body/Face Gestures	HEARING Speaking/Hearing Music/Sounds Linearity Less touching Tone/Voice	<p>What happened to our values? Compare the values between the two groups and ask participants what they think will or has happen to Deaf values?</p> <p>Linearity – emphasize that spoken English is linear based language while ASL is a 3D visual spatial-space using language which paints the world in a vastly different way. <u>Also point out that tactile should rank higher than visual because DeafBlind people still carry Deaf culture and ProTactile ASL.</u></p> <p>Before you move onto next slide, ask everyone if such equality as shown on screen exists today in the Deaf education, Deaf community and the world? Equal and healthy respect?</p>
DEAF ASL Visual 3D/Spatial Tactile Body/Face Gestures	HEARING Speaking/Hearing Music/Sounds Linearity Less touching Tone/Voice		
<div data-bbox="212 1367 646 1692"> <h3 style="text-align: center;">Values under Colonialism</h3> <div style="background-color: #D3D3D3; padding: 5px; width: fit-content; margin: auto;"> HEARING Speaking/Hearing Music/Sounds Linearity Less touching Tone/Voice </div> </div> <p>7</p>	<p>No. Their values and ideology vastly supersedes our own almost everywhere.</p> <p>Discuss this slide with participants and come up with some examples then move toward new slide.</p>		

<div data-bbox="212 233 643 554" style="background-color: black; color: white; padding: 10px;"> <h3 style="text-align: center;">How?</h3> <ul style="list-style-type: none"> • Exploration • Resources • Narrative/Propaganda • Systematic Development • Reap power/wealth </div> <p data-bbox="203 590 220 617">8</p>	<p data-bbox="760 237 1382 373">Ask the class HOW they were able to colonize the country? How can a small country colonize those that are much larger with higher population back then?</p> <p data-bbox="760 411 1370 720">These are steps that need to take place before colonization happens. Exploration leads to attaining resources. Desiring the resources leads to false narratives of native people to maintain the superior status and thus oppressing them. This leads to the systematic development where power were bracketed to the colonizers and thus build their wealth and power from such system they set.</p>
<div data-bbox="212 800 643 1121" style="background-color: black; color: white; padding: 10px;"> <h3 style="text-align: center;">It works because...</h3> <ul style="list-style-type: none"> • Systematic development • Colonizing society delegates work of running colonies to 'specialists' • Becomes automatic with 'specialists' running for them under their ideology </div> <p data-bbox="203 1157 220 1184">9</p>	<p data-bbox="760 804 1328 869">Discuss the points further with participants. Provide an example or two, including this:</p> <p data-bbox="760 907 1352 972">Ask if you, as a teacher, could fight the entire class and win? Everyone would say no.</p> <p data-bbox="760 1010 1386 1285">Then as an example, divide up the class in 2 to 4 groups and select a leader for each and these become the "experts" of each group. Now, as a colonizer, I only have to deal with 2-4 experts instead of taking on everyone. These experts will be provided with additional pay, privileges and rank which then further divides the class against itself.</p>
<div data-bbox="212 1367 643 1688" style="background-color: black; color: white; padding: 10px;"> <h3 style="text-align: center;">Effects of Colonialism</h3> <ul style="list-style-type: none"> • As a result of the fragmentation caused by colonialism... it has created minorities within the minority group • Differing languages and communication systems • Differing attitudes and behavior...leading to aggression and conflict towards one another. </div> <p data-bbox="203 1717 237 1745">10</p>	<p data-bbox="760 1371 1373 1572">These divisions show up through divide and conquer. As long as we continue to hate and fight against each other, we are unable to unify and turn our energy and focus on the real problem -- our colonizers and their system in place.</p> <p data-bbox="760 1610 1349 1709">Example: SEE, MCE, LOVE, Cued, LSL, Oral, Morpheme Sign System, and others -- more divisions.</p>

<div data-bbox="215 233 638 548" style="background-color: black; color: white; padding: 10px;"> <p>"One not only controls and rules the other, but endeavours to <i>impose its cultural order</i> on the subordinate group." — Merry (79)</p> </div> <p data-bbox="203 583 235 615">11</p>	<p>Let the participants read the quote and discuss briefly.</p> <p>Key idea: Culture is not merely decorative, but a CRITICAL part of each people and communities. The powers try to maintain control through subverting our cultures and languages.</p>						
<div data-bbox="215 695 630 1003" style="background-color: black; color: white; padding: 10px;"> <p>Colonialism is a form of economic and cultural control</p> </div> <p data-bbox="203 1039 235 1071">12</p>	<p>Elaborate further about economic as opposed to cultural control that was already discussed in the previous slide. This will lead to further points in the next slide. This leads up to next 4 slides to be shown in rapid succession.</p>						
<p data-bbox="203 1150 235 1182">13</p> <div data-bbox="203 1182 708 1465" style="background-color: black; color: white; padding: 10px;"> <h3 style="text-align: center;">Audiologists</h3> <ul style="list-style-type: none"> • Audiologists, average salary \$69,720 • 11,550 Audiologists in the U.S. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Avg. Salary</th> <th># Jobs</th> <th>Annual Total Salary</th> </tr> </thead> <tbody> <tr> <td>\$69,720</td> <td>11,550</td> <td>\$805,266,000</td> </tr> </tbody> </table> <p style="font-size: small; text-align: center;">Source: Bureau of Labor Statistics, thanks to Ryan Commerson</p> </div>	Avg. Salary	# Jobs	Annual Total Salary	\$69,720	11,550	\$805,266,000	<p>Point out that this is ANNUAL salaries of all audiologists combined in the U.S. as of 2014.</p>
Avg. Salary	# Jobs	Annual Total Salary					
\$69,720	11,550	\$805,266,000					
<p data-bbox="203 1545 235 1577">14</p>	<p>Again, ANNUAL combined salaries as of 2014.</p>						

<p>Speech Therapists & Pathologists</p> <ul style="list-style-type: none"> • Speech Therapists, average salary \$70,810 • Speech Pathologists, average salary \$72,730 • 134,100 Speech Pathologists <table border="1"> <thead> <tr> <th>Avg. Salary</th> <th># Jobs</th> <th>Annual Total Salary</th> </tr> </thead> <tbody> <tr> <td>\$72,730</td> <td>134,100</td> <td>\$9,753,093,000</td> </tr> </tbody> </table> <p><small>Source: Bureau of Labor Statistics</small></p>	Avg. Salary	# Jobs	Annual Total Salary	\$72,730	134,100	\$9,753,093,000	
Avg. Salary	# Jobs	Annual Total Salary					
\$72,730	134,100	\$9,753,093,000					
<p>15</p> <p>Cochlear Corporation</p> <ul style="list-style-type: none"> • Cochlear, Limited based in Australia. • Owns 2/3 of global market • \$93,709,000 in NET PROFIT in 2014 • \$804,936,000 in revenues in 2014 <p><small>Source: http://www.cochlear.com/wps/wcm/connect/f7f1/abou/investor/annual-reports</small></p>	<p>Based on public financial reports as of 2014, and this does not include other privately-held cochlear device makers.</p>						
<p>16</p> <p>Video Relay Services</p> <ol style="list-style-type: none"> 1. Sorenson (One Deaf Vice President) 2. Purple (Deaf Vice Presidents) 3. CSDVRS (ZVRS) (Deaf VPs) 4. Convo (<i>the only Deaf-owned company</i>) 5. Global 6. CAAG <p>\$698,675,897 Projected 2013-2014 VRS Cost</p> <p><small>Source: http://www.fls-a.com/TBSreports/2013AnnualFiling.pdf</small></p>	<p>Video relay services fund size as of 2014. (Needs updating). Purple and ZVRS will merge as of 2018. CAAG and Global are no longer in operation. Convo remains the only Deaf-owned company.</p>						
<p>Economic Motivators</p> <ul style="list-style-type: none"> • Profits from trade of goods (78) • Profits from controlling the market & low cost labor • Country become richer in resources while colonized country become poorer with little or no resources <p>17</p>	<p>Discuss this slide with participants on each point and tie them into harsh reality of massive dollars being made off our Deaf bodies each year.</p>						

<div data-bbox="212 233 631 548" data-label="Image"> </div> <p data-bbox="201 583 237 615">18</p>	<p data-bbox="760 237 1325 302">Discuss this slide with participants on each point.</p>
<div data-bbox="212 688 631 1003" data-label="Image"> </div> <p data-bbox="201 1039 237 1071">19</p>	<p data-bbox="760 695 1377 800">Ask participants to identify 2 things that generated wrong narrative about people from a specific culture and language?</p> <p data-bbox="760 835 1373 940">Answers: The term “Primitive Communication” before Indian Sign Language. What does it generate?</p> <p data-bbox="760 976 1263 1041">Drawings of Indians connotes to being “primitive” again.</p> <p data-bbox="760 1077 1240 1142">Open for further discussion amongst participants for few minutes.</p>
<div data-bbox="212 1220 631 1535" data-label="Image"> </div> <p data-bbox="201 1570 237 1602">20</p>	<p data-bbox="760 1224 1390 1289">Allow some time for participant to read and then reiterate the text in ASL.</p> <p data-bbox="760 1325 1370 1430">This is important because this ties into framing and reframing which we will discuss in 9th lesson.</p>

 <p>linguistic colonialism</p> <p>Pages 14-19. http://www.deafhood.us/wp/archives/578</p> <p>21</p>	<p>Show the video clip and engage some discussion for few minutes if time permits, and if not, move on to next video.</p>
 <p>ASL: Hidden Treasure</p> <p>The Neglected Treasure</p> <p>By Paul LeDrew. https://www.youtube.com/watch?v=LjPhT9QKZF8</p> <p>22</p>	<p>Show the video clip. <u>Give heads up that it's about 20 minutes long. Check in to see if a short break is needed.</u></p> <p>Paul LeDrew is a Deaf Canadian who teaches Adult Basic Education to Deaf adults, and through the process of teaching them to read and write, LeDrew realized how English has negatively impacted our ASL. We need to detoxify our ASL usage.</p>
 <p>23</p> <p>ACTIVITY</p> <ul style="list-style-type: none"> • Break into groups • Each group to try and apply steps of colonizing a "Deaf Community" • What's the real-life parallel examples we can use to illustrate "Deaf Colonialism"? 	<p>Do this activity by breaking into two or three groups. Ask each group to come up with examples for each steps outlined in the next slide based on ONE resource of their choosing. If some group needed help, then offer them to consider "Deaf babies, Deaf Education, Interpreter Program, etc" and have them come up with specifics.</p>

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<div data-bbox="215 233 630 541" data-label="Complex-Block"> <p style="text-align: center;">ACTIVITY</p> <ul style="list-style-type: none"> • Exploration = ? • Resources = ? • Narrative/Propaganda = ? • Systematic Development = ? • Reap power/wealth = ? </div> <p style="text-align: right;">24</p>	<p>Use this slide throughout the activity for participants to use as references.</p> <p>Allow for 15-20 minutes to do this activity.</p> <p>Then have each group present their examples.</p> <p>May have some cross discussions if some overlaps each other. The whole activity should not last more than 30 minutes.</p>
<div data-bbox="215 695 630 1003" data-label="Complex-Block"> <p style="text-align: center;">Specialists vs Lay People</p> <p style="text-align: center;">The truth about the "hearing world"</p> </div> <p style="text-align: right;">25</p>	<p>Let the participant read the quote and discuss briefly. Put an emphasis about the difference between these two types of people.</p> <p style="color: red;">Helps us overcome our "general" distrust of "ALL" hearing people and learn to identify whom we can count on as an ally and who we can't.</p>
<div data-bbox="215 1087 630 1396" data-label="Complex-Block"> <p style="text-align: center;">Recipe for colonization</p> <ul style="list-style-type: none"> 1 cup Discourse and narrative changes beliefs (76-78) 1/2 cup Tie in to religious beliefs, superior knowledge, and re-cast group as "less than human" 2 tbsps Disregard group's strengths and impose "bigger", "nobler" goals <p>shake violently and mix.</p> </div> <p style="text-align: right;">26</p>	<p>Discuss this slide with participants on each point.</p> <p>This is a satirical idea which oversimplifies the actual colonization process, yet it shows that there is "method to their madness".</p>
<div data-bbox="215 1476 630 1785" data-label="Complex-Block"> <p style="text-align: center;">Tell a lie often enough, you will start to believe it.</p> </div> <p style="text-align: right;">27</p>	<p>Close the unit with this slide and ask for any clarifications or thoughts before dismissing the class. REMINd them to do their journal entries before the next class.</p>

Homework for this evening

Journal topic from the lesson: “What hit you the most from the lesson you learned today? How or why did it resonate so much to you?”

Give three examples and keep it under 2 minutes.

See video journal rubric below for details.

Video Journal Rubric

	Unacceptable (1)	Mediocre (2)	Substandard (3)	Subpar (4)	Adequate (5)	Satisfactory (6)	Commendable (7)	Exemplary (8)
Assignments (60%)	Did not answer the question(s) and/or over a week late.		Barely answers the question and/or very late.		Answers all or some of assigned question(s) and/or one day late with deadline.		Properly answers all assigned questions and deadline.	
Formatting (20%)	Format of assignments do not meet expectation.		A lot of mistakes in video, editing, background, clothing and/or lighting.		Format a little sloppy on video quality, background, clothing and/or lighting. Some editing issues.		Format of assignments meets expectations on video quality, background, clothing and lighting. Well-edited.	
Language (20%)	Language is not clear or not clearly expressed.		Language is somewhat clear and expression still needs work.		Language is clear and expression appropriate.		Language is fluent and expression was clear.	

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References

- Deafhood Foundation. (2012). *Deafhood Discussions » Central Concepts 4-7* [Video file]. Retrieved from <http://www.deafhood.us/wp/archives/578?cat=introduction>
- Ladd, P. (2009). *Understanding deaf culture: In search of deafhood*. Clevedon: Multilingual Matters.
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- Walt Disney. (1956). *Disney World Wide Communications Indian Sign Language*. Retrieved from <http://www.ioffer.com/i/disney-world-wide-communications-indian-sign-language-139777023>

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