Deafhood & the Power of Reframing
DST 495-01 | 3 Credits | Gallaudet University | Spring 2018

Course Description

This Special Topics course is an introduction to consciousness-raising of the "Deaf Being" through the lens of phonocentric colonialism of Deaf peoples. Students will explore the hidden discourses behind the medical/scientific hegemony controlling the education of Deaf people. This course promotes exploration of the potential of Deaf peoples by discussing a wide range of high impact issues within Deaf communities and histories. Students will delve into the importance and power of reframing, especially what it means to reframe, and more importantly, take back control of discourses about Deaf people.

Course Student Learning Outcomes

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Class: Wednesdays, 5 to 7:50 pm at SLCC 2304

Add/Drop deadline: Jan 19

After completing DST 495 Deafhood and the Power of Reframing, a successful student will be able to:

1. Learn and understand the difference between Deafhood and deafness lens, and the impact of phonocentric colonialism on the Deaf communities worldwide;

2. Assess one's own beliefs and perceptions and be able to consciously address these in a constructive way and understand the value of reframing;

3. Identify essential principles of Deafhood and implement these ideas into action as a change agent in your profession, positively impacting laws, rules and policies wherever you go — especially in the fields of audiology, speech-language pathology, education, interpreting and more;

4. Identify, compare and contrast your own belief system before and after the course, and contribute that understanding towards the research on reframing perceptions of the Deaf, Deafdisabled, DeafBlind of multiple intersecting cultures, races and ethnicities.

GU Student Learning Outcomes https://www.gallaudet.edu/Documents/Academic/EMGS/Gallaudet_Student_Learning_Outcomes.pdf

1. Language & Communication
1.1. Demonstrate competence in academic ASL
1.2. Demonstrate competence in academic writing
1.3. Demonstrate competence in receptive communication, comprehending signed material

1.4. Present content coherently
1.5. Express ideas and information effectively in a variety of formats

2. Critical Thinking
2.1. Select relevant and varied sources of information
2.2. Bring together ideas to arrive at reasonable conclusions
2.3. Evaluate the logic of arguments and strength of evidence, using deductive & inductive methods
2.4. Provide cogent reasons in support of one's opinions
2.5. Use critical thinking skills to analyze, decide & solve real-life problems, modifying one's approach as needed based on the requirements of particular situations

3. Identity & Culture
3.1. Demonstrate an understanding of self & one's multiple social identities
3.2. Compare & contrast the perspectives of multiple cultures
3.3. Show awareness of the range of diversity & universality in human history, societies, and ways of life
3.4. Analyze the interrelations within and among communities and cultures

4. Knowledge & Inquiry
4.1. Demonstrate competence in the fundamental concepts, methods, and technologies used in various fields of study, including scientific methods, quantitative reasoning & interpretive frameworks
4.2. Apply the modes of inquiry of several disciplines to address issues & questions, comparing & contrasting these approaches

5. Ethics & Social Responsibility
5.1. Support ethical judgments with clear, cogent reasons
5.2. Describe how differences in values, beliefs, and priorities can lead to different conclusions about what is right or wrong

### BA DST Program Student Learning Outcomes

DST SLO #1: Demonstrate knowledge of the multiplicity of Deaf people's lives within the United States & internationally

DST SLO #2: Engage in critical inquiry into changing ideological construction of Deaf people, sign language, and normalcy from cultural, geographical, sociological & human rights perspectives.

DST SLO #3: Develop research skills to produce & to present effective written & signed research projects using various media in academic discourse related to the interdisciplinary field of Deaf Studies, incorporating principles of academic integrity.

Course Outcome: Students will …	DST Outcomes	GU Outcomes	Assessment for Course Outcomes	Assessment Tools
Demonstrate the difference between Deafhood and deafness lens, and outline the impact of phonocentric colonialism on the Deaf	1, 2, 3	1.1 - 1.5 2.1, 2.3 - 2.5 3.1 - 3.5, 4.1 - 4.2 5.1 - 5.2	Project proposal and final project (video or written paper)	ASL & English Rubrics, quizzes
Identify essential Deafhood principles and develop action plan	1, 2, 3	1.1 - 1.5 2.1, 2.3, 2.4, 2.5 3.1 - 3.5, 4.1 - 4.2 5.1 - 5.2	Readings/ Viewings that lead to participation in class discussion	Questions during the class, project proposal
Explore what it means to reframe an idea or approach	1, 2, 3	1.3, 2.1, 2.3, 3.1 - 3.5 4.2; 5.2	Participation and final project	Reflection journals, final project

Materials required
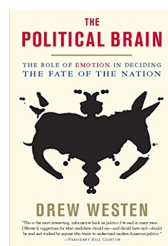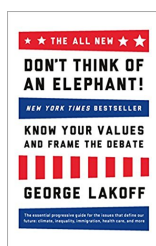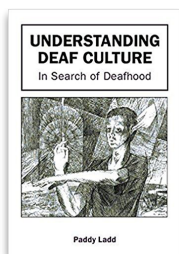
Ladd, Paddy. (2003) **Understanding Deaf Culture: In Search of Deafhood.** Multilingual Matters. Available at Gallaudet University bookstore or on Amazon.com

Lakoff, George (2014) **The ALL NEW Don't Think of an Elephant!: Know Your Values and Frame the Debate.** Chelsea Green Publishing, 2nd Edition. Available at Gallaudet University bookstore or on amazon.com

(OPTIONAL) Westen, Drew (2008) **The Political Brain: The Role of Emotion in Deciding the Fate of the Nation.** Public Affairs. Available at Gallaudet University bookstore or on amazon.com.

In addition to the books required, you will be viewing a number of videos and reading articles as provided by the instructor.

You will also need:
1. High speed internet and computer to access Blackboard for slides, content, quizzes, exams and updates as well as your grades.

2. Papers must be cited in APA format, typed in 12 point Times New Roman, double spaced in 1 inch margins. You can be creative by adding box quotes or pull out definitions, if these help you get the point across.

Course requirements

1. **Participation (10%)** — This course requires your thinking, your contributions and your analysis in the classroom discussions and debates. Yes, debates. We will have constructive debates for/against key issues in order to better understand the whole picture. ***Due to intense nature of classroom instruction and discussions, you will be allowed only two unexcused absences.*** Each additional absence will result in full grade lower. Excused absences is possible due to medical or family emergency, but you must communicate with me in advance if at all possible.

2. **Reflection Journals (30%)** — Assignments will be given during the semester. They will be ASL and English reflection journals. ASL Journal = 2 minutes with -/+ 30 seconds. English = 1 page, single spaced.

3. **Quizzes (10%)** — You don't get an A in the class if you don't read, period. How do we know whether you actually read the books? We will have short quizzes based on assigned readings due before class every other Wednesday. These are open book, take home quizzes on Blackboard.

4. **Project Proposal (20%)** — This is a 7-10 slide PowerPoint concept proposal for your final project. You will discuss how to implement the power of reframing on these possible ideas: New graphics wraparound on Gallaudet Shuttle Buses, Identify Public Spaces in Gallaudet with high traffic contact then develop signage, video, or some communication means to expose and educate hearing lay people who enter Gallaudet.

5. **Final Project (30%)** — Your final project, for details see above midterm project proposal, will either be in ASL or English — 5-7 minute well-edited and paced video presentation or 8-10 page written paper, double spaced. Both must use APA citations and references at the end.

	Language	Weight
Participation	ASL	10%
Reflection Journals	ASL & English	30%
Quizzes	ASL & English	10%
Midterm Project Proposal	English	20%
Final Project	ASL or English	30%
Total:		**100%**

Policies and Procedures

1. **Assignments:** All draft and final assignments are to be submitted via Blackboard. No exceptions. I will not respond to emails with assignments attached or links to videos. Do not email me your assignments. I will not respond to last minute questions regarding your assignment.

2. **GRADING:** Grading will be based on Context, Organization and Syntax (and Personal Reaction & References if applicable). Assignments not submitted timely will automatically lose points

Not submitted 24 hours past due	-5
Not submitted 48 hours past due	-10
Not submitted 72 hours past due	-15

WARNING: Missing deadlines will cost you points as described above, no discussion. Allowance may be made in the event of inclement weather or an unforeseen situation. If you can provide a reason for late submission, above table may be waived.

3. **Student Responsibilities:** Students are expected to actively participate by attending class and completing assigned activities, participate in class discussions, serve in groups, complete assignments on time, respect diverse perspectives and opinions, and support opinions and answers with reasons, explanations and documentation from a variety of sources.

4. **Classroom Etiquette:** Basic classroom etiquette includes turning off external electronic devices that may interfere with class participation. Arrive on time for class, stay the entire period, and avoid behavior that interferes with the concentration and learning of other students. Attention should be given to the instructor, guest speakers, and fellow students.

5. **Deadlines:** Assignments are due before class. Assignments not submitted on time will receive deductions as stated above.

6. **Peer Network:** Each student is responsible for getting access to and understanding what is expected of each assignment. Please form a network with your peers. If you need information about assignments or class schedule, go to your course in Blackboard and ask other classmates to learn about what you missed. http://www.gallaudet.edu/tutorial-and-instructional-programs

7. **Academic ASL/English:** We will communicate using academic ASL/English, which is a specialized type of discourse for academic settings. Use only academic ASL/English in classroom and during video assignments throughout the course. Professional academic discourse requires giving credit to original authors for their ideas, so citations and references are required, both in ASL and English. The citation and reference format required for assignments in English is American Psychological Association (APA) format. Using written ASL terms in your typed/written work or English-based signing in your video work is not acceptable.

8. **Communication:** I welcome emails, but will not accept or respond to excessively colloquial register choices in either language. This is your opportunity to practice ASL and English in academic settings, on a consistent basis. See #6 for more details

9. **Editing ASL/English works:** You are strongly encouraged to edit your ASL/English assignments. Feel free to meet with your instructor or tutors to get the feedback as often as needed to produce the very best work possible. Unedited work will be graded accordingly.

10. **Technology:** This is a paper-free classroom. All assignments are to be posted on Blackboard or as instructed. You are to upload all of your assignments to Blackboard including links to videos. DVDs, thumb drives, CDs, DropBox will not be accepted. I will accept the following formats: .pages, .docx, pptx, and .key. If you have technical issues with Blackboard you can contact HelpDesk. Students are encouraged to bring laptops and other preferred devices to class to work on assignments, lesson plans, and final unit plan. The devices are used as a tool and not a communication device during class.

Academic Integrity Policy
Students are expected to fully comply with the academic integrity policy found at

http://www.gallaudet.edu/academic_catalog/registration_and_policies/graduate_policies/academic_integrity.html

This policy applies to both ASL and English.

Statement On Equal Opportunity/Nondiscrimination and Students With Disabilities:
This course adheres to the University guidelines on equal opportunity and nondiscrimination found in the Graduate School Catalog. Students with disabilities have the right and responsibility to formally request accommodations through the Office of Student's with Disabilities (OSWD) at the beginning of the semester. Faculty are not permitted to provide accommodation without the proper OSWD documentation. Students who need special services or accommodations should contact the Office for Students with Disabilities (OSWD), located in SAC Room 1022.

Special note: *The curriculum is inspired from Deafhood 101 and 201 classes for the Deaf community hosted by Deafhood Foundation. The curriculum was originally developed by Marvin Miller, based on David Eberwein's reading syllabus. The content and rubrics also came from ASL and Deaf Studies Department at Gallaudet University.*

*The reading schedule is partially based on David Eberwein's original Deafhood course syllabus taught at Ohlone College, under Deafhood Foundatio*n. (Eberwein, 2010).

	Topics in class	Homework	Due Date
Week 1	***Lesson 1: Introduction*** Syllabus review Getting to know you (education background) ***Minefield activity & "Yes, but…" discussion***	- Syllabus quiz - Attitude and perception questionnaire (Before) - Ladd 1-12	11:59 pm on Tuesday night before the class on Wednesday Week 2
Week 2	***Lesson 2: Deafhood vs Deafness***	Read Ladd 15-38 - Week 1+2 ASL Reflection vlog 1	11:59 pm on Tuesday night before the class on Wednesday Week 3
Week 3	***Lesson 3: Phonocentric Colonization***	Ladd, pages 17-19, 78-81, 100-108, 114-134 - Quiz	11:59 pm on Tuesday night before the class on Wednesday Week 4
Week 4	***Lesson 4: The Deaf world before Phonocentric Colonialization***	Ladd, pages 38-39, 43-48, 108-113, 135-139, 144-146, 165, 207-208, 322-331 - Week 3+4 English Journal 1	11:59 pm on Tuesday night before the class on Wednesday Week 5
Week 5	***Lesson 5: Colonialism of the Deaf World***	Ladd, pages 19, 81-83, 176-191 - Quiz	11:59 pm on Tuesday night before the class on Wednesday Week 6
Week 6	***Lesson 6: Culture or sub-culture?***	Ladd, pages 221-231, 415, - Week 5+6 ASL Journal 2	11:59 pm on Tuesday night before the class on Wednesday Week 7
Week 7	***Lesson 7: Deaf Minorities, Subalterns & Elites***	Ladd, pages 59-64 (minorities), 332-349 - Quiz	11:59 pm on Tuesday night before the class on Wednesday Week 8
Week 8	**Lesson 8: Identity & Deficit Thinking**	Ladd, pages 48-56, 237-266 -Week 7+8 English Journal 2	11:59 pm on Tuesday night before the class on Wednesday Week 9

	Topics in class	Homework	Due Date
Week 9	*Lesson 9: Framing* **Project Proposal** Final Project Discussion: Expectations and implementation (PowerPoint/Keynote slides proposal)	Read Lakoff Chapters 1-6 - 7-10 slide Powerpoint proposal for final project	11:59 pm on Tuesday night before the class on Wednesday Week 10
Week 10	*The power of reframing*	Read Lakoff Chapters 13-16 Week 9+10 ASL Journal 3	11:59 pm on Tuesday night before the class on Wednesday Week 11
Week 11	*Applying Reframing in EHDI, Deaf Education, and Auditory-Industrial Complex*	Read Westen (handout) - Quiz	11:59 pm on Tuesday night before the class on Wednesday Week 12
Week 12	*Action Ideas — What are some things YOU can do as a change agent?* *What should be the principles of Deafhood?*	Read Westen (handout) Week 11+12 Reflection English Journal 3	11:59 pm on Tuesday night before the class on Wednesday Week 13
Week 13	*Lesson 10: 1,001 Victories*	Read Ladd 306-313, 349-367, 430, 434-462 -Quiz	11:59 pm on Tuesday night before the class on Wednesday Week 14
Week 14	*Final Project Presentations*	Final Project Presentation PowerPoint/Video/Paper Due - Attitude and perception questionnaire (AFTER) with reflection journal analyzing the differences with your Before/After answers	
Week 15	*Final Project Presentations* and end of the course discussions and wrap up	Final ASL Reflection Journal (Wrap-up) 4	Before the Finals are due (Last Friday of the semester)

DST Reflective Video Reflection Journal Rubrics

ASL Journal	5: Great	4: Good	3: Weak	
Critical Thinking	Insightful content & analysis, synthesis & evaluation; clear connections made to real-life situations or to previous content	Substantial information; evidence of analysis or synthesis; general connections made, but sometimes vague	Rudimentary & superficial; little analysis or synthesis; little or no connections with any other materials or are off topic	
Organization & Central Message	Introduction & conclusion, sequences & transition are observed. Message is explicit.	Introduction & conclusion, sequences & transition are choppy. Message is fairly explicit.	Introduction & conclusion, sequences & transition are absent. Message isn't explicit.	
Language	Language use is appropriate & clear.	Language use is appropriate but unclear.	Language use is inappropriate or unclear.	
Delivery	Posture, eye contact & visual expressiveness are clear.	Posture, eye contact & visual expressiveness are tentative.	Posture, eye contact & visual expressiveness are distracting.	
	3: Excellent	**2: Fair**	**1: Poor**	
Format	Background, clothes & jewelry are excellent choices; correct camera placement; signs in camera; good lighting.	Background, clothes & jewelry are fair choices; rather too close or too far from camera; some signs off camera; rather too dark or too bright.	Background, clothes & jewelry are poor choices; too close or too far from camera; signs off camera; too dark or too bright.	
LATE			-5 per 24 hours	
TOTAL				**/23**

DST Reflective English Reflection Journal Rubrics

English Journal	5: Great	4: Good	3: Weak	
Critical Thinking	Insightful content & analysis, synthesis & evaluation; clear connections made to real-life situations or to previous content	Substantial information; evidence of analysis or synthesis; general connections made, but sometimes vague	Rudimentary & superficial; little analysis or synthesis; little or no connections with any other materials or are off topic	
Organization & Central Message	Introduction & conclusion, sequences & transition are observed. Message is explicit.	Introduction & conclusion, sequences & transition are choppy. Message is fairly explicit.	Introduction & conclusion, sequences & transition are absent. Message isn't explicit.	
Language	Language use is appropriate & clear.	Language use is appropriate but unclear.	Language use is inappropriate or unclear.	
Grammar	No grammatical, spelling or punctuation errors. Clear communication	Some grammatical, spelling or punctuation errors. Understandable communication	Numerous grammatical, spelling or punctuation errors. Unclear communication	
	3: Excellent	2: Fair	1: Poor	
Format	Logically organized, effective & smooth with correct formatting	Fairly organized, effective & smooth with somewhat correct formatting	Disorganized, ineffective & not smooth with incorrect formatting	
LATE			-5 per 24 hours	
TOTAL				**/23**

DST 495 PPT Proposal Rubrics

PPT	Exceptional = 10	Admirable = 9	Acceptable = 7	Developing= 5	
Critical Thinking	Insightful content & analysis, synthesis & evaluation; clear connections made to real-life situations or to previous content	Substantial information; evidence of analysis or synthesis; general connections made, but sometimes vague	Thin or commonplace Information; limited attempts of analysis or synthesis; limited connections; vague generalities	Rudimentary & superficial; little analysis or synthesis; little or no connections with any other materials or are off topic	
Content	Significant amount of information clearly related to theme; points are clearly made; all evidence supports thesis	Sufficient information that relates to theme; many good points made but an uneven balance of evidence	There is a great deal of information but clearer connections are needed	Theme is not clear; information included does not support theme.	
Clarity & Organization	Theme is clearly stated & developed; appropriate specific examples; conclusion is clear; flows together well; succinct; well organized	Most information presented in logical sequence; generally well organized but needs better transitions from idea to idea	Concepts are loosely connected; lacks clear transitions; flow & organization need improvement	Information is choppy & disjointed; does not flow; development of theme is vague; illogical order of presentation	
Creativity & Style	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention; appropriate use of register	Some originality apparent; good variety & blending of materials/media	Minimal variation; material presented with little originality or interpretation	Repetitive with little or no variety; insufficient or poor use of multimedia	
	Excellent = 4	**Good = 3**	**Fair = 2**	**Poor =1**	
Presentation Skills &	Poised, clear articulation; proper use of space; steady pace; good posture & eye contact; enthusiastic; confident; proper attire;	Clear articulation but fair use of space; good pace; less poised; posture & eye contact fair; good attire	Repeated hesitations; little eye contact; uneven pace; little or no affect; fair attire	No eye contact; pace too slow/fast; speaker seemed uninterested; inappropriate attire;	
Length of Presentation	Within +/- 2 minutes of allotted time.	Within +/- 4 minutes of allotted time.	Within +/- 6 minutes of allotted time.	Too long or too short; +/- 8 minutes of allotted time.	
LATE				-5 per 24 hours	
TOTAL:					/44

DST Writing Rubrics (English Final Product)

Written	Exceptional = 15	Admirable = 12	Acceptable = 9	Developing= 6	
Critical Thinking	Insightful content & analysis, synthesis & evaluation; clear connections made to real-life situations or to previous content	Substantial information; evidence of analysis or synthesis; general connections made, but sometimes vague	Thin or commonplace Information; limited attempts of analysis or synthesis; limited connections; vague generalities	Rudimentary & superficial; little analysis or synthesis; little or no connections with any other materials or are off topic	
Content Development	Uses appropriate, relevant, & compelling content to illustrate **mastery** of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, & compelling content to **explore** ideas within the context of the discipline & shape the whole work.	Uses appropriate & relevant content to **develop** and explore ideas through most of the work.	Uses appropriate and relevant content to develop **simple ideas** in some parts of the work.	
Genre & Disciplinary Conventions	Demonstrates **detailed** attention to & **successful** execution of a wide range of conventions particular to discipline and/or writing task(s) including organization, content, formatting & stylistic choices	Demonstrates **consistent use** of important conventions particular to discipline and/or writing task(s), including organization, content & stylistic choices	Follows expectations **appropriate** to discipline and/or writing task(s) for **basic** organization & content.	**Attempts** to use a consistent system for basic organization and presentation.	
Sources & Evidence	Demonstrates **skillful use** of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline & genre of the writing.	Demonstrates **consistent use** of credible, relevant sources to support ideas that are situated within the discipline & genre of the writing.	Demonstrates an **attempt to use** credible and/or relevant sources to support ideas appropriate for the discipline & genre of the writing.	Demonstrates **no attempt** to use sources to support ideas in the writing.	
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning with **clarity and fluency**, and is virtually **error-free**.	Uses straightforward language that generally **conveys meaning** to readers. The language has **few errors**.	Uses language that **generally conveys meaning** to readers with clarity with **some errors**.	Uses language that sometimes **impedes meaning** because of errors in usage.	
LATE				-5 per 24 hours	
TOTAL					**/75**

DST Signing Rubrics (ASL Final Product)

Editing	Exceptional = 15	Admirable = 12	Acceptable = 9	Developing = 6	
Critical Thinking	Insightful content & analysis, synthesis & evaluation; clear connections made to real-life situations or to previous content	Substantial information; evidence of analysis or synthesis; general connections made, but sometimes vague	Thin or commonplace Information; limited attempts of analysis or synthesis; limited connections; vague generalities	Rudimentary & superficial; little analysis or synthesis; little or no connections with any other materials or are off topic	
Content/ Organization	Content includes a clear & creative statement of theme. A rich variety of supporting information contributes to understanding the project's main idea. Events & messages are presented in a logical order.	Content is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea.	Content does not present a clearly stated theme & is vague. Some of the supporting information does not fit the main idea or appears as a disconnected series of scenes.	Content lacks a central theme & logical sequence of information. Much of the supporting information is irrelevant to the main idea, having only one or two facts about the topic. Incomplete, out of date and/or incorrect information.	
Video Continuity/ Editing; Timing	Video is edited with high quality shots. Video moves smoothly from shot to shot. A variety of transitions are used to communicate the main idea &flows from one scene to the next. Digital effects/graphics are used appropriately for emphasis. Within +/- 2 minutes of allotted time	Video is edited throughout with some quality shots. A variety of transitions are used. Digital effects/ graphics are satisfactory. Good pacing & timing. Within +/- 4 minutes of allotted time.	Video is edited in few spots with some poor shots. Choppy transitions from shot to shot. Inappropriate digital effects/ graphics with many unnatural breaks and/or early cuts. Within +/- 6 minutes of allotted time.	Video is unedited with many poor shots. No transitions between clips are used. Unsatisfactory digital effects/ graphics. +/- 8 minutes of allotted time.	
Sources, Evidence & Copyright	Copyrighted information for photos & graphics is clearly identified by source & nature of permission to reproduce.	Every photo or graphic is either original or permission for its use is documented.	Some photos & graphics are missing copyright information.	There is no reference to copyright information for photos & graphics.	
LATE				-5 per 24 hours	
TOTAL:					**/75**