



English 597.01: The Disability Experience in the Contemporary World
Spring Special Topic:

Deaf-World: Global, National, Local Issues

Course Meets: Mondays, 5:30-8:20; Wednesdays 5:30-7:30
Instructor: Prof. Brenda Brueggemann
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Office Hours: Mon/Wed. 3-5pm
& other times by arranged appointment

COURSE OBJECTIVES/ GEC GOALS AND EXPECTED LEARNING OUTCOMES

Fulfills GEC Category 5, Capstone: Issues of the Contemporary World

- Students will consider the contemporary global, national, and local issues of deaf people and the Deaf community using an integrated perspective, and apply knowledge about “Deaf-World” from diverse disciplines and methodologies;
- By engaging in cross-issue analyses and application, students will learn to apply global, national, and local issues in “Deaf-World” to the non-deaf world and vice versa;
- In order to explore broader issues within the global disability experience, students will apply identity, ethnicity, and “diversity” models to a study of “Deaf-World” and vice versa, and employ an interdisciplinary case study model to analyze “deafness” as a disability experience/condition and “Deafness” as a culture and community identity;
- By exploring the historical, philosophical, linguistic, social, cultural, educational, medical and artistic past, present, and future of deaf/Deaf/hard-of-hearing people, students will gain awareness and understanding of the diversity within diversity and difference within difference that marks and makes up the contemporary “Deaf-World.”
- There will be research and writing components to this course and students will be given the opportunity to learn from one another through collaborative activities and individual assignments in which they bring together the major themes, texts, and issues presented and discussed throughout the quarter.

YOUR OBJECTIVES

Why are you here? What do you hope to accomplish from your own participation in this course? Please take a moment to record a few of your own goals or ideas...

TEXTS:

All 6 books should be available at SBX Bookstore on High Street

1. Margalit Fox, *Talking Hands* (Simon & Schuster, 2007)
2. *Deaf Hearing Boy: A Memoir*, R.H. Miller (Gallaudet UP, 2004)
3. *Alone in the Mainstream: A Deaf Woman Remembers Public School*, Gina Oliva (Gallaudet UP, 2004)
4. *Cry of the Gull*, Emmanuelle Laborit (Gallaudet UP, 1999)
5. *Deaf in Delhi: A Memoir*, Madan Vasishta (Gallaudet UP, 2006)
6. *The Unheard: A Memoir of Deafness and Africa*, Josh Swiller (Henry Holt, 2007)

Additional Readings:

Additional required articles/chapters are in PDF files at our Carmen site.

Visual/film material:

Because Deaf-World is a visual world, most weeks there will be an additional “screening” class period (on Monday evening) during which we will view documentaries around issues of deafness and Deaf-World, historical and contemporary event footage in Deaf-World, and Deaf literature.

Additional events:

There will be several additional events this Spring quarter that are part of the initiatives surrounding the development of the American Sign Language (ASL) program and the Disability Studies minor. You should make every effort to attend at least one, if not all, of these events. I will announce them as they are coming up on our Carmen site.

ACTIVITIES, ASSIGNMENTS, REQUIREMENTS

- **Event/text/artifact report (ETA Report) (approx. 500-1000 words) 20%**
These are due ON CARMEN site during Weeks 7 (groups ABC), Week 8 (Groups DEF), Week 9 (Group GH). I will place a list of ideas for events, texts, artifacts that you might study and write further about on our CARMEN site. You may also use/choose one of your own (after approval from me). I will also ask you to post in advance (during Week 5) what event, text, artifact with which you will be working. You will need to offer brief oral comments about your selection during the week of your submission (this is part of the grade).
- **Deaf-World Quilting Bee (The Final Exam Experience) 20%**
We will engage in a collaborative and individual “quilting” experience that asks you to bring together the major themes, texts, and issues discussed throughout this quarter. This will take place during the time of our scheduled Final Exam period.
- **Post-Its: 60%**
These are in-class writings/quizzes and daily/weekly Carmen small assignments. The bulk of your coursework comes from the daily and weekly writing, responding, and research you will conduct—individually or with your group—throughout this course. If a writing or quiz is conducted in class IT CAN NOT BE “MADE UP.” There will be approximately 20-25 of these small assignments, each one typically graded on a 5pts. Points possible scale, and you can “punt” on two of them without it affecting your overall grade at all.

WHAT ELSE? SOME GENERAL POLICIES...

ATTENDANCE:

Please come to all classes—prepared. If you must miss a class, make your best effort to let me know in advance. I will have a difficult time accepting more than two (2) absences for any reason; more than two “excusable” absences and your final grade will decline by a +/- increment for every absence thereafter. Excusable absences are for the following: documented medical reasons, documented family emergencies/deaths, etc.; documented athletic event participation.

NOTE: If we do an in-class writing or quiz you CAN NOT make this item up.

PLAGIARISM:

There is still so little substantial academic work done to begin with on Deaf-World. Don't repeat it. Contribute something unique. Because this is a “capstone” course, you should all endeavor to fulfill the spirit of an intellectually rich and original capstone experience.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

This class will be governed by the university's general policy on intellectual property, academic misconduct, and plagiarism. See the following Office of Academic Affairs, Committee on Academic Misconduct sites for the OSU policy on academic misconduct (including procedures for allegations): <http://oaa.osu.edu/coam/code>. See the following link for guidelines and questions about plagiarism in particular: <http://oaa.osu.edu/coam/prevention/html#plagiarism>

ACCESSIBILITY, ACCOMMODATIONS, ABILITIES:

We all have varying abilities; we all carry various strengths and weaknesses. Some of these might even be “documented” with a place like the OSU Office for Disability Services (ODS). If so, please just let me know. With or without documentation, it is my intent to make our learning experience as accessible as possible. With documentation, I am especially interested in providing any student accommodations that have probably been best determined by the student and an ODS counselor in advance. Please let me know NOW what we can do to maximize *your* learning potential, participation, and general access in this course. I am available to meet with you in person or to discuss such things on email.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.



James Castle's "Mona Lisa"

The Syllabus

(1) Mon. March 24: Through Deaf Eyes... The American Way

Introductions and Outline; Group Assignments

Screen *Through Deaf Eyes*

ASSN:

Post-it 1: brief additional introduction on CARMEN

Post-it 2: *Through Deaf Eyes* response

(visit the 3 websites—B, C, D—under “Links” at the Carmen course site)

(1) Wed. March 26 The Case of Junius Wilson

Reading: Intro; Chap. 1 & 2 of *Unspeakable* (Susan Burch & Hannah Joyner)

Guest Lecture with Dr. Susan Burch

ASSN:

Post-it 3: Things to Speak of...

(2) Mon. March 31: Turn of the 19th/20th century American Deaf Lives James Castle, Mabel Hubbard Bell, The Allen Sisters

Reading: Mabel Hubbard Bell entry (CARMEN)

Allen Sisters entry (CARMEN)

James Castle sites: <http://www.jamescastle.com/>

<http://www.youtube.com/watch?v=mmALpxCKHOo>

http://www.foundationstaart.org/news_article.aspx?article=8

ASSN: Post-it 4: 20-20 with Ma Bell, the Allen Sisters, James Castle

(2) Wed. April 2: American Deaf Schools: Institutional Lives

Reading:

- Padden & Humphries, "Silenced Bodies," (Ch. 1) from *Inside Deaf Culture* (CARMEN)
- VanCleve, "Academic Integration" (CARMEN)

ASSN: Post-it 5: Researching the State(s) of Deaf Education in the U.S.

(3) Mon. April 7: Getting Educated, the Deaf Way(s)

Group Presentations on the State(s) of Deaf Education in the U.S.
In the Land of the Deaf screening

ASSN: Post-it 6: a paragraph summary of your STATE findings...

Post-it 7: Response to *In the Land of the Deaf* (see Carmen prompt)

(3) Wed. April 9 *Alone in the Mainstream*

Reading: ALL of Gina Oliva's *Alone in the Mainstream*

ASSN: Post-it 8: Notes from the Mainstream.... (see Carmen prompt)

(4) Mon. April 14: Women & Deafness

Reading:

- ALL read: *Women & Deafness* intro (CARMEN)
- Group A & B: Burch, "Beautiful, though Deaf"
- Group C & D: Winzer, "The Ladies Take Charge"
- Group E & F: Nielson, "Was Helen Keller Deaf?"
- Group G & H: Robinson, "The Extended Family"

Screen *Sound and Fury*

ASSN: Post-it 9: Stakeholders in Deafness

(4) Wed. April 16: Deaf Studies & literature today...

Reading:

- Bauman, Introduction, "Listening to Deaf Studies" from *Open Your Eyes: Deaf Studies Talking* (CARMEN)
- Davis, "Deafness as Insight" from *Enforcing Normalcy*

ASSN: Post-it 10: Who's Listening (and how) to Deaf Studies & Deaf Literature?

(5) Mon. April 21 ASL Literature

***ETA selection must be posted to CARMEN**

Reading:

- George Veditz, "Preservation of the Sign Language" (1910) (CARMEN)
- *Slope* issue on ASL Literature: <http://slope.org/asl/>
- ASL Shakespeare site: <http://www.aslshakespeare.com/>

Screen George Veditz speech & selected ASL poetry

ASSN: Post-it 11: Poetry/Literature in/as signs

(5) Wed. April 23 Deaf literature selections

Reading:

Group A: Willy Conley, "The Hearing Test" (a play) CARMEN

Group B: David Wright, selections (poetry & memoir) CARMEN

Group C: Hannah Merker, from *Listening* CARMEN

Group D: Jon Heuer, "Listening for the Same Thing" CARMEN

Group E: Raymond Luczak, selections CARMEN

Group F: Sotonwa Opeoluwa "Victim of the Silent Void" CARMEN

Group G: Kristen Harmon, "Gonna Buy You a Mockingbird" CARMEN

http://www.dsqsds.org/articles_html/2007/fall/dsq_v27_04_2007_fall_cr_01_harmon.htm

Group H: Teresa deCartegena, from *Grove of the Infirm*

ASSN: Post-it 12: the (deaf) literary landscape

(6) Mon. April 28 *Talking Hands*: Linguistics, Culture, Global & Local Deaf Worlds

Reading:

Chapters 1-10, pp. 1-170

(6) Wed. April 30 *Talking Hands* continued

Reading:

Chapters 11-17, pp. 170-285

ASSN: Post-it 13: Hands Talking, Eyes Listening....

(7) Mon. May 5 Deaf in/and Africa

Reading: Josh Swiller, *The Unheard: A Memoir of Deafness and Africa*

ASSN: Post-it 14: Hearing what is not heard....

(7) Wed. May 7: ETA reports, Groups A, B, C

ASSN: Post-it 15: ETA highlights

(8) Mon. May 12: Deaf and/in India
Reading: *Deaf in Delhi*, Madan Vasishta

ASSN: Post-it 16: A letter to Madan

(8) Wed. May 14: ETA Reports Groups D, E, F
ASSN: Post-it 17: ETA highlights

(9) Mon. May 19: Deaf and/in France
Reading: *Cry of the Gull*, Emmanuelle Laborit

ASSN: Post-It 18: Baker's Dozen

(9) Wed. May 21: ETA Reports G & H + Quilting Prep
ASSN: Post-it 19: ETA highlights

(10) Mon. May 26: NO CLASS, Memorial Day!

(10) Wed. May 28: R.H. Miller, *Deaf Hearing Boy*
Reading: R.H. Miller *Deaf Hearing Boy*

ASSN: Post-it 20: CODA world

(11) Mon. June 2 5:30-7:30: The Quilting Bee (Final)