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## Term Information

Effective Term Autumn 2024

## General Information

Course Bulletin Listing/Subject Area American Sign Language  
Fiscal Unit/Academic Org Foreign Language Center - D0543  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3750  
Course Title Intersectionality, d/Deaf Identities, and Memberships in d/Deaf Communities  
Transcript Abbreviation Intersectionality  
Course Description In this course, we will explore diverse identities within d/Deaf communities. Themes of oppression, race, disability, and sexuality will be explored to define and understand how intersectionality is experienced in d/Deaf communities. In this course, students can expect to do close critical analyses of shared personal experiences, and experiences of others.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Successful completion of ASL 2104 with a grade of C- or better.  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.1601  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

## **Course Details**

### **Course goals or learning objectives/outcomes**

- By the end of this course, students will define intersectionality, identities, cultures, and memberships within d/Deaf communities.
- Students will be able to distinguish different d/Deaf identities and memberships in d/Deaf communities.
- Students will be able to define identity, intersectionality, culture, subcultures, and community memberships.
- Students will be able to explain the importance of diverse identities in d/Deaf communities.
- By the end of this course, students will use and comprehend language in culturally appropriate ways.
- Students will be able to deliver signed presentations (live and/or recorded) for various discourse purposes (to exchange information, ideas, and viewpoints) on a variety of topics related to culture, identity, intersectionality.
- Students will be able to interpret discourse to comprehend the main idea and relevant details of a variety of signed source materials on the topic of intersectionality in d/Deaf communities (live and/or recorded).
- By the end of this course, students will be able to critically think about policies and systems impacting individuals with intersectional identities.
- Students will be able to analyze and interpret their own social status.
- Students will be able to critique media in terms of the amount and types of diverse, authentic representation of deafness and d/Deaf identities.
- Students will be able to critically think about the impact of social and political policies on d/Deaf individuals with intersectional identities.

**Content Topic List**

- Deafness as a culture and identity and d/Deaf community members
  - Historical roots of d/Deaf communities
  - Past implications of the present: Epistemological resistance
  - Contemporary issues and Contemporary descriptions
  - Define personal identities
  - Explore social identity categories
  - Define intersectionality & relevance in d/Deaf communities
  - Discuss Acculturation & Identity Development theories
  - Power, Privilege and Oppression
  - Audism: Types and Practices
  - Race & Ethnicity in d/Deaf Communities
  - Multi-culturalism & multilingualism
  - Racism and discrimination and Representation matters
  - White d/Deaf intersectionality rhetoric
  - Disability and Deaf Identity:
  - Explore DeafDisabled identities
  - Explore DeafDisabled lived experiences
  - Explore disabled identity: layers of oppression
  - Gender Identity, Sexuality and Deaf Identity
  - Lived experiences: d/Deaf LGBTQIA+ community.
  - d/Deaf People Navigating Lives
  - d/Deaf Communities and Education
  - Educational laws
  - literacy levels and educational attainment rates
  - linguistic variations
  - d/Deaf Communities and Employment
  - d/Deaf Communities and Healthcare & Mental Health
  - d/Deaf Communities and the Justice System
  - Towards Allyship, Activism and Advocacy
- No

**Sought Concurrence**

**Attachments**

- ASL 3750 Intersectionality Syllabus final.pdf: Syllabus  
*(Syllabus. Owner: Jones, Tia M)*

**Comments**

- Revised syllabus has been uploaded and adjustment to wording on this form has been made. Thank you. *(by Jones, Tia M on 05/23/2024 12:25 PM)*
- Please see A&H2 Subcommittee feedback email sent 3/19/24. *(by Neff, Jennifer on 03/19/2024 02:56 PM)*

**COURSE REQUEST**  
3750 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
05/23/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Jones, Tia M	02/12/2024 01:49 PM	Submitted for Approval
Approved	Jones, Tia M	02/12/2024 03:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/14/2024 12:00 PM	College Approval
Revision Requested	Neff, Jennifer	03/19/2024 02:56 PM	ASCCAO Approval
Submitted	Jones, Tia M	05/23/2024 12:25 PM	Submitted for Approval
Approved	Jones, Tia M	05/23/2024 12:25 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/23/2024 12:38 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/23/2024 12:38 PM	ASCCAO Approval



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## ASL 3750

Intersectionality, d/Deaf Identities, and Memberships in d/Deaf Communities

Lecture: In-Person, 80 minutes twice a week

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example).

### Instructor

Instructor: Alexa Paulay-Simmons

Email address: [Paulay-Simmons.1@osu.edu](mailto:Paulay-Simmons.1@osu.edu)

Phone number: n.a.

Office: Hagerty Hall 120 Y

Office hours: By appointment

### Prerequisites

Successful completion of ASL 2104 with a grade of C- or better.

### Course description

*In this course, we will explore community members and vibrant identities within the d/Deaf community. Themes of oppression, race, disability, and sexuality will be explored to define and understand how intersectionality is experienced in the d/Deaf community. In this course, students can expect to do close critical analyses of shared personal experiences, experiences of others, and published works by d/Deaf, and non-Deaf individuals.*

### Course goals and learning outcomes

**Goal A: By the end of this course, students will define intersectionality, identities, cultures, and memberships within d/Deaf community:**

1. Students will be able to distinguish different d/Deaf identities and memberships in d/Deaf communities.
2. Students will be able to define identity, intersectionality, culture, subcultures, and community memberships.

3. Students will be able to explain the importance of identities in d/Deaf communities.

**Goal B: By the end of this course, students will use and comprehend language in culturally appropriate ways:**

1. Students will be able to deliver signed presentations (live and/or recorded) for various discourse purposes (to exchange information, ideas, and viewpoints) on a variety of topics related to culture, identity, intersectionality.
2. Students will be able to interpret discourse to comprehend the main idea and relevant details of a variety of signed source materials (live and/or recorded).

**Goal C: By the end of this course, students will be able to critically think about policies and systems impacting individuals with intersectional identities.**

1. Students will be able to interpret their own social status on a systemic level.
2. Students will be able to critique media in terms of the amount and types of diverse, authentic representation.
3. Students will be able to critically think about the impact of social and political policies on d/Deaf individuals with intersectional identities.

## **COURSE MATERIALS AND TECHNOLOGIES**

### **Texts and materials**

#### **Required Textbook for this course:**

This textbook will be used as a resource across a range of topics central to our exploration of d/Deaf identities and intersectionality in class. New and used copies of this text are available on Amazon.

- 1) Leigh I. W., Andrews, J. F., Harris, R. I., & Avilia, T. G. (2022). *Deaf Culture: Exploring Deaf Communities in the United States*. Plural Publishing inc.

Select and purchase one of the books below:

You will need to purchase one of the texts below for your final assignment, the Biography ASL Presentation Assessment. I encourage you to read summaries of each book and select one that you connect the most with or want to learn more about. You will *not* be assigned quizzes, assignments, or any other tasks for reading completion checks. You are responsible for your own reading pace up until the ASL Presentation Assessment 2: Biography is due. If you want to find alternate d/Deaf memoir or biography texts, you must send the book requests to your instructor before the third week of the semester begins.

- Cyrus, Bainey., Katz, Eileen, et. Al. (2005). *Deaf women's lives*. Gallaudet University Press.
- Brown, Maxine. (2013). *On the Beat of Truth*. Gallaudet University Press.
- Christiansen, John. (2010). *Reflections: My life in the Deaf and Hearing Worlds*. Gallaudet University Press.
- DiMarco, Nyle. (2022). *Deaf Utopia*. William Morrow.
- Dunai, Eleanor. (2002). *Surviving in Silence*. Gallaudet University Press.
- Galloway, Terry. (2009). *Mean Little Deaf Queer*. Beacon Press.
- Torres, Andres. (2009). *Signing in Puerto Rican*. Gallaudet University Press.
- Vasishta, Madan. (2009). *Deaf in D.C.* Gallaudet University Press.
- Wright, Mary Herring. (1999). *Sounds Like Home: Growing Up Black and Deaf in the South*. Gallaudet University Press.

### Materials provided on Carmen

The following articles listed below are scholarly or blog articles that you will read and use for your homework, journals, projects, in-class discussions and assessments to be consulted as background information to strengthen your rhetoric in your assignments.

Additional videos made by d/Deaf content creators like Melmira and Daily Moth for d/Deaf communities will be used for assignments. The videos provided will pertain to topics related to oppression, race, disability, gender, and sexuality. Subjects surrounding intersectionality is an ongoing dialogue both within d/Deaf communities and outside of them. As more is learned about intersectionality, conversations and opinions continue to evolve. Therefore, a cumulative list of videos is not provided in the syllabus. Instead, they will be added to Carmen on an ongoing basis.

1. Acerbai, A. (N.D). *Chapter 6: Vertical and horizontal culture transmission*.  
<https://acerbialberto.com/IBM-cultevo/vertical-and-horizontal-transmission.html>
2. Adichie C. N. (2009). *The Danger of a single story*. [Video]. TedGlobal.  
[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en)

3. Berenstain, N, Dotson, K., Paredes, J., et.al. (2022). Epistemic oppression, Resistance and Resurgence. <https://link.springer.com/article/10.1057/s41296-021-00483-z>
4. Bienvenu M.J. (2007) *Queer as Deaf: Intersections*. Ch 16 in *Open Your Eyes: Deaf Studies Talking*. University of Minnesota Press. PDF.
5. Boston University. (2018). *Healthcare Language Barriers Affect Deaf People, Too*. Boston University School of Public Health. <https://www.bu.edu/sph/news/articles/2018/healthcare-language-barriers-affect-deaf-people-too/>
6. Brenee, B. (2012). *Power of Vulnerability*. [Video]. TEDTalk. [https://www.ted.com/talks/brene\\_brown\\_the\\_power\\_of\\_vulnerability?utm\\_campaign=tet\\_spread&utm\\_medium=referral&utm\\_source=tetcomshare](https://www.ted.com/talks/brene_brown_the_power_of_vulnerability?utm_campaign=tet_spread&utm_medium=referral&utm_source=tetcomshare)
7. Clark, J. L. (2017, August 3) *Distantism*. [blog]. Tumblr. [https://wordgathering.syr.edu/past\\_issues/issue43/essays/clark.html](https://wordgathering.syr.edu/past_issues/issue43/essays/clark.html)
8. Deaux, K. (n.d). *Social Identity*. Encyclopedia of Women and Gender, 1(2). City University of New York. PDF.
9. Dunn, L.M., Anderson, G. B. (2019). Examining the Intersectionality of Deaf Identity, Race/Ethnicity, and Diversity Through a Black Deaf Lens. PDF.
10. Dunn, L. (2007). *The burden of racism and audism*. Ch. 14 in *Open Your Eyes: Deaf Studies Talking*. University of Minnesota Press. PDF.
11. Eckert, R., & Rowley, A. J. (2013). *Audism: A theory and practice of audiocentric privilege*. Page 8 – 21. PDF.
12. Garberoglio, C.L, & Et.al. (2019). *Deaf People and Employment Rates in the United States: 2019*. National Deaf Center. [https://nationaldeafcenter.org/wp-content/uploads/2019/10/Deaf-People-and-Employment-in-the-United-States\\_-2019-7.26.19ENGLISHWEB.pdf](https://nationaldeafcenter.org/wp-content/uploads/2019/10/Deaf-People-and-Employment-in-the-United-States_-2019-7.26.19ENGLISHWEB.pdf)
13. Hou, L., & Moges, R. (2023). *Sorry Hard Understand Strong Accent*. PDF.
14. Kusters, A. (2022). *Emergence and evolutions: Introducing sign language sociolinguistics*. Section 2 – 3. <https://onlinelibrary.wiley.com/doi/10.1111/josl.12522>
15. Melmira. (2023). *Deaf Women of Color*. [video]. YouTube. <https://www.youtube.com/watch?v=7AlpbFbDILU>
16. Moges, R. (2020). *The Signs of Deaf Female Masculinity: Styles of Gendering/Queering ASL*. PDF.
17. McIntosh, P. (1989). *White Privilege: Unpacking the Invisible Knapsack*. [https://psychology.umbc.edu/wp-content/uploads/sites/57/2016/10/White-Privilege\\_McIntosh-1989.pdf](https://psychology.umbc.edu/wp-content/uploads/sites/57/2016/10/White-Privilege_McIntosh-1989.pdf)
18. National Deaf Center. (2019). Educational Attainment Rates in Deaf Community. NDC. <https://nationaldeafcenter.org/resources/research-data/dashboard/>
19. National Deaf Center. (n.d.) *Mental Health Care for Deaf Individuals: Needs, Risk Factors and Access to Treatment*. NDC. <https://nationaldeafcenter.org/wp->



[content/uploads/2022/11/Mental-Health-Care-for-Deaf-Individuals -Needs -Risk-Factors -and-Access-to-Treatment.pdf](#)

20. Player, D. (2020) *The power of white gaze: Erasure of black signers*, series 1-3. [video, blog]. <https://whitedeafprivilege.wordpress.com/2021/03/22/the-power-of-white-gaze-asl-version/>
21. Robinson, O. & Henner, J. (2022). *We Are of a Different Class: Ableist Rhetoric*. PDF.
22. Ruiz-Williams, E., Burke, M., Chong V Y., & Chainarong, N. (2015) “My Deaf is not your Deaf.” *Realizing intersectional realities at Gallaudet University*. GU Press. PDF.
23. Russo, A. (N.D). *10 Strategies for Cultivating Community Accountability*. Transform Harm. [https://transformharm.org/ca\\_resource/10-strategies-for-cultivating-community-accountability](https://transformharm.org/ca_resource/10-strategies-for-cultivating-community-accountability)
24. Sawyer, K. (2019). *Phase One: Awareness*. Building Allies. <https://www.buildingallies.org/blog/phase-one-awareness/>
25. Shenvi, N. (n.d). *A Short Review of Collins’ Intersectionality as Critical Social Theory*. Neil Shenvi. <https://shenviapologetics.com/a-short-review-of-collins-intersectionality-as-critical-social-theory/>
26. Simms, L. Risher, M., Andrews, J.F., Coryell, J. (2008). *Apartheid in Deaf Education: Examining Workforce Diversity*. *American Annals of the Deaf*, 153(4). <https://ncrtm.ed.gov/sites/default/files/library/472/J305.1534.01E.pdf>
27. Stone, Patton, & Heen. (N.D.) *Difficult conversations: How to Discuss What Matters the Most*. The Ohio State University. <https://eye.hms.harvard.edu/files/eye/files/difficult-conversations-summary.pdf>
28. Tran, L. N. (N.D). *Calling IN: A Less Disposable Way of Holding Each Other Accountable*. Transform Harm. [https://transformharm.org/ca\\_resource/calling-in-a-less-disposable-way-of-holding-each-other-accountable/](https://transformharm.org/ca_resource/calling-in-a-less-disposable-way-of-holding-each-other-accountable/)
29. University of Southern California. (N.D.). *Understanding Oppression: Power & Privilege Handout*. USC. PDF. <https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/>
30. Whitmer, M. A. (2021). *Are you Black First or Deaf First?: Binary-Thinking, Boundary Policing, and Discursive Racism Within the American Deaf Community*. Pages 14 – 34. “Deaf/Disabled Binary”. <https://scholarworks.wm.edu/cgi/viewcontent.cgi?article=7239&context=etd>

## Course technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)

- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings (for outside of class meetings with classmates) ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))

### Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).

### Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](http://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## ATTENDANCE POLICY

**CLASS ATTENDANCE AND PARTICIPATION:** Our interactive class offers numerous opportunities for direct engagement with your classmates. Since this course is taught using American Sign Language, the class experience cannot be replicated in the event of absences. Your regular attendance and active engagement is not only critical to understanding the course content, but the expectations also align with the collectivist values of d/Deaf communities. To make the most of this experience and build a learning community, it is essential that everyone attends class, arrives on time, and actively participates. Late arrival and early departures are visually distracting and particularly disruptive behaviors which will also affect your grade.

### The following is a summary of attendance expectations:

With that being said, I strongly support both flexibility and high expectations. Although attendance policies are necessary, they may create barriers and increase the difficulty a student is dealing with in their lives. Please bear in mind that this policy has been designed to specifically accommodate unforeseen circumstances and emergencies that may arise. The purpose is to serve as a safety net, providing flexibility and peace of mind. As such, I offer the following evaluation approach for attendance:

**GRACE DAYS:** You may have two grace days for your absence from class throughout the semester. Simply email your instructor expressing your intention to use a grace day without stating why and there is no penalty. **Use them wisely.** **Note:** Only your attendance is excused; assignments are still due.

**BEYOND GRACE DAYS:** To avoid grade penalties for absences beyond these two grace-granted days, students are required to provide appropriate excused documentation (refer to university policy) to your instructor no later than one week after your return to class. If you are in a situation that may have recurring absences, obtain medical documentation that is certified and dated by a medical practitioner and/or work with the Office of Student Life Disability Services to arrange accommodation. Unexcused absences will impact your grade. **Note:** The falsification of official documents is a serious offense that will be reported to COAM.

## ABSENCE COMMUNICATION POLICY

Communicating Missed Classes with Instructor	Action & Steps Needed	Percentage Deduction of Final Course Grade
1 <sup>st</sup> missed class <i>grace day</i>	<ol style="list-style-type: none"> <li>1. Email the instructor.</li> <li>2. Submit due assignment(s).</li> </ol>	none

2 <sup>nd</sup> missed class <i>grace day</i>	1. Email the instructor. 2. Submit due assignment(s).	none
3 <sup>rd</sup> missed class	Unexcused absences impact your grade	- 3%
4 <sup>th</sup> missed class	Unexcused absences impact your grade	- 6%
5 <sup>th</sup> missed class	Unexcused absences impact your grade	- 9%
6 <sup>th</sup> missed class	Unexcused absences impact your grade	- 12%

Excused absences as defined by the University	Examples of UNexcused absences
<ul style="list-style-type: none"> <li>• Participation in a sanctioned University function*</li> <li>• Observation of a religious holiday*</li> <li>• A death in the family or of a close friend**</li> <li>• Illness/appointment with doctor's excuse**</li> <li>• Other legitimate excused absences requiring documentation* (<i>subpoenas, jury duty, military service, attendance accommodations indicated by SLDS</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Unverified illness*</li> <li>• Vacation or travel</li> <li>• Inclement weather</li> <li>• Conflicts with work schedule</li> <li>• Graduate school and/or job* interviews</li> <li>• Transportation breakdowns</li> <li>• Caring for family member**</li> </ul>
<p>*<b>Documentation</b> is due to instructor by second week of semester and to address due dates and missed class contents.</p> <p>**<b>Documentation</b> is due to instructor no later than one week after you return to class.</p>	<p>*Based on no documentation</p> <p>**Communicate with instructor prior 2<sup>nd</sup> week of semester of your circumstances</p>

Students who are at risk of failing the course are strongly encouraged to notify their academic advisor as soon as possible to explore options.

### Summary:

1. You understand the attendance and tardiness policies for this course.
2. It is your responsibility to keep track of your own attendance and tardiness.
3. Present documentation no later than one week after you return to class.
4. Communicate with your instructor as you choose wisely with your absences.

As a scholar, you know that attendance is just the first step – participation is also an essential part of this course as we interact in both classroom and online spaces with thoughtfulness and respect. Thus, participation and attendance will be evaluated and scored separately.

### The following is a summary of participation expectations:

The criterion for active engagement includes attentiveness during class, arriving prepared for discussions/activities, sharing insights, asking questions, offering feedback, and utilizing ASL skills. Students who do not participate in class are unable to fully benefit from the learning experience; you are encouraged to share ideas, ask questions, and engage in the learning process with your classmates and me.

As such, I offer the following evaluation approach for participation. Twice during the semester, you will self-assess the quality and quantity of your engagement using a provided rubric. Your

instructor will also assess your engagement using a provided rubric. This transparent evaluation process is designed to help you understand the expectations for active engagement in our course and to take ownership of your learning. Participation points comprise 2% of your total course grade.

## GRADING

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS	PERCENTAGE
ASL Presentation Assessment (2)	140	40%
Critical Project (2)	80	25%
Homework: Quizzes & Comprehension Worksheets (6)	70	20%
Journal Entries (10)	50	13%
Participation Reflection Evaluation (2)	10	2%
<b>Total</b>	<b>350</b>	<b>100%</b>

### Grading scale

<b>326-350</b>	<b>A</b>	<b>93% - 100%</b>
<b>315-325</b>	<b>A-</b>	<b>90% - 92%</b>
<b>305-314</b>	<b>B+</b>	<b>87% - 89%</b>
<b>291-304</b>	<b>B</b>	<b>83% - 86%</b>
<b>280-290</b>	<b>B-</b>	<b>80% - 82%</b>
<b>270-279</b>	<b>C+</b>	<b>77% - 79%</b>
<b>256-269</b>	<b>C</b>	<b>73% - 76%</b>
<b>245-255</b>	<b>C-</b>	<b>70% - 72%</b>
<b>235-244</b>	<b>D+</b>	<b>67% - 69%</b>
<b>210-234</b>	<b>D</b>	<b>60% - 66%</b>
<b>0-209</b>	<b>E</b>	<b>0% - 59%</b>

### Descriptions of major course assignments

## ASL Presentation Assessments

**Description:** Two (2) ASL Presentation Assessments will be used to assess your ASL use and fluency *and* your comprehension of the course materials. These assessments will take a bilingual approach. You will present using ASL and submit a paper in written English that aligns with your ASL Presentation. Your presentation must respond to the prompt and meet criteria listed in the rubric provided on Carmen. You can practice your presentation with each other, but the assessment must be completed alone. You are allowed to use external resources for research. You are not allowed to copy materials from classmates or reuse materials from previous assignments or courses. ***LifeFlex Extensions cannot be requested.***

### **ASSESSMENT 1: Autoethnography**

For this assessment, you will create a personal autobiography in ASL. Your presentation should be a genuine reflection of your own life, highlighting how your identity intersects with various aspects, such as race, disability, and sexuality, and with a specific focus on how these experiences connect to broader cultural and societal phenomena, as you draw connections between your own life and the themes of oppression, race, disability, and sexuality within d/Deaf communities.

### **ASSESSMENT 2: Biography**

This assessment consists of two parts which involve 1A) an ASL Presentation and 1B) a drafted written submission, and 2) a finalized written submission. First, you will need to select and read a memoir from the list in Text and Materials section of this syllabus.

#### **Assessment 2, Part 1: The ASL Presentation and Submission of a Written Draft**

After reading the memoir, you will create a presentation using ASL that tells the author's life story. However, this biography will not be simple storytelling; you will provide insights into how the individual's life and experiences relate to the themes of oppression, race, disability, and sexuality. You'll convey the intersectional aspects of their identity through ASL during your presentation.

Your drafted written paper will be submitted on the same day as your in-class ASL Presentation. After the Presentation, your peers in the class will have the opportunity to "challenge" your ideas by offering different perspectives on specific aspects of your presentation.

#### **Assessment 2, Part 2: Finalized Written Submission**

The inquiries from your peers (Part 1) should lead you to reflect on your original ideas and revise your written paper. You will submit the final, revised version of your 700-word paper on Carmen.

After reflecting on your classmates' perspectives and reviewing your drafted paper, if you believe your paper does not require revisions, you still must submit a final 700-word paper. Discuss your rationale for not adjusting your written draft submission. In this situation, it is essential to demonstrate critical thinking by referring to course materials and other assignments to justify your points in your written essay.

## Critical ASL Project

**Description:** Through two critical projects, you and your group members will examine real-world examples to demonstrate your emerging critical thinking skills, and your capacity to view the world through an intersectional lens. You will present your findings in ASL along with a visual aid. These projects will require collaborative effort; you must schedule a time outside of class for group meetings. You will be allowed to choose your group based on your interest. Group meetings can be held over ZOOM, this may be held in finding time to meet. If you need assistance with finding a group or have issues with finding a collaborative time, please see me as soon as possible. Do not wait until the week the project is due.

***LifeFlex Extensions cannot be requested.***

### CRITICAL PROJECT 1: Media Review

You will conduct a detailed analysis of how the media portrays d/Deaf communities and individuals with a focus on intersectionality. You will work in groups of 2-3 to critically evaluate how mainstream media, including films and television shows, represents and impacts d/Deaf identities, considering complex factors such as race, disability, and sexuality within the narratives. A more detailed description and rubric will be provided on Carmen.

#### Accessing project materials:

You will need to make sure you have access to **ONE** of the movies or series listed below. If you do not have access to any streaming platforms, please contact the instructor as soon as possible. The deadline for obtaining access is one week before this assignment's due date.

- Evangelista, Eric & Sharon, & DiMarco, Nyle. (2020). *Deaf U*. [film] Netflix.
- Heder, Sian. (2021) *CODA*. [film]. Apple TV.
- Hanes, Rhanda. (1986). *Children of a Lesser God*. [film]. Paramount Pictures
- Kaplan, Oren. (2011). *The Hammer*. [film]. D&E Entertainment.
- Krasinski, John. (2018). *A Quiet Place*. [film]. Paramount Pictures.
- Jordan, Michael B. (2023). *Creed III*. [film]. Paramount Pictures.
- Ogens, Matt. (2021). *Audible*. [film]. Netflix.

## CRITICAL PROJECT 2: Critical System Analysis

In this assessment, you will work with a new group. You all will engage in a critical analysis of a specific system that significantly impacts d/Deaf communities. Your task is to select one of the systems discussed in the course, such as education, healthcare, or the justice system, and conduct a comprehensive evaluation of how this system functions concerning d/Deaf individuals' access, rights, and experiences. A more detailed description and rubric will be provided on Carmen.

### Homework: Quizzes and Comprehension Worksheets

**Description:** You will be assigned various types of assignments throughout the course. That are designed to develop your receptive skills in ASL, your critical thinking skills, as well as ensuring comprehension of course materials to support preparation for in-class discussions and activities. ***LifeFlex Extensions can be requested.***

#### Comprehension Worksheets

The ASL Comprehension Worksheets will be provided on Carmen for use while watching an assigned video. You will be required to watch the video without captions for the first time, complete a portion of the worksheet. Then, watch the video again with captions on, to respond to the remaining prompts on the worksheet.

#### Quizzes

The quizzes will be administered periodically to measure your reading comprehension of the materials that were provided over the span of a few weeks. The quiz formats will be varied, and you will complete them on Carmen at home, with no time limit and one attempt.

### Journal Entries

**Description:** You will be given several different prompts with or without additional readings and videos to examine and reflect upon for a response. The Journals aim to promote self-reflexivity and self-awareness deemed a necessary quality for an ally and to understand intersectionality. Journal prompts may be given before, or after a class meeting, to ensure you have completed all necessary readings or to spark conversation points and build your critical thinking skills and introspection. The prompts, additional readings and videos will be available on Carmen.

Your responses to each Journal prompt will take an English-ASL bilingual approach. You will write your response in English and prepare to engage in group discussions using ASL. You will be graded based on your written English submission and your preparation to engage in discussion using ASL. You will ***not*** be graded based on your ASL proficiency and production in this assignment. ***LifeFlex Extensions can be requested.***



## Participation Reflection Evaluation

**Description:** Twice during the semester, students will self-assess the quality and quantity of engagement using a provided rubric. The instructor will also assess student engagement using a provided rubric. This transparent evaluation process is designed to support the expectations for active engagement in our course and for students to take ownership of their own learning. Participation points comprise 2% of your total course grade. Guidelines and rubric will be explained in class and posted on Carmen. ***LifeFlex Extensions can be requested.***

## Late assignments & *LifeFlex* extension policies

All assignments must be turned in by the due date and time to be eligible to earn full credit. ***LifeFlex Extension*** is an approach to permit students a one-week extension with no questions asked, if students request their need for an extension **prior to the due date and time**. Assignments eligible for ***LifeFlex*** will be identified in the syllabus and Carmen. If extenuating circumstances do not allow for prior approval and you turn in an assignment late, this work will be accepted with a 10% deduction per day beyond the due date. Once the number of days late causes a point deduction equal to a zero grade, the work will not be accepted.

All assignments are eligible for ***LifeFlex*** **except**: A) Critical ASL Projects, and B) ASL Presentation Assessment.

**Note:** LifeFlex Extensions do not apply to tests or projects. See the specific test description for the policy on make-ups.

## Instructor feedback and response time

I am providing the following list to give you an idea of the instructor's intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For most assignments, you can generally expect feedback within **7-10 days**.
- **Email:** The instructor will reply to emails within **24-48 hours on weekdays**, during their working hours. If you email the instructor after their working hours, they will respond within 24-48 hours, depending on the holidays. If you email the instructor during the holidays, you can expect a response back 24-48 hours after we return to faculty schedule.

## OTHER COURSE POLICIES

The following are the instructor's expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Language use:** This course will be instructed entirely in American Sign Language. You are *prohibited* from using spoken English during class lectures and activities.

Occasionally, the instructor will have an ASL interpreter for lessons that may be dense and surpass the ASL linguistic knowledge and skills that the students have. During these times with ASL interpreters, you are still expected to adhere to classroom engagement policies (e.g. maintaining eye-contact) and engage in class discussions using ASL. Occasionally, the instructor will adopt a bilingual approach to instruction, meaning there will be information presented in written English whereas discussion and interpretation of information will be in ASL.

- **Writing style:** Your written assignments, including discussion posts, should be your own original work. In formal assignments as indicated, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to find an English tutor to proofread your paper for supplemental feedback. When you include any ideas or materials that are not original (yours), you must cite your sources to back up your comments and ideas. You are expected to follow the APA citation style. For any textbook or other course materials, list the title, page numbers, year of publication. For online sources, include the author or organization name, date if applicable and include a link. Despite it being an ASL video, you are still required to cite any ideas or materials that are not original (yours).
  - **How to:** For in-text citations on your ASL videos, you are expected to follow the APA in-text citation style. Follow this in-text format: (Last name, publication year). The citation must be placed in a corner of your video, make sure the text is contrastive to the background so that it is clearly visible in the video. The in-text citation must be animated with an entry and exit pathway that follows your signing pace during the information made by the original creator. If you have any in-text citations, you must also include a reference list following the APA format. The reference list will appear at the end of your video.
- **Tone and civility:** Maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across the same for everyone. This is a course that discusses topics that are prone to be emotionally charged. Please maintain a respectful tone and actively listen with the intent to learn a new perspective. Failure to be respectful in class discourse may result in being asked to leave the class for the day.
- **Backing up your work:** It is strongly encouraged to compose your academic posts in a word processor where you can save your work and then copy it into the Carmen discussion.

## Academic misconduct

See **Descriptions of major course assignments** above for the instructor's specific guidelines about collaboration and academic integrity in the context of this online class.

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://studentlife.osu.edu/csc/>.

### **Student Services and Advising**

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

FOR UNDERGRADUATE COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

### **Copyright for instructional materials**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Weather or other short-term closing**

In the unlikely event of class cancellation due to emergency, I will post an announcement on Carmen under “Announcements” and send you an inbox message on Carmen. I will contact you as soon as possible following the cancellation to let you know how the syllabus and work deadlines will be affected.

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### **Requesting accommodations**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, -or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your

accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Requesting religious accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: **Religious Holidays, Holy Days and Observances**

### **Student mental health services and support**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### **Statement on Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu) as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### **Land acknowledgement**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## **COURSE SCHEDULE**

Refer to the Carmen course for up-to-date assignment due dates.

Class #	Date	Topic	Assignments due <i>before</i> class
<b>Week 1</b>	<b>T/R</b>		
1	Aug. 20	<b>Introduction to the Course:</b> <ul style="list-style-type: none"> <li>• Syllabus and course expectations</li> <li>• The power of self-reflection</li> <li>• Community Agreements</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>1. Course syllabus</li> <li>2. Brenee, B. (2012). <i>Power of Vulnerability</i>. [Video]. TEDTalk.</li> <li>3. Stone, Patton, &amp; Heen. (N.D.) <i>Difficult conversations: How to Discuss What Matters the Most</i>. The Ohio State University. <a href="https://eye.hms.harvard.edu/files/eye/files/difficult-conversations-summary.pdf">https://eye.hms.harvard.edu/files/eye/files/difficult-conversations-summary.pdf</a></li> </ol>
2	Aug. 22	<b>Introduction to d/Deaf Identity and Community</b> <ul style="list-style-type: none"> <li>• Deafness as a culture and identity</li> <li>• d/Deaf community members</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>1. Leigh, I. W., Et. al. <i>Deaf Culture: Exploring deaf communities in the United States</i>. Pages 281 - 314 “Arts, Literature and Media”.</li> <li>2. Leigh, I. W., Et. al. <i>Deaf Culture: Exploring deaf communities in the United States</i>. Pages 3-23: “The Deaf Community and Its Members.”</li> </ol>
<b>Week 2</b>	<b>T/R</b>		
3	Aug. 27	<b>Introduction to d/Deaf Identity and Community</b> <ul style="list-style-type: none"> <li>• Historical roots of d/Deaf communities</li> <li>• Past implications of the present: Epistemological resistance</li> <li>• History Debrief</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>1. Berenstain, N, Dotson, K., Paredes, J., et.al. (2022). Epistemic oppression, Resistance and Resurgence. <a href="https://link.springer.com/article/10.1057/s41296-021-00483-z">https://link.springer.com/article/10.1057/s41296-021-00483-z</a></li> </ol>

Class #	Date	Topic	Assignments due <i>before</i> class
4	Aug. 29	<b>Introduction to d/Deaf Identity and Community</b> <ul style="list-style-type: none"> <li>Contemporary issues</li> <li>Contemporary descriptions</li> <li>Class Debate</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>Leigh, I. W., Et. al. <i>Deaf Culture: Exploring deaf communities in the United States</i>. Pages 47 – 56, “Current Auditory Innovations and Rehabilitation.”</li> <li>Leigh, I. W., Et. al. <i>Deaf Culture: Exploring deaf communities in the United States</i>. Pages 217 – 236. “Deaf Community and Access.”</li> </ol> <p><b><u>DUE</u></b>: Homework Assignment 1: Quiz 1</p>
<b>Week 3</b>	<b>T/R</b>		
5	Sept. 3	<b>Unpacking Intersectionality: Identities</b> <ul style="list-style-type: none"> <li>Define personal identities</li> <li>Explore social identity categories</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>Deaux, K. <i>Social Identity</i>. Encyclopedia of Women and Gender, 1(2). City University of New York. Pages 1-6.</li> <li>Building Allies. (2019). <i>Phase One: Awareness</i>. <a href="https://www.buildingallies.org/blog/phase-one-awareness/">https://www.buildingallies.org/blog/phase-one-awareness/</a></li> </ol> <p><b><u>DUE</u></b>: Journal 1: Identity Chart</p>
6	Sept. 5	<b>Unpacking Intersectionality: Identities &amp; Intersectionality</b> <ul style="list-style-type: none"> <li>Define intersectionality &amp; relevance in d/Deaf communities</li> <li>Discuss Acculturation &amp; Identity Development theories</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>Leigh, I. W., et.al. <i>Deaf Culture: Exploring deaf communities in the United States</i>. Pages 153 – 170. “Deaf Identities.” &amp; Page 174 “Intersectionality.”</li> </ol> <p><b><u>DUE</u></b>: Journal 2: Development of Your Identity</p>

Class #	Date	Topic	Assignments due <i>before</i> class
<b>Week 4</b>	<b>T/R</b>		
7	Sept. 10	<b>Unpacking Intersectionality: Power, Privilege and Oppression</b> <ul style="list-style-type: none"> <li>• Introduce power and privilege</li> <li>• Explore levels of oppression</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>1. Power &amp; Privilege Handout. PDF.</li> </ol> <b>Optional Reading:</b> <ol style="list-style-type: none"> <li>2. McIntosh, P. (1989). <i>White Privilege: Unpacking the Invisible Knapsack</i>.</li> </ol> <b>DUE:</b> Journal 3: Matrix of Domination Identity Wheel
8	Sept. 12	<b>Unpacking Intersectionality in d/Deaf Communities:</b> <ul style="list-style-type: none"> <li>• Define Audism</li> <li>• Introduce types &amp; practices of Audism</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>1. Leigh, I. W., Andrews, J. F., Harris, R. I., &amp; Avilia T. G. (2022). <i>Deaf Culture: Exploring deaf communities in the United States.</i> "Forms of Discrimination." Pages 191 – 192. Plural Publishing Inc.</li> <li>2. Eckert, R., &amp; Rowley, A. J. (2013). <i>Audism: A theory and practice of audiocentric privilege.</i> Pages 8 – 21.</li> </ol> <b>DUE:</b> Homework Assignment 2: Quiz 2 <b>DUE:</b> Journal 4: Biases & Assumptions
<b>Week 5</b>	<b>T/R</b>		
9	Sept. 17	<b>Race &amp; Ethnicity in d/Deaf Communities</b> <ul style="list-style-type: none"> <li>• Introduce monoethnic narrative</li> <li>• Comparative Studies: American &amp; Deaf American history</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>1. Leigh, I. W., et.al. <i>Deaf Culture: Exploring deaf communities in the United States.</i> Pages 67 – 74. "American Sign Language and other Sign Languages."</li> <li>2. Adichie C. N. <i>The Danger of a single story.</i> [Video]. TedGlobal.</li> </ol>



Class #	Date	Topic	Assignments due <i>before</i> class
		<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<a href="https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en">https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en</a>
10	Sept. 19	<b>Race &amp; Ethnicity in d/Deaf Communities</b> <ul style="list-style-type: none"> <li>• Multi-culturalism &amp; multilingualism</li> <li>• Explore the intersections of race &amp; ethnicity with deafness</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>1. Dunn, L.M., Anderson, G. B. (2019). Examining the Intersectionality of Deaf Identity, Race/Ethnicity, and Diversity Through a Black Deaf Lens. PDF.</li> </ol> <b>DUE:</b> Homework Assignment 3: Comprehension Worksheet 1
<b>Week 6</b>	<b>T/R</b>		
11	Sept. 24	<b>Race &amp; Ethnicity in d/Deaf Communities</b> <ul style="list-style-type: none"> <li>• Racism and discrimination</li> <li>• Representation matters</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>1. Dunn, L. (2007). <i>The burden of racism and audism</i>. Ch. 14 in <i>Open Your Eyes: Deaf Studies Talking</i>. University of Minnesota Press. PDF.</li> <li>2. Hou, L., &amp; Moges, R. (2023). <i>Sorry Hard Understand Strong Accent</i>. PDF on Carmen.</li> </ol> <b>DUE:</b> Homework Assignment 4: Comprehension Worksheet 2  <b>DUE:</b> Journal 5: Talking about Race and Ethnicity
12	Sept. 26	<b>Race &amp; Ethnicity in d/Deaf Communities</b> <ul style="list-style-type: none"> <li>• White d/Deaf intersectionality rhetoric</li> <li>• ASL Presentation Assessment 1: Autoethnographies</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>1. Player, D. (2020) The power of white gaze: Erasure of black signers, series 1-3. [video, blog].  <a href="https://whitedeafprivilege.wordpress.com/2021/03/22/the-power-of-white-gaze-asl-version/">https://whitedeafprivilege.wordpress.com/2021/03/22/the-power-of-white-gaze-asl-version/</a></li> <li>2. Ruiz-Williams, E., Burke, M., Chong V Y., &amp; Chainarong, N. (2015) "My Deaf is not your</li> </ol>

Class #	Date	Topic	Assignments due <i>before</i> class
			<p><i>Deaf.” Realizing intersectional realities at Gallaudet University.</i> GU Press. PDF on Carmen.</p> <p><b><u>DUE:</u></b> ASL Presentation Assessment 1: Autoethnography</p>
Week 7	T/R		
13	Oct. 1	<p><b>Disability and Deaf Identity:</b></p> <ul style="list-style-type: none"> <li>• Disability defined</li> <li>• Explore DeafDisabled identities</li> </ul>	<p><b>Read/watch prior to start of class:</b></p> <ol style="list-style-type: none"> <li>1. Whitmer, M. A. (2021). <i>Are you Black First or Deaf First?: Binary-Thinking, Boundary Policing, and Discursive Racism Within the American Deaf Community.</i> Pages 14 – 34. “Deaf/Disabled Binary”. <a href="https://scholarworks.wm.edu/cgi/viewcontent.cgi?article=7239&amp;context=etd">https://scholarworks.wm.edu/cgi/viewcontent.cgi?article=7239&amp;context=etd</a></li> </ol> <p><b><u>DUE:</u></b> Journal 6: Construction of Disability</p> <p><b><u>DUE:</u></b> Participation Reflection Evaluation #1</p>
14	Oct. 3	<p><b>Disability and d/Deaf Identity:</b></p> <ul style="list-style-type: none"> <li>• Introduce Intersectionality as Critical Social Theory</li> <li>• Explore DeafDisabled lived experiences</li> <li>• Explore disabled identity: layers of oppression</li> </ul>	<p><b>Read/watch prior to start of class:</b></p> <ol style="list-style-type: none"> <li>1. Robinson, O. &amp; Henner, J. (2022). <i>We Are of a Different Class: Ableist Rhetoric.</i> PDF.</li> <li>2. Clark, J. L. (2017, August 3) Distantism. [blog]. Tumblr. <a href="https://wordgathering.syr.edu/past_issues/issue43/essays/clark.html">https://wordgathering.syr.edu/past_issues/issue43/essays/clark.html</a></li> </ol> <p><b>Optional Reading:</b></p> <ol style="list-style-type: none"> <li>3. Shenvi, N. (n.d). <i>A Short Review of Collins’ Intersectionality as Critical Social Theory.</i> Neil Shenvi. <a href="https://shenviapologetics.com/a-short-review-of-collins-intersectionality-as-critical-social-theory/">https://shenviapologetics.com/a-short-review-of-collins-intersectionality-as-critical-social-theory/</a></li> </ol>

Class #	Date	Topic	Assignments due <i>before</i> class
			<b>DUE:</b> Homework Assignment 5: Video Comprehension Worksheet 3
<b>Week 8</b>	<b>T/R</b>		
15	Oct. 8	<b>Gender Identity, Sexuality and Deaf Identity</b> <ul style="list-style-type: none"> <li>• LGBTQIA+ identities</li> <li>• Gender identities</li> <li>• Discuss d/Deaf feminism</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>1. Acerbai, A. (N.D). <i>Chapter 6: Vertical and horizontal culture transmission</i>. <a href="https://acerbialberto.com/IBM-cultevo/vertical-and-horizontal-transmission.html">https://acerbialberto.com/IBM-cultevo/vertical-and-horizontal-transmission.html</a></li> <li>2. Melmira. (2023). <i>Deaf Women of Color</i>. [video]. YouTube. <a href="https://www.youtube.com/watch?v=7AlpbFbDLU">https://www.youtube.com/watch?v=7AlpbFbDLU</a></li> </ol>
16	Oct. 10	<b>NO CLASS</b>	<b>Autumn Break</b>
<b>Week 9</b>	<b>T/R</b>		
17	Oct. 15	<b>Gender Identity, Sexuality and d/Deaf Identity</b> <ul style="list-style-type: none"> <li>• Lived experiences: d/Deaf LGBTQIA+ community.</li> <li>• Community resiliency</li> <li>• Discussion</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>1. Bienvenu M.J. (2007) <i>Queer as Deaf: Intersections</i>. Ch 16 in <i>Open Your Eyes: Deaf Studies Talking</i>. University of Minnesota Press. PDF.</li> <li>2. Leigh, I. W., Andrews, J. F., Harris, R. I., &amp; Avilia T. G. (2022). <i>Deaf Culture: Exploring deaf communities in the United States</i>. "Resilience." pages 195 – 198. Plural Publishing Inc.</li> </ol> <b>Optional Reading:</b> <ol style="list-style-type: none"> <li>3. Moges, R. (2020). <i>The Signs of Deaf Female Masculinity: Styles of Gendering/Queering ASL</i>.</li> </ol>

Class #	Date	Topic	Assignments due <i>before</i> class
			<b>DUE:</b> Homework Assignment 6: Video Comprehension Worksheet 4
18	Oct. 17	<b>d/Deaf People Navigating Lives</b> <ul style="list-style-type: none"> <li>Critical Project 1: Media Review Presentations</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>Leigh, I. W., et. al (2022). <i>Deaf Culture: Exploring deaf communities in the United States</i>. "Deaf Communities Within the Deaf Community." pages 177 - 188. Plural Publishing Inc.</li> </ol> <b>DUE:</b> Critical Project 1: Media Review
<b>Week 10</b>	<b>T/R</b>		
19	Oct. 22	<b>d/Deaf Communities and Education</b> <ul style="list-style-type: none"> <li>Explore experiences of d/Deaf students</li> <li>Discussion</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>Leigh, I. W., et. al (2022). <i>Deaf Culture: Exploring deaf communities in the United States</i>. "How Deaf Children Think, Learn, and Read." pages 93 - 114. Plural Publishing Inc</li> <li>Leigh, I. W., Andrews, J. F., Harris, R. I., &amp; Avilia T. G. (2022). <i>Deaf Culture: Exploring deaf communities in the United States</i>. "Educational Programming" pages 138 - 146.</li> <li>Leigh, I. W., et.al. <i>Deaf Culture: Exploring deaf communities in the United States</i>. Pages 121 – 125. "Factors Impacting Schooling."</li> </ol>
20	Oct. 24	<b>d/Deaf Communities and Education</b> <ul style="list-style-type: none"> <li>Educational laws</li> </ul>	<b>Read/watch prior to start of class:</b> <ol style="list-style-type: none"> <li>Leigh, I. W., et.al. <i>Deaf Culture: Exploring deaf communities in the United States</i>. Page 254 "Education Laws.</li> </ol>

Class #	Date	Topic	Assignments due <i>before</i> class
		<ul style="list-style-type: none"> <li>• Discuss: literacy levels and educational attainment rates</li> <li>• Discuss linguistic variations</li> </ul>	<ol style="list-style-type: none"> <li>2. National Deaf Center. (2019). Educational Attainment Rates in Deaf Community. NDC. <a href="https://nationaldeafcenter.org/resources/research-data/dashboard/">https://nationaldeafcenter.org/resources/research-data/dashboard/</a></li> <li>3. Kusters, A. (2022). <i>Emergence and evolutions: Introducing sign language sociolinguistics</i>. Section 2 – 3. <a href="https://onlinelibrary.wiley.com/doi/10.1111/josl.12522">https://onlinelibrary.wiley.com/doi/10.1111/josl.12522</a></li> </ol> <p><b>DUE:</b> Journal 7: Deaf Community and Educational Attainment Rates</p>
<b>Week 11</b>	<b>T/R</b>		
21	Oct. 29	<p><b>d/Deaf Communities and Employment</b></p> <ul style="list-style-type: none"> <li>• Explore the experiences of d/Deaf employees</li> <li>• Employment laws</li> </ul>	<p><b>Read/watch prior to start of class:</b></p> <ol style="list-style-type: none"> <li>1. Leigh, I. W., Andrews, J. F., Harris, R. I., &amp; Avilia T. G. (2022). <i>Deaf Culture: Exploring deaf communities in the United States</i>. “Employment” page 262.</li> <li>2. Leigh, I. W., Andrews, J. F., Harris, R. I., &amp; Avilia T. G. (2022). <i>Deaf Culture: Exploring deaf communities in the United States</i>. “World of Work” pages 198-201.</li> </ol>
22	Oct. 31	<p><b>d/Deaf Communities and Employment</b></p> <ul style="list-style-type: none"> <li>• Employment rates</li> <li>• Introduce concepts of allyship and advocacy</li> </ul>	<p><b>Read/watch prior to start of class:</b></p> <ol style="list-style-type: none"> <li>1. Simms, L. Rusher, M., Andrews, J.F., Coryell, J. (2008). Apartheid in Deaf Education: Examining Workforce Diversity. <i>American Annals of the Deaf</i>, 153(4). <a href="https://ncrtm.ed.gov/sites/default/files/library/472/J305.1534.01E.pdf">https://ncrtm.ed.gov/sites/default/files/library/472/J305.1534.01E.pdf</a></li> <li>2. Garberoglio, C.L, &amp; Et.al. (2019). <i>Deaf People and Employment Rates in the United States: 2019</i>. National Deaf Center. <a href="https://nationaldeafcenter.org/wp-content/uploads/2019/10/Deaf-People-and-">https://nationaldeafcenter.org/wp-content/uploads/2019/10/Deaf-People-and-</a></li> </ol>

Class #	Date	Topic	Assignments due <i>before</i> class
			<p><a href="#">Employment-in-the-United-States -2019-7.26.19ENGLISHWEB.pdf</a></p> <p><b>DUE:</b> Journal 8: Deaf Community and Employment Rates</p>
<b>Week 12</b>	<b>T/R</b>		
23	Nov. 5	<p><b>d/Deaf Communities and Healthcare &amp; Mental Health</b></p> <ul style="list-style-type: none"> <li>Healthcare access</li> <li>Issues with healthcare access</li> </ul>	<p><b>Read/watch prior to start of class:</b></p> <ol style="list-style-type: none"> <li>Leigh, I. W., Andrews, J. F., Harris, R. I., &amp; Avilia T. G. (2022). <i>Deaf Culture: Exploring deaf communities in the United States</i>. “Health” pages 201 – 203, &amp; 209.</li> </ol> <p><b>DUE:</b> Participation Reflection Evaluation #2</p>
24	Nov. 7	<p><b>d/Deaf Communities and Healthcare &amp; Mental Health</b></p> <ul style="list-style-type: none"> <li>Communication and language barriers</li> <li>Discussion</li> </ul>	<p><b>Read/watch prior to start of class:</b></p> <ol style="list-style-type: none"> <li>Boston University. (2018). <i>Healthcare Language Barriers Affect Deaf People, Too</i>. Boston University School of Public Health. <a href="https://www.bu.edu/sph/news/articles/2018/healthcare-language-barriers-affect-deaf-people-too/">https://www.bu.edu/sph/news/articles/2018/healthcare-language-barriers-affect-deaf-people-too/</a></li> </ol> <p><b>DUE:</b> Journal 9: Deaf community and the Healthcare industry</p>
<b>Week 13</b>	<b>T/R</b>		
25	Nov. 12	<p><b>d/Deaf Communities and the Justice System</b></p> <ul style="list-style-type: none"> <li>The Deaf Experience: in the face of Law</li> <li>Committing crimes &amp; victims of crime: Prevalence rates</li> </ul>	<p><b>Read/watch prior to start of class:</b></p> <ol style="list-style-type: none"> <li>Leigh, I. W., Andrews, J. F., Harris, R. I., &amp; Avilia T. G. (2022). <i>Deaf Culture: Exploring deaf communities in the United States</i>. “Mental Health” and “Domestic Violence” pages 203 – 206.</li> <li>National Deaf Center.(n.d.) <i>Mental Health Care for Deaf Individuals: Needs, Risk</i></li> </ol>

Class #	Date	Topic	Assignments due <i>before</i> class
			<p><i>Factors and Access to Treatment</i>. NDC.  <a href="https://nationaldeafcenter.org/wp-content/uploads/2022/11/Mental-Health-Care-for-Deaf-Individuals-Needs-Risk-Factors-and-Access-to-Treatment.pdf">https://nationaldeafcenter.org/wp-content/uploads/2022/11/Mental-Health-Care-for-Deaf-Individuals-Needs-Risk-Factors-and-Access-to-Treatment.pdf</a></p>
26	Nov. 14	<p><b>d/Deaf Communities and the Justice System</b></p> <ul style="list-style-type: none"> <li>• Critical Project 2: Critical System Analysis Presentations</li> </ul>	<p><b>Read/watch prior to start of class:</b></p> <ol style="list-style-type: none"> <li>1. Leigh, I. W., et. al. <i>Deaf Culture: Exploring deaf communities in the United States</i>. “Criminal Justice Issues” pages 206 – 208.</li> <li>2. Leigh, I. W., et. al. <i>Deaf Culture: Exploring deaf communities in the United States</i>. “The Criminal Justice Process” pages 265 – 277</li> </ol> <p><b><u>DUE</u>:</b> Critical Project 2: Critical System Analysis</p>
<b>Week 14</b>	<b>T/R</b>		
27	Nov. 19	<p><b>Towards Allyship, Activism and Advocacy</b></p> <ul style="list-style-type: none"> <li>• Be an ally through your career</li> <li>• Amplify Deaf voices</li> </ul>	<p><b>Read/watch prior to start of class:</b></p> <ol style="list-style-type: none"> <li>1. Leigh, I. W., et. al. <i>Deaf Culture: Exploring deaf communities in the United States</i>. Pages 321 - 338 “Advocating and Career Opportunities.”</li> </ol> <p><b><u>DUE</u>:</b> Journal 10: Your Future Directions</p>
28	Nov. 21	<p><b>Towards Allyship, Activism and Advocacy</b></p> <ul style="list-style-type: none"> <li>• Community Accountability</li> <li>• Having difficult conversations</li> <li>• Discussion</li> </ul>	<p><b>Read/watch prior to start of class:</b></p> <ol style="list-style-type: none"> <li>1. Russo, A. (N.D). <i>10 Strategies For Cultivating Community Accountability</i>. Transform Harm. <a href="https://transformharm.org/ca_resource/10-strategies-for-cultivating-community-accountability">https://transformharm.org/ca_resource/10-strategies-for-cultivating-community-accountability</a></li> <li>2. Tran, L. N. (N.D). <i>Calling IN: A less Disposable Way of Holding Each Other Accountable</i>. Transform Harm. <a href="https://transformharm.org/ca_resource/calling-in-a-less-disposable-way-of-holding-each-other-accountable/">https://transformharm.org/ca_resource/calling-in-a-less-disposable-way-of-holding-each-other-accountable/</a></li> </ol>

<b>Class #</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments due <i>before</i> class</b>
<b>Week 15</b>	<b>T/R</b>		
29	Nov. 26	<b>No class</b>	<b>Thanksgiving Break</b>
30	Nov. 28	<b>No class</b>	<b>Indigenous Peoples' Day/ Columbus Day Observed</b>
<b>Week 16</b>	<b>T/R</b>		
31	Dec. 3	<b>ASL Presentation Assessment 2: Biographies</b>	<b><u>DUE</u>:</b> ASL Presentation Assessment 2: Biography ASL Presentation (Part 1: ASL Presentation and Submission of Written Draft)
<b>Finals</b>	<b>Week Dec. 6-12</b>		<b><u>DUE</u>:</b> ASL Presentation Assessment 2: Biography (Part 2: Finalized Written Submission)