




Term 2 2018-2019

<b>Course Code &amp; Title:</b>	<b>HKSL 1100 Exploring Deafhood (探索聾人世界)</b>	
<b>Language of Instruction:</b>	<b>Cantonese / English</b>	<b>Units: 3</b>

### Course Description

Deaf people form a distinct minority group within most societies. This course offers a critical overview of the environments in which sign languages and Deaf communities develop in different parts of the world through which the history, culture, life experiences and ways of deaf people in the local context will be examined. Two key concepts - Deafness and Deafhood, the first describing the state of being deaf from a medical perspective as opposed to the latter, a cultural perspective, will be introduced and discussed. To facilitate discussion, Deaf and hearing guests will be invited to offer their unique perspectives on practical, educational and social aspects of being deaf. Documentaries, film, theatre and other Hong Kong Sign Language performance art will be used to enhance students' understanding of Deafhood.

### Learning Outcomes

After taking this course, students are expected to demonstrate the ability to:

- 1) briefly explain the major historical events related to education, culture and social life of various Deaf communities across the world;
- 2) illustrate the different views on "Deafhood" and "Deafness" from a cultural versus medical model;
- 3) discuss the effect of type of society upon the formation of beliefs about and attitudes towards Deaf people; and
- 4) analyze the shared experiences, customs and values of the different Deaf communities.

### Course Content

Topic	Contents/ fundamental concepts
Sign language use and Deaf communities	<ul style="list-style-type: none"> <li>● Emergence of sign languages in Deaf communities</li> <li>● History and controversies: Oralism vs Manualism</li> </ul>
Deafhood	<ul style="list-style-type: none"> <li>● Cultural view on deafness against the medical view</li> <li>● Dissatisfaction with the term "deafness" within the Deaf community</li> <li>● Deafhood as a frame for understanding Deaf culture, lives and politics</li> <li>● Roots of Deaf Culture</li> </ul>
Sign language and identity	<ul style="list-style-type: none"> <li>● Deaf signers as a linguistic and cultural minority in the hearing majority</li> <li>● Sociolinguistic studies of Deafness</li> </ul>
Ways of lives of Deaf people	<ul style="list-style-type: none"> <li>● Deaf people as bilingual and bicultural persons</li> <li>● Challenges and hopes faced by Deaf people being raised in a hearing family and society</li> <li>● Cultural Diversity and "Deaf-gain"</li> </ul>

Learning Activities			
Lecture (hr) in / out class	Interactive Tutorial (hr) in / out class	Projects (hr) in / out class	Homework / Self-study (hr) in / out class
2	1	2	1
M	M	M/O	M/O

M: Mandatory activity in the course

O: Optional activity

Assessment Scheme		
Task nature	Description	Weight
Short answer test	Mid-term test with questions based on the course contents.	30%
Project and Presentation	Students are required to work on a term project on their view on (i) sign language, (ii) deaf people, (iii) themselves as “different” from deaf people, or (iv) other themes related to the topics introduced in this course. An in-class presentation and a written paper* should be generated from this work.	40%
Assignments	Students have to write two short writings* in response to the discussed topics by week 6 and week 13 respectively. They should select one topic from week 1-5 and another topic from week 7-12.	20%
In-class participation	Students are encouraged to contribute ideas and make comments during class discussions.	10%
<b>TOTAL</b>		<b>100%</b>

\* Students are encouraged to use any of the following languages to submit their project paper and short writings:  
(i) written Chinese, (ii) written English, or (iii) recorded HKSL.

#### Notes:

- You are required to arrive on time.
- You are required to attend at least 75% of the class. Treat 75% attendance as the minimum, not the maximum.
- The success of your own learning will highly depend on your attendance.
- Should you miss more than 25% of the class, you will automatically fail the course.
- If you are unable to attend, get informed about what content and homework you missed and make it up yourself.

#### Grade Descriptor:

- A: Outstanding performance on all learning outcomes.  
 A-: Generally outstanding performance on all (or almost all) learning outcomes.  
 B: Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.  
 C: Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.  
 D: Barely satisfactory performance on a number of learning outcomes  
 F: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Learning Resources
<p><b>Course Materials</b></p> <p>Ladd, P. (2003). <i>Understanding Deaf culture: In search of Deafhood</i>. Clevedon, UK: Multilingual Matters.</p> <p>Monaghan, L., Schmaling, C., Nakamura, K., &amp; Turner, G. (Eds.). (2002). <i>Many Ways to be Deaf</i>. Washington, DC: Gallaudet University Press.</p> <p>陳意軒, 路駿怡及沈栢基. (2013). <i>我的聾人朋友</i>. 香港: 圓桌精英.</p> <p><b>IT Resources</b></p> <p>Blackboard (<a href="http://blackboard.cuhk.edu.hk">http://blackboard.cuhk.edu.hk</a>)</p> <p>Facebook Page: Deaf Museum 2017 (聾人博物館2017)</p> <p>Facebook Page: AsiaPacificDeafGames2019 (爭取正名運動 - 2019年亞太聾人運動會)</p> <p>Webpage: My Deaf Friends (我的聾人朋友)</p>

Webpage: World Federation of the Deaf (世界聾人聯合會)

Webpage: Convention on the Rights of Persons with Disabilities, United Nations (聯合國殘疾人權利公約)

Webpage: That deaf guy

Youtube Page: HKSL from Deaf Star (香港手語來自聾星)

Youtube Page: Focus Deaf

## Readings & Library Resources

- Armstrong, D., & Wilcox, S. (2011). Origins of sign languages. In Marschark, M., & Spencer, P. (Eds.), *The Oxford handbook of Deaf studies, language and education* (Vol. 1) (2nd ed.) (pp. 323-335). New York, NY: Oxford University Press.
- Bauman, H.-D. L. (2013). Reframing the future of Deaf education: From hearing loss to Deaf-gain. *Canadian Hearing Society*. Retrieved from [https://www.chs.ca/sites/default/files/uploads/reframing\\_the\\_future\\_of\\_deaf\\_education\\_2013.pdf](https://www.chs.ca/sites/default/files/uploads/reframing_the_future_of_deaf_education_2013.pdf).
- Bauman, H.-D. L., & Murray, J. M. (2009). Reframing: From Hearing Loss to Deaf Gain. *Deaf Studies Digital Journal*, 1. Retrieved from [http://dsdj.gallaudet.edu/assets/section/section2/entry19/DSDJ\\_entry19.pdf](http://dsdj.gallaudet.edu/assets/section/section2/entry19/DSDJ_entry19.pdf).
- Bauman, H.-D. L., & Murray, J. J. (2010). Deaf Studies in the 21st Century: "Deaf-gain" and the Future of Human Diversity. In Marschark, M., & Spencer, P. E. (Eds.), *The Oxford handbook of Deaf studies, language, and education* (Vol. 2) (pp. 210-225). New York, NY: Oxford University Press.
- Bienvenu, M. J. (1989). Reflections of Deaf culture in Deaf humor. In Erting, C. J., Johnson, R. C., Smith, D. L., & Snider, B. D. (eds.), *The Deaf way: Perspectives from the international conference on Deaf culture* (pp. 6-23). Washington, DC: Gallaudet University Press.
- Bienvenu, M.J. (1991). Can Deaf People Survive "deafness"? In Bragg, L. (Ed.), *Deaf world: A historical reader and primary sourcebook* (pp. 318-324). New York, NY: NYU Press.
- Branson, J., Miller, D., & Marsaja, I. (1996). Everyone here speaks sign language, too: A deaf village in Bali, Indonesia. In Lucas, C., (ed.), *Multicultural aspects of sociolinguistics in Deaf communities* (pp. 39-57). Washington, DC: Gallaudet University Press.
- Cawthon, S. W., & Garberoglio, C. L. (2017). *Shifting the dialog, Shifting the culture: Pathways to successful postsecondary outcomes for Deaf individuals*. Washington, DC: Gallaudet University Press.
- Centre for Sign Linguistics and Deaf Studies (CSLDS). (2013, June 7). Sign bilingualism and Deaf education in Hong Kong - Recommendations to the panel on education, subcommittee on integrated education, Hong Kong SAR Government. LC Paper No. CB(4)777/12-13(02). Retrieved from [https://www.legco.gov.hk/yr12-13/english/panels/ed/ed\\_ie/papers/ed\\_ie0618cb4-777-2-e.pdf](https://www.legco.gov.hk/yr12-13/english/panels/ed/ed_ie/papers/ed_ie0618cb4-777-2-e.pdf).
- De Meulder, M. (2015). Legal Recognition of Sign Languages. *Sign Language Studies*, 15(4), 498-506.
- De Quadros, R. M., Lillo-Martin, D., & Chen Pichler, D. (2015). Bimodal Bilingualism: Sign Language and Spoken Language. In Marschark, M. & Spencer, P. E. (Eds.), *The Oxford handbook of Deaf studies in language* (pp. 181-196). New York, NY: Oxford University Press.
- DesGeorges, J. (n.d.) Hearing parents in a Deaf world. Retrieved from <http://www.cohandsandvoices.org/rmap/roadmap/pages/docs/BOX9HearingParentsDeafWorld.pdf>
- Erting, C. J. (1989). Introduction. In Erting, C. J., Johnson, R. C., Smith, D. L., & Snider, B. D. (eds.), *The Deaf way: Perspectives from the international conference on Deaf culture* (pp. xxiii-xxxi). Washington, DC: Gallaudet University Press.
- Foster, S. (1998) Communication experiences of Deaf people: An ethnographic account. In Parasnis, P. (ed.), *Cultural and language diversity and the Deaf experience* (pp. 117-135). New York, NY: Cambridge University Press.
- Gertz, G., & Boudreault, P. (2016). *The SAGE Deaf studies encyclopedia*. Thousand Oaks: SAGE Publications, Inc.
- Grosjean, F. (n.d.) The right of the deaf child to grow up bilingual. Retrieved from [http://www.francoisgrosjean.ch/English\\_Anglais.pdf](http://www.francoisgrosjean.ch/English_Anglais.pdf).
- Holcomb, T. K. (2013). *Introduction to American Deaf culture*. Oxford, NY: Oxford University Press.
- Holcomb, T. K., & Smith, D. H. (eds.). (2018). *Deaf eyes on interpreting*. Washington, DC: Gallaudet University Press.
- Ladd, P. (1989). Deaf culture: Finding it and nurturing it. In Erting, C. J., Johnson, R. C., Smith, D. L., & Snider, B. D. (eds.), *The Deaf way: Perspectives from the international conference on Deaf culture* (pp. 5-15). Washington, DC:

- Ladd, P. (2005). Deafhood: A concept stressing possibilities, not deficits. *Scandinavian Journal of Public Health*, 33(66), 12-17.
- Marschark, M. (2007). *Raising and educating a Deaf child*. New York, NY: Oxford University Press.
- Meir, I, Sandler, W., Padden, C., & Aronoff, M. (2010). Emerging sign languages. In M. Marschark, & P. E. Spencer (eds.), *Oxford handbook of Deaf studies, language, and education* (Vol. 2, pp. 267–280). Oxford; New York, NY: Oxford University Press.
- Miller, M. (2015). Deafhood: Liberation, healing, and the sign language interpreter. Presented at Street Leverage, Boston, United States of America. Available at [https://streetleverage.com/live\\_presentations/deafhood-liberation-healing-sign-language-interpreter/](https://streetleverage.com/live_presentations/deafhood-liberation-healing-sign-language-interpreter/)
- Morres, D. (2011). The history of language and communication issues in deaf education. In Marschark, M. & Spencer, P. (Eds.), *The Oxford handbook of Deaf studies, language and education* (Vol. 2, 2nd ed., pp. 17-30). New York, NY: Oxford University Press.
- Nguyen, L. T. (2011). Born into a hearing family: A guide for hearing parents with deaf children. M.A. thesis, California State University, Sacramento, USA. Retrieved from <http://csus-dspace.calstate.edu/bitstream/handle/10211.9/1439/Lyda%20Nguyen%20-%20Final%20Formatted%20Project.pdf?sequence=1>
- Nussbaum, D. B., Scott, S., & Simms, L. E. (2012). The “why” and “how” of an ASL/English bimodal bilingual program. *Odyssey*, 14-19. Retrieved from [http://www3.gallaudet.edu/Images/Clerc/articles/Odyssey\\_SPR\\_2012\\_NussbaumScottSimms.pdf](http://www3.gallaudet.edu/Images/Clerc/articles/Odyssey_SPR_2012_NussbaumScottSimms.pdf).
- Padden, C., & Humphries, T. (1988). *Deaf in America: Voices from a culture*. Cambridge, Mass.: Harvard University Press.
- Plaza-Pust, C. (2005). Sign bilingual education and inter-modal language contact: On the relation of psycholinguistic and pedagogical factors in Deaf bilingualism. In Cohen, J., McAlister, K. T., Rolstad, K., & MacSwan, J. (eds.), *ISB4: Proceedings of the 4th international symposium on bilingualism* (pp. 1842-1854). Somerville, MA: Cascadilla Press.
- Ritter-Brinton, K. & Stewart, D. (1992). Hearing parents and Deaf children: Some perspectives on sign communication and service delivery. *American Annals of the Deaf*, 137(2), 85-91.
- Senghas, R. J. (2003). New ways to be Deaf in Nicaragua: Changes in language, personhood, and community. In Monaghan, L., Schmaling, C., Nakamura, K., & Turner, G. H. (eds.), *Many ways to be Deaf: International variation in Deaf communities* (pp. 260-282). Washington, DC: Gallaudet University Press.
- Spencer, P., Marschark, M., & Spencer, L. (2011). Cochlear implants: advances, issues and implications. In Marschark, M., & Spencer, P., (Eds.), *The Oxford handbook of Deaf studies, language and education* (Vol. 1, 2nd ed., pp. 452-472). New York, NY: Oxford University Press.
- Sze, F., Lo, C., Lo, L., & Chu, K. (2013). Historical development of Hong Kong Sign Language. *Sign Language Studies*, 13(2), 155-185.
- Tang, G. (2016). Hong Kong Sign Language (Chapter 29). In Chan, S. W., Minett, J., Li, F. W. Y. (Eds.), *The Routledge encyclopedia of the Chinese language* (pp. 505-540). New York, NY, & London, UK: Routledge.
- Woll, B., & Ladd, P. (2011). Deaf communities. In Marschark, M., & Spencer, P. (Eds.) *The Oxford handbook of Deaf studies, language and education* (Vol. 1, 2nd ed., pp. 159-172). New York, NY: Oxford University Press.
- Woodward, J. (2003). Sign Languages and Deaf Identities in Thailand and Viet Nam. In Monaghan, L., Schmaling, C., Nakamura, K., & Turner, G. (Eds.). *Many ways to be Deaf* (pp. 283-301). Washington, DC: Gallaudet University Press.
- Woodward, J., & Horejes, T. P. (2016). deaf/Deaf: Origins and Usage. In Gertz, G., & Boudreault, P. (eds.), *The SAGE Deaf studies encyclopedia*. Thousand Oaks, C.A.: Sage. DOI: <http://dx.doi.org/10.4135/9781483346489.n93>

**Schedule (Subject to change):**

Week	Date	Assignments	Topic	Reading
1	Jan 10		Orientation Emergence of sign languages in Deaf communities (1)	Meir, Sandler, Padden, & Aronoff (2010)
2	Jan 17		Emergence of sign languages in Deaf communities (2)	Sze, Lo, Lo, & Chu (2013)
3	Jan 24		History and controversies: Oralism vs Manualism	《我的聾人朋友》 ●我的中文課 軒仔 ●(附) 聾人學校不許用手語 ●語言的記憶 李健如 ●(附) 絕種恐龍的抱怨-聾人文化與手語的未來 Morres (2011)
4	Jan 31		Cultural view on deafness against the medical view	《我的聾人朋友》 ●做聾人，要好tough！ - Mandy ●(附)「聾人」、「聽障」、「弱聽」有何分別？ Woodward & Horejes (2016)
n/a	Feb 7		Lunar New Year Vacation	
5	Feb 14		Dissatisfaction with the term 'deafness' within the Deaf community	Bienvenu (1991)
6	Feb 21	Assignment 1	Mid-term Test	
7	Feb 28		Deafhood as a frame for understanding Deaf culture, lives and politics	Ladd (2005)
8	Mar 7		Roots of Deaf Culture	Bienvenu (1989) Erting (1989) Ladd (1989)
9	Mar 14		Sign language and identity	Woodward (2003) Senghas (2003)
10	Mar 21		Deaf people as bilingual and bicultural persons	Grosjean (n.d.) CSLDS (2013)
11	Mar 28		Challenges and hopes faced by Deaf people being raised in a hearing family and society	DesGeorges (n.d.) Marschark (2007) - Ch. 1 (pp. 3-20)
n/a	Apr 4		Reading Week	Ladd (2003)
12	Apr 11		Cultural Diversity and 'Deaf-gain'	Bauman & Murray (2009)
13	Apr 18	Assignment 2	Presentation	
	Apr 25	Project Paper		

**Class sections and teachers' contact details:**

Class	Time	Classroom	No. of Weeks	Teacher	Email
Class 1-13	14:30-17:15	FYB 106	13	Cat H.-M. FUNG	cfung_cslds@cuhk.edu.hk

**For further information and inquiries you are welcome to contact:**

Contact	Telephone	Email	Office
Lee Yin Fai Jafi (Course Coordinator)	N/A	jafi_cslds@cuhk.edu.hk	The Centre for Sign Linguistics and Deaf Studies, Room 203, Academic Building #2, The Chinese University of Hong Kong, Shatin, NT
General Office	3943 7110	lin@cuhk.edu.hk	Rm G17, KKL Building <b>Office Hours:</b> <u>Monday to Thursday:</u> 8:45am to 1:00pm and 2:00pm to 5:30pm <u>Friday:</u> 8:45am to 1:00pm and 2:00pm to 5:45pm

**Academic Honesty and Plagiarism**

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

**Feedback for Evaluation**

Our language programme highly values students' feedback and comments and is happy to use them for reflection on our teaching and improvement. Students are very welcome to provide comments and feedback on the course any time to their course teacher or the course level coordinator through email or in personal conversation. In addition, students' feedbacks will be collected in the middle of the term through an open-end questionnaire and the teacher will discuss the feedbacks in class and make improvements if necessary. The course will also follow the university's course evaluation exercise at the end of the term, and students' feedbacks will be used for future course planning and teaching.