

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See [http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/](http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/) for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
(Attach copy of syllabus)

SUBMITTED BY:

Department	ASLG	College/School	CTC/CRCD
Prepared by	Mahla Strohmaier	Phone	455-2836
Email Contact	Mstrohmaier@alaska.edu	Faculty Contact	Mahla Strohmaier

1. ACTION DESIRED
(CHECK ONE): Trial Course ☐ New Course ☒

2. COURSE IDENTIFICATION: Dept ASLG Course # F220 No. of Credits 3.0

Justify upper/lower division status & number of credits:

The class has a prerequisite of completion of ASLG F202, and represents 2nd year level instruction and expectation of students.

3. PROPOSED COURSE TITLE: Deaf Culture

4. To be CROSS LISTED? YES/NO No If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO No If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: As Demand Warrants
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING
(Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17) Spring 2016

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

lecture

9. CONTACT HOURS PER WEEK:	3	LECTURE hours/weeks		LAB hours /week		PRACTICUM hours /week	
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)	
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10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring
Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

ASLG F220 Deaf Culture

3 credits Offered as Demand Warrants

This course explores the Deaf-World through the various lens provided by the multidisciplinary fields of Anthropology, Sociology, History and Cultural Studies. Students will be asked to inquire into the diversity, complexities and commonalities of Deaf cultural experiences through rigorous questioning of fundamental issues pertaining to cultural practices, ideology, power, identity and heritage. Prerequisites: ENGL F111x, ASLG F202 or permission of instructor. (3+0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities		S = Social Sciences	
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Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES:		NO:	X
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6		W = Writing Intensive, Format 7		X = Baccalaureate Core	
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11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES		NO	
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12. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES		NO	X
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	
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How many times may the course be repeated for credit?		TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER:	X	PASS/FAIL:	
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RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

ENGL F111x and Completion of ASLG F202 or Instructor Permission

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

\$0

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

Yes

If yes, give semester, year, course #, etc.:

Spring 2015

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None as this is a self-support class.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

X

Yes

The library already holds what is needed.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

This course will strengthen the ASL minor by giving a breadth of topic.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.


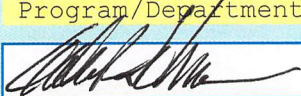
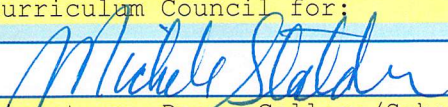
The ASL minor students will have a more complete educational opportunity with this added option.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Adding this course will allow the ASL minor to grow in breadth and depth, providing a more complete ASL education for our students.

APPROVALS: Add additional signature lines as needed.

	Date	10-10-14
Signature, Chair, Program/Department of:	American Sign Language/CTC	
	Date	10/13/14
Signature, Chair, College/School Curriculum Council for:	CTC	
	Date	10/17/14
Signature, Dean, College/School of:	CTC	

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair Faculty Senate Review Committee: __Curriculum Review __GAAC __Core Review __SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.

☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and

☐ any supplies required.

4. Course description:

☐ Content of the course and how it fits into the broader curriculum;

☐ Expected proficiencies required to undertake the course, if applicable.

☐ Inclusion of catalog description is *strongly* recommended, and

☐ Description in syllabus must be consistent with catalog course description.

5. ☐ Course Goals (general), and (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and ☐ how they will be tabulated into grades (on a curve, absolute scores, etc.) ☐ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Deaf Culture

and ENGL F111X

Pre-requisites: Students must have completed ASLG F202 or have Instructor Permission

Instructor:

Kelly Harrigan

Contact:

You can email me at kharriga@alaska.edu or you can send a text message to 907-750-7394. I will do my best to respond as soon as possible.

Class Meetings:

W 6-9pm

Materials:

Padden, Carol and Tom Humphries, *Inside Deaf Culture*.

Bauman, H-Dirksen, *Open Your Eyes*.

Class Description:

This course explores the Deaf-World through the various lens provided by the multidisciplinary field of Anthropology, Sociology, History and Cultural Studies. Students will be asked to inquire into the diversity, complexities and commonalities of Deaf cultural experiences through rigorous questioning of fundamental issues pertaining to cultural practices, ideology, power, identity, and heritage.

Attendance and the Classroom Environment

ASL is a visual language that uses physical stamina and coordination, as well as agile visual/mental processing and prolonged visual attention. There is no use of voice during the ASLG class periods, therefore students must be able to sustain physically demanding activity in order to participate and learn.

This is an advanced ASL/Deaf Studies course. I expect you to come to class prepared. If, for some reason, you are not able to come to class, please let me know in advance.

You are expected to attend classes regularly; unexcused absences may result in a failing grade. If an unforeseen circumstance prevents you from attending class you are expected to contact the instructor via email or phone prior to the start of class. You are allowed one unexcused absence. More than one unexcused absence will result in point deduction from your final grade.

If you are required to participate in either (a) military or (b) UAF-sponsored activities that will cause you to miss class, you must notify your instructor as soon as possible of your absence. You must notify your instructor of all scheduled UAF-required absences for the semester (e.g., travel to athletic events) during the first week of classes.

As this is an advanced ASL/Deaf Studies course, I expect the environment to be voice-off. If you do not know a sign I use, *please* ask. You can write it on the

board and I will show it to you. Chances are if you are unfamiliar with a sign, your classmates are unfamiliar with it too. We are here to learn from each other.

Disability Services

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Course Objectives:

This course introduces a broad array of issues and dimensions within the Deaf-World and cultural studies. It will encourage students to form a critical exchange between the two overlapping fields; they will explore ways that cultural studies add insights to Deaf Studies and vice versa. In this course, students should

- Develop understanding of the various models of analyzing culture that may best describe the Deaf-World.
- Become familiar with fundamental notions of cultural studies, such as ideology, reading the world as text, subjectivity and shifting dynamics of power.
- Gain appreciation for the diversity, complexities and commonalities of Deaf lives.

Blackboard:

Please check Blackboard before every class. If I post any changes in class or announcements, it is your responsibility to read them.

Homework:

Assignments are due the date listed on the syllabus. There are two group projects. You may select your group based on your area of interest. I may, however, rearrange the group members in case there is a lack of availability in a given area. I understand group projects are not a favorite. The purpose is to learn how to work together in the production and dissemination of knowledge. If you are having trouble with a group member, please contact me and I will handle the situation with confidentiality.

Course Requirements and Grading:

Grading percentages are as follows:

Class participation and Attendance	15%
Facilitation	15%
Thought papers	10%
Group project	20%
Final project	40%

Class participation and Attendance

This class depends on YOUR engagement. You must come to class and be mentally and physically alert. Showing up and not being alert and attentive will result in point deduction.

We will subject the assigned weekly texts to close readings before class, and engage in an extended intellectual discourse on the texts and ideas contained within them in our class sessions. You are expected to be prepared to contribute to this intellectual discourse. Class participation is judged by your reading of class texts before class and your participation in class discussion.

Facilitation

Each student will be asked to be asked to facilitate parts of **three class sessions** during the semester. Each class discussion is worth 5% of your grade, for a total of 15%. Facilitation should last a minimum of 30 minutes. The remaining 5% will be based on your participation in class discussion during other weeks.

250-300 word thought papers: For the three weeks identified on the syllabus, you will submit a 250-300 word thought paper on the week's readings. A Thought Paper is a reflection on the required readings for that day. It is important that you show in your thought paper that you've read all the assigned readings for that class. You should reflect on the main ideas in each reading and in the readings as a whole. What ideas are the authors trying to convey, what ideas does this set of readings tell you about Deaf people, Deaf Studies, and/or society? A 250 to 300 word essay is very brief so be careful of how you use your words, make sure every sentence conveys a particular idea and advances your discussion of the themes of that week's readings. Use quotes sparingly, if at all, and use Chicago citations for all your quotes.

(See www.lib.berkeley.edu/instruct/guides/chicago-turabianstyle.pdf for a guide on Chicago style footnotes).

The three papers together are worth a total of 10% of your class grade.

Group Projects. Part of contributing to the intellectual environment takes place in groups. We can all learn from each other. Group projects should be thoroughly researched and presented in a professional manner. Participants will be asked to evaluate how their fellow members contribute to group work. Presentations should be a minimum of thirty (30) minutes in length with fifteen (15) minutes of discussion.

Final class project:

An important part of academic training is the ability to see the forest even as one both harvests and plants numerous trees. In this paper, I want you to discuss the field of Deaf Cultural Studies *as a whole*. After having gone through the readings in this class and working on the class projects, how do you understand the field of Deaf Cultural Studies? What areas do you find of interest for your own potential future research?

Give me an overview of important articles and books in your particular corner of the field of Deaf Cultural Studies.

There are two options for the final project:

Option 1: Your paper should be approximately 10-15 pages in length (excluding bibliography), typed, double spaced, Times New Roman 12 pt font, and have proper reference format (Chicago or Turabian). Either footnotes or endnotes are acceptable, and you must have a bibliography with your paper.

Option 2: You may make a 20 minute DVD video of yourself signing your selected topic. Video must be edited. Turn in a hard copy of your bibliography using Chicago or Turabian style for citation, Times New Roman 12 pt font.

For either option, semester projects are due the final day of class.

Class Schedule:

Week 1

- Intro
- What is culture?
- What is Deaf? What is deaf? What is hearing?

Week 2

- Padden, Carol: "The Deaf Community and the culture of Deaf people."
- Humphries, Tom: "Culture Talking and Talking Culture"

Week 3

- Bahan, Ben, "Sensory Orientation" Deaf Studies Digital Journal (DSDJ)
- **Thoughtpaper due**

Week 4

- Padden and Humphries, *Inside Deaf Culture*, chapters 1-2

Week 5

- Padden and Humphries, *Inside Deaf Culture*, chapters 3-4

Week 6

- Padden and Humphries, *Inside Deaf Culture*, chapters 5-6

Week 7

- Padden and Humphries, *Inside Deaf Culture*, chapters
- **Thought paper due**

Week 8

- No formal class. Use the time to prepare for presentations

Week 9

- Deaf Lives around the World Group Presentations
 - o Africa
 - o Asia
 - o Central and South America
 - o British Commonwealth countries: India, Australia, New Zealand, South Africa

Week 10

- Bahan, Ben: "On the Formation of a Visual Variety of the Human Race", *Open Your Eyes*

Week 11

- Gertz, Genie, "Dysconscious Audism," *Open Your Eyes*

Week 12

- Lane, Harlen, "Do Deaf People Have a Disability?" *Open Your Eyes*
- **Thoughtpaper due**

Week 13

- Bauman, Dirksen and Joseph Murray, "Deaf Gain"

Week 14

- Final Presentations and wrap Up