

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/> 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 # F230 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 History

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)

Fall 2015

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

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)

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 F230 Deaf History**3 credits Offered as Demand Warrants**

A focus on Deaf History in America from 1800 to 1950, this course also addresses the emergence, growth, and survival of America's Deaf community. Through major topics such as schools, labor, community ties, eugenics, and organizations, students will learn of the significance of the "Deaf" place as well as parallels with other minority groups and associated trends. Prerequisites: 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

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

X

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,
Format 6W = Writing Intensive,
Format 7X = Baccalaureate
Core

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

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

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:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

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

Yes/No

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

Fall 2014

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

☒

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.


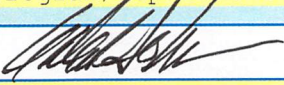
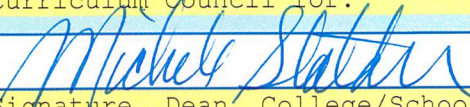
The ASL minor students will have a more complete educational opportunity with this added option.

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 History

ASLG F230 – Fall 2015 Wednesday 6-9pm - 3 credits

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.

Required Texts:

- Ballin, Albert. *The Deaf Mute Howls*
- Baynton, Douglas. *Forbidden Signs*
- Gaillard, Henri (edited by Robert Buchanan). *Gaillard in Deaf America: A Portrait of the Deaf Community*
- Joyner, Hannah. *From Pity to Pride: Growing up Deaf in the Old South*

Blackboard:

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

Class Description:

This class will focus on Deaf History in America from roughly 1800 to 1950. We will also look at various interpretations and methods used in recent Deaf history. This course also focuses on the emergence, growth, and survival of America's Deaf community, primarily between the early nineteenth century to World War II. Topics include schools, labor, community ties, eugenics, and organizations. These major themes will help students to understand the significance of the "Deaf" place. Additionally, students will be able to draw parallels with other minority groups and associate with trends in broader American history.

The Classroom Environment and Attendance

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.

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.

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.

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:

Students will demonstrate the following:

- Demonstrate parallels and intersections between American History and American Deaf History;
- Show analytical and critical thinking skills to differentiate methodologies and interpretations of texts;
- Recognize and demonstrate the differences between primary and secondary sources and how each is used to justify historical arguments;
- Develop presentation skills for class projects that require signed presentations;
- Demonstrate the ability to incorporate technology in the classroom via individual presentations

Grading:

The course grade will depend on four evaluation instruments:

- | | |
|-----------------------|-----|
| - Class participation | 10% |
| - Attendance | 10% |
| - Commentary | 25% |
| - Little Paper Family | 25% |
| - Semester Paper | 30% |

Attendance

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. 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. You are allowed one absence. More than one absence results in point deduction from your final grade.

Participation

This class depends on YOUR engagement. 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.

Assignments

- 1) **Commentary:** This is an on-going assignment that will be rotated among each other. For each meeting, one member of the class will facilitate a class discussion. The purpose of this assignment is to analyze the reading in a historical lens and to get to the “nitty gritty” of the reading. Questions to answer are the following: What was going on at the time? What does the reading parallel, if anything? What is the background of the involved person(s)? Does the reading relate to anything happening today? Are there problems to be solved, and, if so, how would you suggest they be solved? Each presentation should last at minimum 30 minutes.
- 2) **LPF – Little Paper Family:** Choose a minimum of **six** articles from *American Annals of the Deaf* and/or *The Silent Worker*, pertaining to the list of topics below or you can choose a different one.

- driving rights
- race
- marriage rights
- sports
- identity issues
- eugenics
- specific individuals (John Burton Hotchkiss, George Veditz, Alice Terry, etc)
- religion
- other category you want to explore – let me know

In the six articles you select, discuss how the articles are related to the topic. What do the writer(s) argue? Is this important? How are these articles related to the class readings? What do you see that is new or different? This paper should be five (5) typed and double spaced pages, with Times New Roman size 12 font. Be sure to cite sources including the articles you selected (author, volume and issue number, year of

publication, and page number). Use Chicago or Turabian style for citation. (See www.lib.berkeley.edu/instruct/guides/chicago-turabianstyle.pdf for a guide on Chicago style footnotes.)

- 3) Semester Project** – You may choose any topic between 1800 and 1980 as long as it pertains to American Deaf History. You may choose to explore local Deaf or regional history.

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 papers are due the final day of class.

Week 1

- Introductions
- Syllabus
- Selection of Commentary

Week 2

From Pity to Pride, Part 1

Week 3

From Pity to Pride, part 2

Week 4

From Pity to Pride, part 3 and Epilogue

Week 5

Forbidden Signs, Introduction, chapters 1 and 2

Week 6

Forbidden Signs, chapters 3-4

Week 7

Forbidden Signs, chapters 5-6 and Epilogue

Week 8

Gaillard in Deaf America, pages 1-91

Week 9

Gaillard in Deaf America, pages 92-136

Week 10

Gaillard in Deaf America, pages 137-170

Week 11

The Deaf Mute Howls, Introduction – chapter 11

Week 12

The Deaf Mute Howls, chapter 12 – chapter 20

Week 13

Presentations of Semester Papers

Week 14

The future of American Deaf History – wrap up

