

### **ETHN 130: Ethnic Identity of Deafness**

Instructor: Rick Mangan

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Class Meets: 11:30-12:20 Daily

Class Location: A 254

#### **COURSE DESCRIPTION**

This course is designed to introduce the student to the substrates of identity within the context of Deafness. It is the intention of this course to lead the student through a process of understanding that is both experiential and theoretical. As human beings, each of us embarks, at birth, on a lifelong journey to understand the nature of our existence, our world, and our sense of belonging. To understand the identity of another, one must first possess a basic understanding of his or her own identity. To this end, students will become familiar with the seminal work in the area of identity theory, namely Erikson and Marcia, and contemporary models of ethnic identity, and then relate relevant themes of identity formation to their own development. With this integrated understanding of the theoretical underpinnings of identity we will then extend that understanding to works related to identity in the DEAF-WORLD. Through this process, students will gain a deeper understanding of Deafness as a viable expression of human diversity, as an ethnic identity.



## LEARNING ATMOSPHERE

I believe that we learn best when we are actively involved in the teaching and learning process.

Therefore, this is an *active, interactive* course where you will *learn through your active involvement* with the texts and your fellow students. I whole-heartedly believe that learning takes courage. Keep in mind that no one feels free to take risks in an environment where there exists a fear of being ridiculed or criticized; learning requires risk-taking. You are responsible for creating the kind of open environment where you, yourself, feel free to explore and to express your ideas, where you will find understanding and respect from those around you.

You are expected to observe the world, and to read, write, discuss, and participate. I think of our class as a “collaborative learning community” where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I have great confidence that if you can abandon the traditional passive student role and take responsibility for your learning, you will enjoy this class, and learn a lot about your world and yourself in the process.

## LEARNING GOALS

1. To gain an exposure to, and an introductory understanding of the fundamental concepts of identity development.
2. To enhance our critical thinking skills regarding race, culture, ability, sexual orientation, power, and privilege.
3. To examine the theoretical and practical dimensions of the Deaf identity and the role that sign language plays in its formation.
4. To develop communication skills which will emphasize constructive dialogue and respect for pluralism.

## LEARNING EXPERIENCES

1. Regular class attendance and active engagement in class discussions: It is important to keep current with the weekly reading assignments and come to class prepared to discuss class readings in a thoughtful manner. Students are invited to offer personal observations and experience as is applicable. This will provide opportunity for students to actively think about and apply the theory to direct experience.
2. Learning activities will include presentations, small and large group discussion, a personal/creative project, readings, films, and writing assignments.

*"It is very wrong to say that you understand a thing when you do not"*

Thomas H. Gallaudet, 1836

## REQUIRED TEXTS:

**The Tactile Mind Quantum.** Spring 2002. Tactile Mind Press.

**Why Are All the Black Kids Sitting Together in the Cafeteria?** *And other conversations about race.* Beverly Daniel Tatum (1997) Basic Books.

**Deaf People.** Andrews, Leigh, and Weiner (2004) Allyn and Bacon.

**Inside Deaf Culture.** Padden and Humphries (2005) Harvard University Press.

**Instructor's Course Packet**

## DEMONSTRATION AND ASSESSMENT OF LEARNING

Learning will be assessed by attendance, level of class participation, and assignments. Active participation in class discussions will demonstrate learning. Completion and quality of all writing assignments are also evidence of the student's learning.

**GRADING:** Your grade is a numerical reflection of the effort and dedication that you invest toward your learning of this subject and your ability to apply what you have learned. You are the only person responsible for your grade. The sum of all of your work points comprises this numerical value that is your grade. As per BCC policy, you will receive a letter grade after the completion of the quarter. This letter grade is assigned as an equivalent to your total earned numerical points. You must have no less than 60% of all possible points to receive a passing grade in this class.

Your grade will be based on four factors: (1) performance on exams, (2) creative project and presentation, (3) homework assignments, and (4) class participation. Each of these elements is awarded a specific number of points:

Midterm Examination	250 points (25% of final grade)
Final Examination	250 points (25% of final grade)
Creative Project/presentation	200 points (20% of final grade)
Homework Assignments	200 points (20% of final grade)
<u>Participation</u>	<u>100 points (10% of final grade)</u>
<b>TOTAL</b>	<b>1,000 points</b>

The following are the letter-grade equivalents to the course points:

Course Grade	Point Total	Course Grade	Point Total
A	= 930-1,000 points	C+	= 770-799 points
A-	= 900-929 points	C	= 730-769 points
B+	= 870-899 points	C-	= 700-729 points
B	= 830-869 points	D+	= 670-699 points
B-	= 800-829 points	D	= 600-669 points
		F	= 0-599 points

## **COURSE LEARNING OUTCOMES**

After completing the course, the successful student will be able to:

- Read critically, actively, and reflectively.
- Question assumptions.
- Construct and defend a working definition of identity.
- Be able to identify and explain the elements of identity: Ethnic, Gender, Sexual, Racial, Deaf, and your own identity.
- Be able to identify and explain historical events, and agents that lead up to the contemporary Deaf identity.

Support their own conclusions about the validity of the assumptions and ideas they have encountered in the assigned readings.

- Form analytical questions about a text.
- Shape and reshape contemporary concepts of society, through the socio-historical, socio-political contexts in which Deafness and ethnicity are used, and how power has been vested in definitions of “normal.”

**NOTE:** This course’s General Education ratings are: 2 in Critical Thinking, 3 in Historical and Intellectual Perspectives, and 3 in Cultural Diversity.

## COURSE REQUIREMENTS AND EXPECTATIONS

What you may expect of me as your instructor:

- *A sincere effort to help you learn the course material.* Since my ultimate goal is to help you succeed, I intend to spend enough time and effort on class preparation to make the material as understandable and as interesting as I possibly can.
- *Accessibility.* I agree to be available to you outside of class to help you with course content and your academic success. I encourage you to come to my office hours whenever you have a question or concern. My office hours are set aside to serve your educational needs.
- *Attention and courtesy.* When you are speaking, you will have my undivided attention. And I will never ridicule you or express disagreement with you in an impolite fashion.
- *Fairness.* Your grade will be based upon the points that you have earned. My assessment will not be based upon any purely personal consideration. I will not negotiate final grades.

### ***Accommodation/Accessibility***

*If you require accommodation based on a documented disability, emergency medical information to share, or need special arrangements in case of emergency evacuation, please make an appointment with me as soon as possible. You will find that Bellevue Community College has many resources for its students. People with learning differences or disabilities have many options for developing strategies that for academic success.*

*While struggle is a normal part of education, people with learning disabilities can get overwhelmed and struggle unnecessarily when help is available. As a teacher, one of my greatest frustrations is watching a smart student work diligently and still have trouble with tests. It's even worse when this student comes to me late in the quarter to inform me of his or her learning disability when it's too late in the quarter to get the assistance he or she deserves. If you know or suspect that you have a learning disability contact me (and DSS) right away so together we can build a strategy for your success.*

*If you would like to inquire about becoming a DSS student you may call 564-2498 or go in person to the DSS (Disability Support Services) program office in B 132.*

**Classroom Protocol** (*what I expect of your behavior*):  
Please Read the Arts & Humanities Student Expectations and Policies:  
<http://www.bcc.ctc.edu/artshum/policy.html>

**RESPECT OF OTHERS:** In starting, I will give you the benefit of the doubt that you as an adult can handle responsibility for your actions. I will expect courtesy, attentiveness, and a willingness to learn. In so doing, you will earn my respect as a responsible adult, and be treated accordingly. What I will not tolerate is your interference in another student's learning experience. That includes, distracting noise or behavior, cell phone use, whispering, insults, cruelty, harassment (*of any kind*), or ridicule. I am sure that you as a responsible adult will not tolerate these things either. I whole-heartedly believe that learning requires great courage. My classroom is a place where your opinions and thoughtful questions are welcomed. I also believe that humor facilitates learning--good-natured laughter is welcomed, especially where we learn to laugh at ourselves -- with our classmates but never **AT** them. Keep in mind that no one feels free to take risks in an environment where they fear being ridiculed or criticized and learning requires risk-taking. You are responsible for creating the kind of open environment where you, yourself, feel free to make mistakes, and find understanding, and support from those around you.

**For your success in this class I also expect the following:**

*A sincere effort to learn the course material.*

*Preparation.* You should come to class having done the assigned readings and homework, and you should always bring the proper supplies with you. You should bring the readings (textbooks) and supplies for note taking. Note that the BCC guideline for homework is two hours outside of class for each hour spent in class.

*Attendance.* Your attendance to all class sessions is essential – your presence in class contributes significantly toward your final grade in the course. If you do need to miss class, please note that you will be responsible for any and all work that is due at the class meeting immediately upon your return.

*Promptness.* You should be in class on time except when delayed by an emergency, and you should stay until class is over unless you become ill or have made arrangements with me to leave early. **No late work will be accepted .** Late work will receive a **zero** grade. If you know you are going to be absent on the day an assignment is due, then either turn it in early or email it to me before class time.

*Contribution.* Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. To work effectively in this course, therefore, you are expected to be an ***active*** participant in our learning environment. You should do your best to contribute to class discussions and activities. Please be advised that your grade will suffer if you do not participate and contribute to the intellectual life of our class.

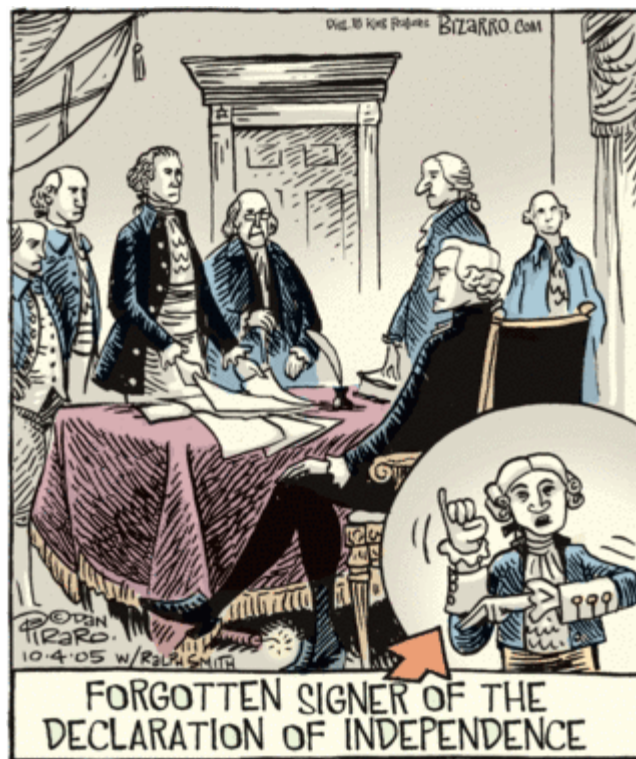


*Honesty.* If you cheat, you fail. No excuses will be taken into account. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.



- 1) Performance on Exams: Two exams are given over the course of the quarter – a midterm examination and a final. You are encouraged to study with your classmates for each exam. It is my practice to schedule a review session before each exam. Please note that I do not give make-up exams. If you are absent on the day of an exam, you will receive a zero grade unless there is a valid medical reason, or bereavement. Feel free to approach me with any questions or concerns.. Please review the Course Calendar and make note of the exam dates. Plan ahead!
  
- 2) Creative Project: As part of your journey into understanding of identity development, you will be constructing a creative project that represents your own identity development. You will produce a work in whatever medium suits you, it may be a poster, sculpture, painting, original poem, or musical piece that represents your identity development. You may wish to address, race, class, gender, sexual identity, ethnicity, or any element that is salient in your own identity. We will be exploring the multi-dimensional nature of identity, and I expect this creative project to be an expression of your multi-faceted identity. Your work will be presented in class during the mid-term.
  
- 3) Participation: Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your *active* participation. “Participation” includes attendance, class discussions, group work, and independent assignments. *Do not take this portion of your grade lightly – excellent attendance and participation can significantly improve your final grade!*

- 4) Homework Assignments: In this class, you will complete four *typed* homework assignments that require you to reflect on the course material and observe the world around you. You should do your best to address every assignment thoughtfully, clearly, and completely. Homework will be graded not only on its completeness (Did you adequately address all the components of the assignments?), but also its thoughtfulness and application of course themes. Most homework assignments are 2-4 pages long (typed, double-spaced) and each is worth 50 points. Homework is due at the beginning of class. I will not accept late homework. No points will be awarded for homework that is handed in late. The homework assignments and due dates are described in the Course Calendar.



**CLASS SCHEDULE:****WEEK ONE: *Introduction to the Course*****Read:**

- Erikson's Stages of identity
- Marcia's identity statuses
- JoHari Window (Below)

**Assignment:** (Due Monday Week 2)

**Operationalize Identity:** Write a working definition that takes into account Erikson's "epigenetic principal," Marcia's identity statuses, and the various elements of the individual's personal identity (ie. Culture, race, sexuality, gender, education, etc.). Write a 2-3 page paper explaining how you came to this working definition. Be ready to share in class your definition (and the problems you had forming it). The purpose of this assignment is not to perfectly define identity, but rather to begin a conversation on the difficulty of doing so.

*"We don't see things as they are;  
We see them as we are."  
~Anais Nin*

<b>JoHari WINDOW</b>	Known to Self	Not Known to Self
Known to Others	<b>OPEN</b>	<b>BLIND</b>
Not Known to Others	<b>HIDDEN</b>	<b>UNKNOWN</b>

**WEEK TWO:** *The meaning of Identity and Ethnicity*

**Homework DUE:** “Operationalize Identity” --Due Monday.

Readings and Assignments:

■ **Read Tatum:**

- **Defining Racism (page 3)**
- **The Complexity of Identity (page 18)**
- **Identity Development in Adolescence (page 52)**
- **Racial identity in Adulthood (page 75)**

■ ***Creative Project Assignment Proposal: (Due Friday).***

Submit your tentative plan for your creative project (due week 5). Creativity that expresses your “self” is the goal of this assignment. If you have an idea for this assignment that was not mentioned in the assignment outline, please feel free to discuss your ideas with me. Proposals to be submitted in writing.

**WEEK THREE:** *The Invisible Power of Privilege*

Readings and Assignments:

■ **Read Tatum:**

- **The Development of White Identity (page 93)**
- **Critical Issues... (page 131)**
- **Embracing a Cross Racial Dialogue (page 193)**

**Assignment:** (Due Monday Week 4)

**Synthesize Identity:** Re-read your paper on your working definition of identity. Then write a 3-4 page paper on your understanding of racial/ethnic identity that you have gleaned from Tatum’s book. This is a “reflection paper.” You are free to share your thoughts and feelings.

#### **WEEK FOUR: Deafness as Ethnicity**

*“One powerful tool the hearing world uses to keep us handicapped is the use of the word deaf. It may seem like an irony but that is the way of Word Power... I suggest we... set up a new label for ourselves that is not pathological or negative.”*

*~Ben Bahan, Ph.D.*



#### **Readings and Assignments:**

- Read Levesque: “Do we hate hearing People?” (Course Packet).
- Read Deaf People Chapters 1 & 2
- Read Alden: “Visualist Theory 101” (Tactile Mind, P. 8)

#### **MID-TERM EXAM**

#### **WEEK FIVE: ASL, History, and Audism**

#### **Readings and Assignments:**

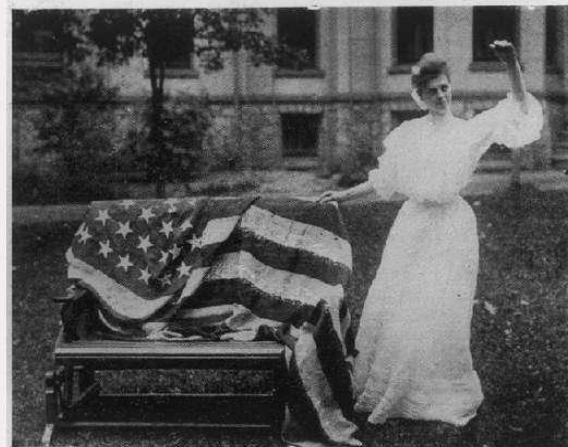
- Read Clerc’s Autobiography (Tactile Mind, P. 75)
- Read Lane: “Ethnicity, Ethics, and the Deaf-World” (course packet)
- Read Padden & Humphries: Silenced Bodies (page 11).

#### **Creative Project Presentations DUE**

*“Sign language is God’s noblest gift to the deaf”*

~George Veditz (1913)

#### **Veditz Film (in Class)**



Courtesy of the Gallaudet University

**WEEK SIX: *Owning Deafness: Deaf Power***  
**Readings and Assignments:**

- Read Sacks, Part 3 “on the Gallaudet Revolution” (course packet)
- Read Deaf People (Chapter 10) Being a Deaf Adult: Viewpoints from Sociology.



**Assignment:** (Due Monday Week 7)

**Gallaudet Revolution:** What role did identity play in the events leading up to and following the Gallaudet revolution? Write a 2-3 page paper answering that question.

**WEEK SEVEN: *Deaf Education and Social Awareness***

**Homework DUE:** “Gallaudet Revolution” --Due Monday.

**Readings and Assignments:**

- Read Deaf People (Chapter 6) Educational Aspects.
- Read Padden & Humphries:
  - An Entirely Separate School (page 37)
  - The Problem of Voice (page 57)
  - A New Class of Consciousness (page 78)



**WEEK EIGHT: Technology: Blessing? Curse? Or even worse?**

**Readings and Assignments:**

- Read Lane & Grodin “Ethical issues in Cochlear Implant Surgery” (course packet)
- Read Padden & Humphries: Technology of Voice (page 100)



**WEEK NINE: Deaf Identity Yesterday and Today**

**Readings and Assignments:**

- Read Padden & Humphries:
  - Anxiety of Culture (page 123)
  - Promise of Culture (page 144)
  - Cultures into the Future (page 163)



**Assignment:** (Due Monday Week 10)

**Modern Deaf Identity** What changes in Deaf identity have taken place in the U.S. since the 19<sup>th</sup> Century? What role has American Sign Language played in those changes? Write a 3-4 page paper answering these questions.



**WEEK TEN: Deaf Identity Today and Tomorrow?**

**Homework DUE:** “Modern Deaf Identity” --Due Monday.

Readings and Assignments:

Read **Deaf People**

- (Chapter 11) Deaf-Hearing Relationships in Context.
- (Chapter 12) To the Future.



**Final Exam: To be announced as per college schedule.**



***Class Website: Class Website:*** It is the Student's responsibility to check MyBCC frequently for resources and class materials. A reading schedule for "For Hearing People Only" will be posted on this site: <http://mybcc.net>

***Homework:*** Some homework assignments are posted on the web, and not handed out in class. Your schedule tells you when homework assignments are available.

***Resources:*** Study guides and other documents that will help you succeed in this class are also posted on your class website. Start with "Definitions of Classroom Terms"