

## Master Course Syllabus

*For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>*

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Semester: Fall	Year: 2025
Course Prefix: ASL	Course and Section #: 3520-001
Course Title: History of Deaf People After 1817	Credits: 3

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### Course Description

Explores the evolution and treatment of the Deaf community and culture emphasizing activities in the United States chronologically from 1817 onward. Emphasizes the rise of oralism, the development of deaf residential schools, the emergence of American Deaf culture and the recognition of ASL as a true language. Taught in ASL.

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### Course Attributes

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

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### Instructor Information

Instructor Name: Rachel Eldredge

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### Student Learning Outcomes

Upon completion, successful students will be able to do the following:

- 1 - Outline the forces and events that lead to the formation and spread of American Sign Language and to the American Deaf Community.
- 2 - Articulate the impact of various persons and institutions who played significant roles in the

education of Deaf persons, in the spread of American Sign Language and in the formation of the American Deaf Community.

3 - Describe the role of cultural and historical forces on the progress and impediment of deaf people, including prevalent philosophies and their impact on the formation of competing constructions of Deaf people and resultant interactions between Deaf people and the rest of American society.

4 - Demonstrate an understanding of the role of national politics and religious affiliations and ideologies in the formation and maintenance of schools for Deaf people in America during the period.

5 - Describe how Americans seeking to educate Deaf people in America came into contact with and were impacted by European efforts.

6 - Trace the linguistic heritage of American Sign Language to its roots in European sign languages, 'home signs' and other naturally-occurring signed languages such as Martha's Vineyard Sign Language and discuss the efforts of hearing people to make signing conform to spoken language structure.

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## Course Materials and Texts

Van Cleve, John Vickrey and Barry C. Crouch. 1990. *A Place of Their Own: Creating the Deaf Community in America*. Washington, D.C.: Gallaudet University Press.

Baynton, Douglas C. 1996. *Forbidden Signs: American Culture and the Campaign Against Sign Language*. Chicago: The University of Chicago Press.

Burch, Susan. 2002. *Signs of Resistance: American Deaf Cultural History, 1900 to World War II*. New York: New York University Press.

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## Course Requirements

### Course Assignments, Assessments, and Grading Policy

AREA	WEIGHT
Final Exam	20%
Midterm Exam	20%
Quizzes	20%
Group Project	15%
Assignments/Homework	15%
Discussion Participation	9%
SRI	1%
Total	100%

### Grade Level

A= Superior	93.3%+
A- = Superior	90.0-93.2%
B+ = Above Average	86.6-89.9%

B = Above Average	83.3-86.5%
B- = Above Average	80.0-83.2%
C+ = Average	76.6-79.9%
C = Average	73.3-76.5%
C- =Average	70.0-73.2%
D+ = Below Average	66.6-69.9%
D = Below Average	63.3-66.5%
D- = Below Average	60.0-63.2%
E = Failing	59.9% or below

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## Required or Recommended Reading Assignments

Buchanan, Robert M. *Illusions of Equality : Deaf Americans in School and Factory, 1850-1950*. Washington, D.C., Gallaudet University Press, 1999. pp 102-128.

Edna Edith Sayers. *Deaf World : A Historical Reader and Primary Sourcebook*. New York, New York University Press, 2001. pp 13-26.

Gaillard, Henri, and Robert M Buchanan. *Gaillard in Deaf America : A Portrait of the Deaf Community, 1917*. Washington, D.C., Gallaudet University Press, 2002. pp 106-117.

Greenwald, Brian H, and John V Van. *A Fair Chance in the Race of Life : The Role of Gallaudet University in Deaf History*. Washington, Dc, Gallaudet University Press, 2008.

Haller, Beth. "The Little Papers: Newspapers at 19th Century Residential Schools for Deaf Persons." *Annual Meeting of the Association for Education in Journalism and Mass Communication*, Temple University, Aug. 1992.

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## General Description of the Subject Matter of Each Lecture or Discussion

"Introduction and A Permanent School for the Deaf"

"Foreigners in their Own Land" and "A Deaf State"

"Organizing" and "The Extended Family"

"Cultural Connections" and "A Fair Chance in the Race of Life"

"LACD" and "Marriage"

"Full Court Press" and Group Project Work

Group One (Gallaudet) and Group Two (Deaf Clubs, sports, athletes, Goodyear Silents) presentations

"Employing the Deaf Community" and Group Three (The Silent Worker, Deaf publications & writers) presentations

Group Four (Literary Societies) and Group Five (Chicago Stories) presentations

"Working Identities" and "Charles Krauel"

"The Irony of Acculturation"

"Class of 52" and Group Six (Black Deaf Americans) presentation

"From Refinement to Efficiency" and "The Struggle to Save Signs and Visibly Different"

"The Natural and Unnatural Language of Signs" and "Epilogue and Conclusion"

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## Required Course Syllabus Statements

### Generative AI

Artificial Intelligence and Natural Language Processing Tools are largely accessible to students and will be used by many in higher education for the foreseeable future. However, the skills taught in the humanities are unique. We aim to educate students in the careful reading of texts, the development of rigorous writing skills, the analysis and use of arguments, and to foster the thoughtful application of each of these skills in students' personal and social development.

The use of artificial intelligence is not prohibited in itself. AI has many beneficial uses, and you will do well to learn how to use AI tools effectively. Just keep in mind, that it is not appropriate to have an AI tool produce work that you submit as your own. It is appropriate to use AI tools to help you develop ideas, explore counter arguments, get feedback on areas your work might improve, and for many other uses.

If you find that you are using AI to help you learn (e.g., to take full advantage of your educational opportunity) rather than to do work for you so you can turn something in (e.g., educational obligation), you are probably doing it right. If you copy and paste something, it better have a proper citation. When you see school as an opportunity rather than as an obligation, you open the door to the full benefits.

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### Using Remote Testing Software

☐ This course does not use remote testing software.

☒ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## Required University Syllabus Statements

## Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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## Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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## Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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## Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.