



Master Course Syllabus

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

Semester: Fall

Course Prefix: ASL

Course Title: Deaf Visual Arts

Year: 2025

Course and Section #: 3710-001

Credits: 3

Course Description

Explores the role of visual arts in the Deaf-World with particular attention to Deaf/View Image Art (De'VIA), whose subject matter and style represent a Deaf worldview and cinema (including popular culture). Examines the historical and current contributions of Deaf artists, actors, and filmmakers. Takes as a reference other art movements stemming from oppression. Studies aims, motivations, and challenges portrayed in various art pieces and cinematic works.

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.*

Instructor Information

Instructor Name: Chad Kennedy

Student Learning Outcomes

1. Recognize the contributions of early Deaf artists in the development of Deaf View/Image Art (De'VIA);
 2. Describe various works (fine arts or cinematic) by Deaf artists and an understanding of the artists themselves (U.S. and International);
 3. Identify major characteristics De'VIA;
 4. Explain common themes and motifs in deaf visual arts;
 5. Explore art movements and historical events in Deaf history and how they parallel changes within art by Deaf artists;
 6. Articulate how film, including those produced by Deaf filmmakers, plays a critical role in Deaf culture and in Deaf communities;
 7. Analyze deaf-related themes and deaf and hard of hearing characters in film and TV shows from 1900 to present.
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Course Materials and Texts

1. Sonnenstrahl, D.M. (2002). Deaf artists in America: Colonial to contemporary. San Diego, CA: DawnSignPress.
2. Hollywood Speaks: Deafness and the Film Entertainment Industry by John S. Schuchman. ISBN-10 : 0252068505

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignment Weighted Percentage for Course

| | |
|---------------------------------|------|
| Attendance & Participation | 15% |
| De'VIA Critique | 15% |
| De'VIA Partner Presentation | 20% |
| De'VIA Production/Creative Work | 15% |
| Film Critiques | 15% |
| TV Shows Final Research Project | 20% |
| Total | 100% |

Course Evaluation:

Grading Scale Letter grades are based on this breakdown:

| Grade | % | Grade | % | Grade | % |
|-------|--------|-------|-------|-------|-------|
| A | 94-100 | B- | 80-82 | D+ | 67-69 |
| A- | 90-93 | C+ | 77-79 | D | 63-66 |
| B+ | 87-89 | C | 73-76 | D- | 60-62 |
| B | 83-86 | C- | 70-72 | E | 0-59 |

Required or Recommended Reading Assignments

1. www.artfactory.com/art_appreciation/visual-elements/line.html
2. De'VIA Manifesto link: <https://deviacurr.files.wordpress.com/2015/04/devia-manifesto-full-size-72-dpi.jpg>
3. Avon, A. A. (2006). Watching Films, Learning Language, Experiencing Culture: An Account of Deaf Culture through History and Popular Films. Journal Of Popular Culture, 39(2), 185-204.
4. *The Deaf Way*. Gallaudet University Press, 1994.

General Description of the Subject Matter of Each Lecture or Discussion

Introduction to Art Criticism

Evaluating Art: The Principle of Critique

De'VIA History

Deaf Artists

De'VIA Motifs

Deaf Cinema

History of Film

Deaf Documentaries

Deaf Filmmakers

Required Course Syllabus Statements

Generative AI

A note on the use of artificial intelligence (AI) tools. 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. We will discuss this during the semester. 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.

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.

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](https://www.uvu.edu/accessibilityservices) at 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

DHH is located on the Orem Campus in BA 112.

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](#).

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 – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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. 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.