



## Master Course Syllabus

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

---

**Semester:** Fall

**Year:** 2025

**Course Prefix:** ASL

**Course and Section #:** 4700 001

**Course Title:** Issues in Deaf Culture Studies

**Credits:** 3

---

### ***Course Description***

Explores advanced concepts relative to American Deaf culture, including cultural conflicts, tensions, and contradictions. Provides a comprehensive study of the Deaf-World through analysis of historical events, current issues, writing, and the expressions of Deaf people themselves. Taught in ASL.

Lab access fee of \$12 applies.

---

### ***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:** Bryan Eldredge

---

### ***Student Learning Outcomes***

|   |  |
|---|--|
| 1 | Examine the role of culture in the most commonly-contested constructions of deafness and of Deaf people.   |
| 2 | Differentiate how changing cultural forces in American history have affected Deaf people and the ways hearing people conceive of them.               |
| 3 | Explain how various technologies related to "voice" have affected the lives of Deaf people.  |
| 4 | Analyze the semiotic relationships among culture, language, and the balance of power both in the Deaf-World and between the hearing and Deaf-Worlds. |
| 5 | Compose carefully-crafted written critiques of academic articles related to the field.   |

---

### ***Course Materials and Texts***

Padden, Carol and Tom Humphries. 2005. *Inside Deaf Culture*, Harvard University Press: Cambridge, Mass.

Bauman, H-Dirksen L. 2008. *Open Your Eyes: Deaf Studies Talking*. University of Minnesota Press: Minneapolis.

---

## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

|  |             |
|--|-------------|
| Article Critiques—Do any 6 of these 10 | 35%         |
| Exams—Exams are given on Canvas        | 28%         |
| Summary & Synthesis—Videos             | 15%         |
| Weekly Journal                         | 12%         |
| Participation                          | 9%          |
| Assignments                            | 1%          |
| Extra Credit                           | 0%          |
| <b>Total</b>                           | <b>100%</b> |

| <u>Grade</u> | <u>Level</u>   | <u>Percentage</u> |
|--------------|----------------|-------------------|
| A            | Superior       | 93.4-100%         |
| A-           | Superior       | 90.0-93.3%        |
| B+           | Above Average  | 86.7-89.9%        |
| B            | Above Average  | 83.4-86.6%        |
| B-           | Above Average  | 80.0-83.3%        |
| C+           | Average        | 76.7-79.9%        |
| C            | Average        | 73.4-76.6%        |
| C-           | Average        | 70.0-73.3%        |
| D+           | Below Average  | 66.7-69.9%        |
| D            | Below Average  | 63.4-66.6%        |
| D-           | Below Average  | 60.0-63.3%        |
| E            | Unsatisfactory | 0.0-59.9%         |

---

### **Required or Recommended Reading Assignments**

---

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

1. The Lens of Culture and the Birth of Deaf Studies
2. Talking Culture and Culture Talking
3. The Disconstruction of (Sign) Language in the Western Tradition
4. The Colonization of the Body
5. A Visual Variety of the Human Race
6. Deaf Discourse as the Center of Deaf Studies
7. Coequality and Transnational Studies
8. Hearing and Belonging
9. The Problem of Voice
10. A New Class Consciousness
11. Border Crossings: Hearing Children of Deaf Parents
12. The Space Between Identities—Intersectionality
13. Dysconscious Audism
14. Technology of Voice & The Dilemma of Deaf Theater
15. The Anxiety of Culture
16. Deafness as Ethnicity
17. Deafness as Disability
18. Postdeafness—The second Wave of Deaf Studies

---

## ***Required Course Syllabus Statements***

### **Generative AI**

The use of AI tools is not prohibited in this course. In fact, AI can be a powerful and beneficial resource, and learning to use these tools effectively is a valuable skill for your academic and professional future. We will explore how to use AI tools effectively—not just appropriately—so you can maximize their potential.

That said, it is essential to distinguish between using AI as a learning aid and misusing it to produce work you claim as your own. Submitting AI-generated content as your original work is not acceptable. However, AI tools can be appropriately used for many things including:

- Developing and refining ideas.
- Exploring counterarguments.
- Receiving feedback on areas where your work might improve.

In fact, I used AI to help me revise this statement. The key is to use AI to enhance your learning experience and deepen your understanding, not to bypass the effort required to grow intellectually.

---

### **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](mailto:accessibilityservices@uvu.edu) 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.

---

### **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](mailto: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](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.