

Change Undergraduate Course

Change a Course

Subject: ASL-American Sign Language
 Number: 3050
 Effective Term: Fall 2017
 Title: Deaf Studies

Honors Course:

Add Honors Course:

Last Term Course was taught: 201601

Brief Statement of Change Based on Assessment Results:

This course is considered a Non-Lit Humanities course and subsequently many students who have not taken an ASL language class have been taking this course. As they do not know ASL, this course is taught using English thus the ASL 2020 prerequisite is moot and its elimination will reduce the significant number of waivers issued by instructors.

Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Change Prerequisite(s) / Corequisite(s)

From ASL 2020
 To None

Form

User ID: sfitzma Name: Stephen Fitzmaurice
 Date: 03/22/2017 Number: 26609

3/23/17

Kelly Peebles

Chair, Department Curriculum Committee

Date

3-23-17

Salvador Ongerson

Department Chair

Date

3-24-17

Andrew Lee

Chair, College Curriculum Committee

Date

3/27/17

Adakuma

College Dean

Date

Director, Calhoun Honors College

John D. Hill

4/7/2017

Date

Date

Chair, Undergraduate Curriculum Committee

Chair, Graduate Curriculum Committee

8/24/17

Date

Date

Robert W. Jones

Provost

Date

President

Change Undergraduate Course

Change a Course

Subject: ASL-American Sign Language
 Number: 3200
 Effective Term: Fall 2017
 Title: ASL Engl Intrpr in Elem Sch I
 Honors Course:

Add Honors Course:

Last Term Course was taught: 201608

Brief Statement of Change Based on Assessment Results:
 Adding pre-requisite to better align student competencies needed for this course.

Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify)

Change Prerequisite(s) / Corequisite(s)

From ASL 3150
 To ASL 3150 and ASL 3010

Form

User ID: sfitzma Name: Stephen Fitzmaurice
 Date: 03/22/2017 Number: 26751

000013

3/23/17

Date

Kelly Peebles

Chair, Department Curriculum Committee

3-23-17

Date

Salvada Orjosa

Department Chair

3-24-17

Date

Andrew Lee

Chair, College Curriculum Committee

3/22/17

Date

Alhanna

College Dean

4/7/2017

Date

Director, Calhoun Honors College

John D. Stiff

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

8/24/17

Date

Robert Jones

Provost

President

Date

Change Undergraduate Course

Change a Course

Subject: ASL-American Sign Language
 Number: 3250
 Effective Term: Fall 2017
 Title: ASL Engl Intrpr in High Sch I
 Honors Course:

Add Honors Course:

Last Term Course was taught: 201508

Brief Statement of Change Based on Assessment Results:

Changing pre-requisite to better align with student learning objectives for this course.

Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Change Prerequisite(s) / Corequisite(s)

From ASL 3150
 To ASL 3150 and ASL 3010

Form

User ID: sfitzma Name: Stephen Fitzmaurice
 Date: 03/22/2017 Number: 26752

000015 3/23/17

Kelley Peebles

Date

Chair, Department Curriculum Committee

3-23-17

Salvador Orquesa

Date

Department Chair

3-27-17

Arduo Lira

Date

Chair, College Curriculum Committee

3/27/17

Adakuma

Date

College Dean

Director, Calhoun Honors College

John D. Wiffi

Date

4/7/2017

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Robert W. Jones

8/24/17

Provost

Date

President

Date

Add Undergraduate Course

Course Attributes

Subject Abbreviation: ASL-American Sign Language **Catalog Title:** ASL-English Interpreting Field Observation **Additional Fee?**
Course Number: 3950 **Transcript Title:** Interpreting Field Observation **Justification**
Effective Term: Fall 2017 **Cross-reference(s):**
College: Arch, Arts and Humanities **Grade Mode:** Pass/No Pass
Department: Languages

Form

User ID: sfitzma **Name:** Stephen Fitzmaurice
Date: 03/23/2017 **Number:** 26754

Hours

Fixed Credit Course
Credit Hrs Contact Hrs

 2 2

Variable Credit Course
Credit Hrs Contact Hrs
Min Max Min Max

Rationale for Add Course

- Strengthen Program Requirement(s)
 Alignment of Student Learning Outcomes
 Alternative Delivery of Content
 Improve Time to Degree
 Evolution of the Discipline
 Changing Prerequisites
 Address DWF Rates
 General Education Modifications
 Other (Please specify.)

Schedule Types

- Field Course
 Independent Study
 Internship
 Lab No Fee
 Lab With Fee
 Lecture
 Other
 Seminar
 Studio
 Tutorial

Projected Enrollment

Year 1: 5
Year 2: 5
Year 3: 10
Year 4: 10

Evaluation

Undergraduate

A 90 - 100
B 80 - 89
C 70 - 79
D 60 - 69
F < 60

Pass: 60%

Observation Forms/Journal: 60%

Participation/Feedback from host site: 40%

Catalog Description

Exposes beginning interpreting students to various interpreting models and experiences to prepare them for the tasks required for functioning as professional interpreters. Students are expected to observe working interpreters in field settings for a minimum of 90 hours. Students will contrast observation experiences and identify challenges in each setting.

Prerequisite(s) **Corequisite(s)**

ASL 3150

Statement of need and justification based on assessment of student learning outcomes

Discipline shift to have students observe working interpreters to develop a better sense of the classroom learning and how it pertains to working in the field.

Textbook(s)

None

Learning Objectives

Students will actively observe working interpreters for 90 contact hours in a variety of settings and document their learning experiences as field observers. Students will be able to contrast various settings in terms of requirements and challenges in each and assess the quality of an interpreted transaction. Students will also have an opportunity to observe pragmatic application of theoretical issues discussed in prior coursework. Students will:

- Observe how classroom knowledge and skills are applied in a "real world" setting by a professional interpreter.
- Analyze the working relationship between all stakeholders in the setting
- Monitor the efficacy of professional interpretations

- Explore personal preferences for future employment settings
- Investigate the decision-making processes professional interpreters use while working
- Assess the context of the settings and factors influencing the interpreting process
- Discuss and analyze experiences in the placement setting with professional interpreter

Topical Outline

Topical Outline for Observation and Reflection

While observing professional interpreters in the field, while noting specific observations in your log to discuss with your host interpreter. Students will also want to use this reflection outline for you to monitor meta-concepts learned in your prior coursework.

- Week 1-2: Logistics & Reviewing Demand-Control Schema
- Week 3-4: Managing ethics challenges
- Week 5-6: Managing the transfer of meaning
- Week 7-8: Management of processing time
- Week 9-10: Observing for Environmental Demands of Educational Interpreting
- Week 10-12: Observing for Paralinguistic Demands of Educational Interpreting
- Week 13-14: Observing for Interpersonal Demands of Educational Interpreting
- Week 15: Observing for Intrapersonal Demands of Educational Interpreting

Syllabus

Upload File: [ASL 3950 Syllabus-20170323164512.pdf](#)

Description: ASL 3950 Field Observation Syllabus

000018

3/23/17

Kelley Peebles

Date

Chair, Department Curriculum Committee

3-23/17

Date

Salvada Orjosa

Department Chair

3-24-17

Date

Arthur Su

Chair, College Curriculum Committee

3/27/17

Date

Adriana

College Dean

Director, Calhoun Honors College

4/7/2017

Date

John D. Whiffi

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

8/24/17

Date

Robert W. Jones

Provost

Date

President

Date

ASL 3950

ASL-English Interpreting Field Observation

Description	Exposes beginning interpreting students to various interpreting models and experiences to prepare them for the tasks required for functioning as professional interpreters. Students are expected to observe working interpreters in field settings for a minimum of 90 hours. Students will contrast observation experiences and identify challenges in each setting.	
Prerequisites	ASL 3150	
Textbook(s)	None	
Objectives	<p>Students will actively observe working interpreters for 90 contact hours in a variety of settings and document their learning experiences as field observers. Students will be able to contrast various settings in terms of requirements and challenges in each and assess the quality of an interpreted transaction. Students will also have an opportunity to observe pragmatic application of theoretical issues discussed in prior coursework. Students will:</p> <ul style="list-style-type: none"> • Observe how classroom knowledge and skills are applied in a "real world" setting by a professional interpreter. • Analyze the working relationship between all stakeholders in the setting • Monitor the efficacy of professional interpretations • Explore personal preferences for future employment settings • Investigate the decision-making processes professional interpreters use while working • Assess the context of the settings and factors influencing the interpreting process • Discuss and analyze experiences in the placement setting with professional interpreter 	
Evaluation	Journal/Observation Forms	60%
	Participation/Feedback from Field Staff	40%
Grading Scale	Pass: 60%+ No Pass	
Academic Integrity	As members of the Clemson University Community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.	

ASL 3950
ASL-English Interpreting Field Observation

Accommodations

Students with disabilities who need accommodations should make an appointment with Student Accessibility Services, to discuss specific needs within the first month of classes. Students should present an Academic Accommodation Letter from Student Accessibility Services when they meet with faculty.

Student Accessibility Services is located in Suite 239 Academic Success Building (656-6848; sds-l@clemson.edu). Please be aware that accommodations are not retroactive and new Academic Accommodation Letters must be presented each semester.

ASL 3950: Interpreting Field Observation Responsibilities

Clemson Advisor Responsibilities:

1. Meet with field observation students in an initial conference to determine interests, needs and abilities in relation to possible field placements.
2. Contact placement site to explain field observation process.
3. Communicate with host interpreters about goals of the field observation. Explain forms to be used by student interpreters.
4. Work with host site to approve mentor interpreters based-on experience, personal qualifications for directing the work of student interpreters, experience in staff supervision, and willingness to take on the added responsibility of hosting a field observation student.
5. Assess student interpreter progress based-on meetings and assist the student to review and revise objectives.
6. Facilitate sessions where student interpreters can discuss the application of interpretation theory, ethical and situational challenges and problem-solving techniques.

Field Observation Student Interpreter Responsibilities:

1. Meet with Clemson Advisor in an initial conference to determine interests, needs and abilities in relation to possible field placements.
2. Abide by the RID-NAD Code of Professional Conduct.
3. Complete host site required background checks.
4. Abide by all rules and regulations set forth by the host site and Clemson Advisor.
5. Once placed, report for all assignments at the host site. Throughout the semester, student interpreters will be required to arrive on time for each assignment and to stay the entire length of the assignment. Notify the host interpreter of any changes in schedule.
6. Meet with host interpreter as often as possible to discuss field observations.
7. Attend class sessions to discuss the application of interpretation theory, ethical and situational challenges and problem-solving techniques.

Host Interpreter Responsibilities:

1. Participate in discussions at beginning of semester to learn about the Clemson University ASL-English Interpreting Program and Field Observation coursework.
2. When student interpreters are observing, allow him/her to take notes and to ask questions at the end of the assignment if time permits.
3. Monitor the inquiries of the student interpreter and provide feedback to the student and to the Clemson University Advisor. Any problems with the placement should be directed to the Advisor immediately.
4. Meet with the student interpreter as often as possible to discuss their observations.
5. Complete progress reports twice during the semester.

ASL 3950: Interpreting Field Observation Field Observation Contract

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The opportunity to observe and participate in authentic interpreting situations is invaluable to your development as an educational interpreter. The professional educational interpreters, students who are deaf or hard of hearing, and teachers who allow us to have access to these situations deserve to be treated with the utmost respect. Please consider the following:

Required Hours:

You are required to observe a total of 90 hours per semester. Additionally, you are expected to meet frequently to discuss your observations with your host interpreter. You are also expected to meet with your Clemson University advisor to provide updates on your progress.

Dress:

Dress should be casual business attire – you should look professional at all times. Even if the participants in the situation dress more casually, you must maintain professional dress. This means no jeans, shorts, overalls, flip-flops, spaghetti straps, etc.

Attendance & Punctuality:

It is imperative that you show up to your placement regularly and on time. Never enter a classroom late and always notify your host interpreter of any absences. If you arrive late, wait for a break before entering the setting.

Confidentiality:

Respect the right to privacy of the individuals present in the situation. The only discussion you should have about your placement is with your host interpreter and your Clemson advisor. When discussing observational experiences during seminars etc, take care not to mention the names of any participants, including the host interpreter, and always consider how you speak of your experiences. Discussions should be conducted in a highly respectful way, always keeping in mind how fortunate we are to have the cooperation of these individuals.

Professionalism:

Remember that you represent Clemson University and the ASL-English Interpreting Program. Please work to maintain the strong relationships we have established by behaving in a professional manner at all times.

Signed: _____ Date: _____

ASL 3950
ASL-English Interpreting Field Observation

Topical Outline for Observation and Reflection

While observing professional interpreters in the field, while noting specific observations in your log to discuss with your host interpreter. Students will also want to use this reflection outline for you to monitor meta-concepts learned in your prior coursework.

- Week 1-2: Logistics & Reviewing Demand-Control Schema
- Week 3-4: Managing ethics challenges
- Week 5-6: Managing the transfer of meaning
- Week 7-8: Management of processing time
- Week 9-10: Observing for Environmental Demands of Educational Interpreting
- Week 10-12: Observing for Paralinguistic Demands of Educational Interpreting
- Week 13-14: Observing for Interpersonal Demands of Educational Interpreting
- Week 15: Observing for Intrapersonal Demands of Educational Interpreting

Add Undergraduate Course

Course Attributes

Subject Abbreviation: ASL-American Sign Language Catalog Title: Advanced Deaf Culture & History Additional Fee?
 Course Number: 4050 Transcript Title: Adv Deaf Culture and History Justification
 Effective Term: Fall 2017 Cross-reference(s):
 College: Arch, Arts and Humanities Grade Mode: Standard Letter
 Department: Languages

Form

User ID: sfitzma Name: Stephen Fitzmaurice
 Date: 03/22/2017 Number: 26760

Hours

Fixed Credit Course
Credit Hrs Contact Hrs

3 3

Variable Credit Course
Credit Hrs Contact Hrs
Min Max Min Max

Rationale for Add Course

- Strengthen Program Requirement(s)
 Alignment of Student Learning Outcomes
 Alternative Delivery of Content
 Improve Time to Degree
 Evolution of the Discipline
 Changing Prerequisites
 Address DWF Rates
 General Education Modifications
 Other (Please specify.)

Schedule Types

- Field Course
 Independent Study
 Internship
 Lab No Fee
 Lab With Fee
 Lecture
 Other
 Seminar
 Studio
 Tutorial

Projected Enrollment

Year 1: 10
 Year 2: 10
 Year 3: 20
 Year 4: 20

Evaluation

Undergraduate

A	90	-	100
B	80	-	89
C	70	-	79
D	60	-	69
F	<		59

Leading Class Discussion 15%
 Research Presentation 25%
 Midterm 10%
 'Flash of Brilliance' (FOB) Project 20%
 Video Project 20%
 Final Exam 10%

Catalog Description

Advanced study of of Deaf Culture and History in the United States, including history, folklore, anthropology and sociology. All activities are conducted in American Sign Language (ASL).

- Prerequisite(s) Corequisite(s)
 ASL 3010

Statement of need and justification based on assessment of student learning outcomes

Assessment measures have determined ASL major students have a need to explore Deaf Culture and History in ASL more thoroughly.

Textbook(s)

- * Bauman, H-D (ed.) Open Your Eyes: Deaf Studies Talking. (Minneapolis: University of Minnesota Press, 2007)
- * Baynton, Douglas, Forbidden Signs: American Culture and the Campaign Against Sign Language (Chicago: University of Chicago Press, 1998)
- * Burch, Susan, Signs of Resistance: American Deaf Cultural History, 1900-1942 (New York: NYU Press, 2004)

Learning Objectives

Upon satisfactory completion of this course, the student will:

- Appraise the historical status of the Deaf as a minority group, including oppression and resistance of Deaf people in all aspects of their lives

- Integrate parallels and intersections between U.S. history and American Deaf history; develop and demonstrate analytical and critical thinking skills that differentiate methodology and interpretation of texts; develop oral communication skills through presentations delivered in American Sign Language, and develop written communication skills by producing written English
- Defend the notion of 'ideology' in general and be able to identify specific examples of social, cultural, and ideological constructions of Deaf people and their communities on national and global scales
- Develop a research project synthesizing components of Deaf history, culture, and sign languages

Topical Outline

- Week 1 Ancient Times within Deaf History
 - Biblical & Middle Ages
 - Renaissance
- Week 2 The Golden Ages
 - Phonocentrism and Cultural Hegemony
 - Age of Technology
- Week 3 Boynton's Forbidden Signs
 - A foreigner in one's own country
 - Manualism and oralism
 - Deaf Education
- Week 4 Signs of Resistance
 - Industrialization
 - Rise of the Sign Language/Deaf Schools
 - Influence of Deaf clubs/sports
 - Equal Access to Employment & Driving
- Week 5 The Story of Junius Wilson
 - Historical background
 - Wilmington Declaration of Independence
 - Plessy v. Ferguson
 - Desegregation/Integration
- Week 6 Words Made Flesh
 - Deaf Consciousness & Identity
 - Integration & Intersectionality Discussions
 - Mann & Gridley Howe as first American oralists
 - Methodical signs
 - Manualists pleading
- Week 7 Ableist Rhetoric in Deaf America
 - Ableism
 - Queer Identities in Deaf Communities
 - Women at Kendall Green
 - Deaf Natives & Tribal Cultures
- Week 8 Research Presentations
- Week 9 Introduction to Deaf Culture
 - Deaf Ideology
 - Arts/Traditions/Social Norms/Values
 - Intersectionality & Master-Narratives of Deaf Communities
 - Intersecting Axes of Privilege, Domination, & Oppression within Deaf Communities
- Week 10 Deaf Communities & Sub-Cultures
 - Inclusion
 - How Deaf Communities Can Transform Themselves
 - Linguistic Imperialism
- Week 11 Deafhood
 - Colonialism in Deaf Communities
 - Effects of Linguisticism/Audism
 - Deaf Sensory Worlds
 - Deaf Spaces
 - Bilingual Classroom
- Week 12 Politics of Representation within Deaf Communities
 - Media Representation
 - Politics of Representation
 - Re-Defining Deaf
 - #DeafTalent
- Week 13 Sign Language Politics: Cultural Appropriation
 - Disempowerment
 - Sign Language Politics: Linguistic Appropriation
 - Collectivist Culture and Gaining Economic Power
- Week 14 Deaf-Gain: Biodiversity, Cognitive Diversity, and Cultural Diversity
 - Future of the Deaf Community
- Week 15 Video Projects

Upload File: [ASL 4050 AdvancedDeaf History and Culture-20170127182703.pdf](#)

Description: ASL 4050 Advanced Deaf Culture & History

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000029
3/23/17

Kelly Peebles

Chair, Department Curriculum Committee

Date

Salvador Orqueson

3-23-17

Date

Department Chair

Arthur Sen

3-24-17

Date

Chair, College Curriculum Committee

Mahmud

3/27/17

Date

College Dean

Director, Calhoun Honors College

John D. Whiffi

4/7/2017

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Robert W. Jones

8/24/17

Date

Provost

Date

President

Date

ASL 4050

Advanced Deaf History & Culture

Instructor: Mike Barrett

Email: mabarre@clemson.edu

Office Hours: By appointment

COURSE DESCRIPTION

Advanced study of Deaf Culture and History in the United States, including history, folklore, anthropology and sociology. All activities are conducted in American Sign Language (ASL).

The first section of the course will examine the history of Deaf peoples from a variety of perspectives and a wide range of time periods. Topics include philosophical, educational, social, political, and economic aspects of the Deaf community in historical context, with a heavy emphasis on Kimberle' Crenshaw (1980)'s **intersectionality**. The second section of the course will then move to discussing Deaf cultural theories, such as 'Deafhood', Deaf-gain', etc) and make 'connections' or 'parallels' between those historical events and the cultural theories.

Approaches undertaken are multi-disciplinary: sociological, educational, linguistic, and humanistic. An exploration of diversity within the global Deaf community will be included. In addition, students will learn many ASL vocabulary/terms related to the academic fields such as history and anthropology. **Prerequisite : ASL 3010. Good expressive/receptive signing skills required.**

OBJECTIVES

Upon satisfactory completion of this course, the student will:

- Appraise the historical status of the Deaf as a minority group, including oppression and resistance of Deaf people in all aspects of their lives
- Integrate parallels and intersections between U.S. history and American Deaf history; develop and demonstrate analytical and critical thinking skills that differentiate methodology and interpretation of texts; develop oral communication skills through presentations delivered in American Sign Language; and develop written communication skills by producing written English
- Defend the notion of 'ideology' in general and be able to identify specific examples of social, cultural, and ideological constructions of Deaf people and their communities on national and global scales

- Develop a research project synthesizing components of Deaf history, culture, and sign languages

REQUIRED MATERIALS

- Computer with webcam or mobile device that has ability to record video (IPad, iPhone, Android, etc)
- * Bauman, H-D (ed.) *Open Your Eyes: Deaf Studies Talking*. (Minneapolis: University of Minnesota Press, 2007)
- * Baynton, Douglas, *Forbidden Signs: American Culture and the Campaign Against Sign Language* (Chicago: University of Chicago Press, 1998)
- * Burch, Susan, *Signs of Resistance: American Deaf Cultural History, 1900-1942* (New York: NYU Press, 2004)

OPTIONAL MATERIALS

- * Burch, Susan and Hannah Joyner, *Unspeakable: The Story of Junius Wilson* (Chapel Hill, NC: University of North Carolina Press, 2007)
- * Edwards, R.A.R., *Words Made Flesh: 19th Century Deaf Education and Growth of the Deaf Community* (New York: NYU, 2012)
- * Other materials to be available on Clemson BlackBoard: articles/videos

STUDENT REQUIREMENTS

1) It is expected and important for you to attend class regularly and be on time, and participate in class discussions/activities. Your commitment to learning and success in this course is reflected by attending classes, completing and submitting assignments when due, notifying the instructor about all absences, obtaining information missed due to absences from other classmates, and seeking out the instructor regarding questions about class material or concerns about grades. In addition, students are expected to respect diverse perspectives and opinions, and support opinions and answers with reasons, explanations and documentation from a variety of sources.

2) If you are physically present but not engaged in class (listening to devices through earphones, using your phone during class, etc.), you will be counted absent. You are only allowed **up to 3 unexcused absences (that includes illness, etc) or automatically fail the course**. For any conflict, be sure to inform the instructor as soon as you can.

3) Because students will refine their comprehension and production skills in ASL, all instructional sessions will be conducted without voice. Monitoring of this will be the responsibility of every student in the room during class.

4) **This course requires the use of GoReact.**

GRADE DISTRIBUTION**History Section**

Leading Class Discussion	15%
Research Presentation	25%
Midterm	10%

Culture Section

'Flash of Brilliance' (FOB)	
Project	20%
Video Project	20%
Final Exam	10%

1. Leading Class Discussion

At one of class sessions, two or three students, in a group, out of the class will facilitate a class discussion on the week's assigned reading. While all students in the class will have read the same material, the discussion leader should direct the discussion to analyze the readings through a historical lens and address questions such as: what was going on at the time? What does the reading parallel, if anything? What biases or experiences shapes the author's work? What is the author's argument and what are the merits of the argument? What are the merits of the evidence provided and the critique? How does this work contribute to our understanding of Deaf history? American history? What deficiencies are present in the work?

You can do this with a PowerPoint presentation or a Prezi link. Email me your early draft as possible for me to provide constructive feedback **prior to your scheduled discussion.**

2. Research Presentation

You may choose any topic between 1800 and 1980 as long as it pertains to American Deaf history. More specific instructions will be provided at an appropriate time of the semester. Your work must include both primary sources (newspapers little paper families, journals, dairies, et al) and secondary sources (the works of other scholars). Your work should strive to connect the deaf experience to the grander narrative of American history and should cite works on U.S. history as the context for your research topic. Some possible topics include:

- 1) Race
- 2) Gender (e.g. role of women in organizations, clubs, in journalism, in the community at large, or what deaf men thought about the role and place of women);
- 3) Identity issues
- 4) Culture (e.g. sports, artistic expression);
- 5) Oppression and resistance (e.g. racism, classism, etc.)

3. Midterm (History Final)

Your midterm will consist 4 or 5 questions presented in written English. You are to give a response each question with critical thinking and analyzing, written in English. Your midterm will be posted on Clemson BB.

4. Flash of Brilliance (FOB) Project

The simple purpose of your FOB project is to collect ASL signs, phrases, or passages in ASL poetry that in your opinion exemplifies the very rare meaning of 'flash of brilliance', and this also means that you find them extraordinary. Something that "rocks your socks off" or makes you remember, perhaps, forever. Something that also "bolts your mind" in terms of creativity.

Almost all of these signs/phrases/passages tend to be heavily classifier-based, so this can lead you to collect such signs that can be 'categorized' as classifier types. Here are the requirements for your FOB project, for your record:

- 1) At least 2 signs, phrases, or passages from each ASL poet (Valli, Rennie, Lentz, and Graybill).
- 2) Include a brief 2-3 minute description of reasons for your selection at the beginning of your project.
- 3) The total number of your collection should be **at least 12!**

5. Video Project

Each student will conduct a semester-long project that is sequenced into the following steps:

Step 1: Proposal & References

Step 2: Analysis and Discussion

Step 3: Conclusion and Final Product

Instructions regarding these steps will be posted on Clemson BB. These steps will assist in developing a high-quality research product. **The final product will be a 4-10 minute video project.** This product is to include an introduction (generated from the Proposal), the Annotated Bibliography, analysis/discussion, and difficulties associated with the project. Specific details including guidelines will be posted on Clemson BB.

6. Final Exam

Your final will consist 4 or 5 questions presented in written English. You are to give a response each question with critical thinking and analyzing, written in English. Your final

will be posted on Clemson BB.

Final Exam Date:

GRADING SCALE

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 00-59

Instructor reserves the right to issue grades based on overall average and performance of the student in the classroom

Accessibility Statement: *Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged — drops-ins in will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>*

Academic Integrity: *As members of the Clemson University Community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic honesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.*

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ASL 4050
Advanced Deaf History & Culture

Week	Topics	Readings/Assignments
	- Introduction, Syllabus, IceBreaker Activity - Intersectionality: YouTube clip	
Week 1	- "Ancient Times" within Deaf History <ul style="list-style-type: none"> • Biblical Times • Middle Ages 	
	<ul style="list-style-type: none"> • The Renaissance • Martha's Vineyard • Origins of Deaf Learning in America 	
Week 2	<ul style="list-style-type: none"> • The Golden Ages • Dark Ages (Phonocentrism and Cultural Hegemony) 	
	<ul style="list-style-type: none"> • Dark Ages, Part Two • 'The Post-ASL' Ages • The Age of Technology 	
Week 3	Boynton's Forbidden Signs <ul style="list-style-type: none"> • Being a foreigner in one's own country • Inequality between males/females • Quality of Educators during the Dark Ages 	- Boynton's book, from Introduction to Chapter 3 - LEADING CLASS DISCUSSION #1
	Baynton's Forbidden Signs <ul style="list-style-type: none"> • 'Normal Schools' • Beliefs of Manualism and oralism • AGB on Deaf Education 	- Boynton's book, from Chapter 4 to Epilogue - LEADING CLASS DISCUSSION #2
Week 4	Burch's Signs of Resistance <ul style="list-style-type: none"> • Industrialization • Americanization • Emancipation • Immigration Issues • Shifts in the Workforce • Rise of the Sign Language/Deaf Schools 	- Burch's book, from Introduction to Chapter 3 - LEADING CLASS DISCUSSION #3
	Burch's Signs of Resistance <ul style="list-style-type: none"> • Influence of Deaf clubs; Deaf sports • Legal Issues (the Great Depression, etc) • Legal Issues (Progressivism, Eugenics, etc) 	- Burch's book, from Chapter 4 to Conclusion - LEADING CLASS DISCUSSION #4

	<ul style="list-style-type: none"> • Equal Access to Employment, Driving Accessibility • Benefits of Equal Rights Progress 	
Week 5	<p>Burch/Joyner's "Unspeakable: The Story of Junius Wilson":</p> <ul style="list-style-type: none"> • Junius' historical background • Effects of Civil War • "Wilmington Declaration of Independence" • Plessy v. Ferguson (1896) • Desegregation/Integration 	<p>- Burch/Joyner's book, from Introduction to Chapter 5</p> <p>- LEADING CLASS DISCUSSION #5</p>
	<p>Burch/Joyner's "Unspeakable: The Story of Junius Wilson"</p> <ul style="list-style-type: none"> • Desegregation/Integration • 'Forgotten' Deaf people • Communication Issues • Junius' "Saviors", sufferings/achievements 	<p>- Burch/Joyner's book, from Chapter 6 to 'the End?'</p> <p>- LEADING CLASS DISCUSSION #6</p>
Week 6	<p>Edwards' Words Made Flesh</p> <ul style="list-style-type: none"> • Timothy Dwight's Influence • Disagreement between Clerc and Gallaudet on marriage • Building support for Deaf Education • Emergence of Deaf Consciousness and Identity 	<p>- Edwards' book, from Introduction to Chapter 4</p> <p>- LEADING CLASS DISCUSSION #7</p>
	<p>Edwards' Words Made Flesh</p> <ul style="list-style-type: none"> • Integration and Intersectionality Discussions • Horace Mann and Samuel Gridley Howe as first American oralists • Return of 'methodical' signs • Manualists pleading their case 	<p>- Edwards' book, from Chapter 5 to Conclusion</p> <p>- LEADING CLASS DISCUSSION #8</p>
Week 7	<ul style="list-style-type: none"> • Robinson's "We Are of a Different Class, Ableist Rhetoric in Deaf America" • Ableism in Deaf Communities • Ben Lewis' "Douglas Tilden: Behind the Diary" • Queer Identities in Deaf Communities 	

	<ul style="list-style-type: none"> • Patterson's "Women at Kendall Green: Coeducation at Gallaudet" • History of female students at Gallaudet College and their struggles to gain equality with male students • Eckhart's "Sign Languages: A Forgotten Part of Tribal Cultures" • Schooling experiences of Deaf Natives and beginnings of tribal sign languages 	
Week 8	Research Presentations #1	RESEARCH PRESENTATIONS DUE
	Research Presentations #2	
Week 9	<ul style="list-style-type: none"> • Introduction to Deaf Culture • Deaf Ideology • Arts/Traditions/Social Norms/Values 	<ul style="list-style-type: none"> - Open Your Eyes, "Introduction: Listening to Deaf Studies", p 1-25 - TEDx Talk: "Deaf Ideology" by Marika Kovacs-Houlihan
	<ul style="list-style-type: none"> • Intersectionality and Master-Narratives of Deaf Communities • Intersecting Axes of Privilege, Domination, and Oppression within Deaf Communities 	<ul style="list-style-type: none"> • MIDTERM DUE • TEDx Talk: "The danger of a single story" by Chimamanda Ngozi Adichie
Week 10	<ul style="list-style-type: none"> • Deaf Communities & Sub-Cultures • "Inclusion" in Deaf Communities and the field of Deaf Studies • How Deaf Communities Can Transform Themselves 	
	<ul style="list-style-type: none"> • Paddy Ladd's 'Deafhood' • Linguistic Imperialism in Deaf Communities 	
Week 11	<ul style="list-style-type: none"> • 'Deafhood', Part Two • Colonialism in Deaf Communities • Effects of Linguisticism and Audism 	
	<ul style="list-style-type: none"> • Deaf Sensory Worlds • Deaf Spaces • The Ideal Bilingual Classroom 	<ul style="list-style-type: none"> - Open Your Eyes: Deaf Studies Talking, Chapter 4: Upon the Formation of a Visual Variety of the Human Race, by Bahan, p. 83-96
Week 12	<ul style="list-style-type: none"> • Politics of Representation within Deaf Communities • Media Representation (Stuart Hall) 	FLASH OF BRILLIANCE' (FOB) PROJECT DUE

	<ul style="list-style-type: none"> • Politics of Representation, Part Two • "Re-Defining Deaf" • #DeafTalent 	
Week 13	<ul style="list-style-type: none"> • Sign Language Politics: Cultural Appropriation • 'Deaf Disempowerment' 	
	<ul style="list-style-type: none"> • Sign Language Politics: Linguistic Appropriation • Collectivist Culture and Gaining Economic Power 	
Week 14	<ul style="list-style-type: none"> • Deaf-Gain: Biodiversity, Cognitive Diversity, and Cultural Diversity • The Future of the Deaf Community 	
	<ul style="list-style-type: none"> • Games and Activities for Cumulative Review 	
Week 15	Video Projects, Part One	VIDEO PROJECT DUE
	Video Projects, Part Two	
FINALS WEEK		FINAL EXAM DUE

Change Undergraduate Course

Change a Course

Subject: HIST-History
Number: 3810
Effective Term: Fall 2017
Title: Germany Since 1918

Honors Course:

Add Honors Course:

Last Term Course was taught: 201601

Brief Statement of Change Based on Assessment Results:

The breadth of the current course is too large and should be split into two semesters that will allow for better focus in each and greater learning of the material. This course will be changed to cover the time period from 1918-1945 and the second course to be added will cover 1945-present. Since these two are very different periods in German history, they warrant separate coverage to understand the complexities of such topics as Nazism, the Holocaust, Communism, and liberal democracy.

Rationale for Changing a Course

- Strengthen Program Requirement(s)
 Alignment of Student Learning Outcomes
 Alternative Delivery of Content
 Improve Time to Degree
 Evolution of the Discipline
 Changing Prerequisites
 Address DWF Rates
 General Education Modifications
 Other (Please specify.)

Change Catalog Title

From Germany since 1918
To Germany 1918-1945

Change Transcript Title

From Germany Since 1918
To Germany 1918-1945

Change Catalog Description

From German history from the time of Germany's defeat in World War I, through the Nazi period and World War II. Culminates with the study of a divided Germany.
To German history from the time of Germany's defeat in World War I, through the Nazi period and World War II. Special focus on the complex history of Weimar and Nazi Germany.

Change Prerequisite(s) / Corequisite(s)

From none
To sophomore standing

Learning Objectives

- 1: To describe the complexity of German history from 1918-1945
- 2: To identify the core components of democracy and dictatorship
- 3: To identify the central periods in the history of Nazism
- 4: To evaluate a primary source
- 5: To produce clear and precise writing

Topical Outline

- Week 1: Into and Out of Nazism
 Week 2: The Experience of the Great War
 Week 3: Weimar Politics
 Week 4: Weimar Modernity

Week 5: Weimar Art

Week 6: Exam and Collapse of Weimar

Week 7: Collapse of Weimar Republic

Week 8: What is Nazism?

Week 9: Hitler

Week 10: Nazi Policies

Week 11: Exam and WWII

Week 12: WWII

Week 13: Holocaust

Week 14: Perpetrators

Week 15: Final Reflections

Evaluation

Undergraduate

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F < 60

Attendance: 5 %

Participation: 10 %

Exam 1: 15 %

Exam 2: 20 %

Final Exam: 25 %

Paper: 25 %

Syllabus

Upload File: [Germanysince1918-1945 -20170309111552.docx](#)

Form

User ID: mmeng Name: Michael Meng

Date: 03/09/2017 Number: 30296

Willie
Chair, Department Curriculum Committee

~~09/23/17~~
3/22/17
Date

[Signature]
Department Chair

3-27-17
Date

Andrew Lee
Chair, College Curriculum Committee

3/27/17
Date

[Signature]
College Dean

John D. Stiff
Director, Calhoun Honors College

4/7/2017
Date

Chair, Undergraduate Curriculum Committee

Robert W. Jones
Chair, Graduate Curriculum Committee

8/24/17
Date

Provost

President

Date

Add Undergraduate Course

000053

Course Attributes

Subject Abbreviation: HIST-History **Catalog Title:** Germany 1945-present **Additional Fee?**
Course Number: 3820 **Transcript Title:** Germany 1945-present Justification
Effective Term: Fall 2017 **Cross-reference(s):**
College: Arch, Arts and Humanities **Grade Mode:** Standard Letter
Department: History

Form

User ID: mmeng **Name:** Michael Meng
Date: 03/09/2017 **Number:** 30299

Hours

Fixed Credit Course
Credit Hrs Contact Hrs

 3 3

Variable Credit Course
Credit Hrs Contact Hrs
Min Max Min Max

Rationale for Add Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Schedule Types

- Field Course
- Independent Study
- Internship
- Lab No Fee
- Lab With Fee
- Lecture
- Other
- Seminar
- Studio
- Tutorial

Projected Enrollment

Year 1: 40
Year 2: 40
Year 3: 40
Year 4: 40

Evaluation

Undergraduate
A 90 - 100
B 80 - 89
C 70 - 79
D 60 - 69
F < 60
 Attendance: 5 %
 Participation: 10 %
 Exam 1: 15 %
 Exam 2: 20 %
 Final Exam: 25 %
 Paper: 25 %

Catalog Description

German history from the time of Germany's defeat in World War II, through the Cold War and reunited Germany. Special focus on the cultural-intellectual history of West and East Germany and of Germany since the fall of the Berlin Wall.

Prerequisite(s) Corequisite(s)

Sophomore standing

Statement of need and justification based on assessment of student learning outcomes

The breadth of the current course (3810) is too large and should be split into two semesters that will allow for better focus in each and greater learning of the material. The 3810 course will be changed to cover the time period from 1918-1945 and this course will be added to cover 1945-present. Since these two are very different periods in German history, they warrant separate coverage to understand the complexities of such topics as Nazism, the Holocaust, Communism, and liberal democracy.

Textbook(s)

Tony Judt, Postwar
 Jeffrey Herf, Divided Memory
 Heinrich Böll, Billiards at Half-Past Nine
 Christa Wolf, What Remains

Learning Objectives

- 1: To describe the complex trajectory of German history from 1945 to present
- 2: To describe the core components of democracy and Communism
- 3: To identify the central challenges facing Germany today
- 4: To evaluate a primary source
- 5: To produce clear and precise writing

5: To develop the skills of writing in clear prose

Topical Outline

Week 1: Brief History of Weimar and Nazi Germany

000054

Week 2: Brief History of WWII and Holocaust

Week 3: Germany in 1945

Week 4: The Cold War

Week 5: What is Marxism?

Week 6: Exam and Communism

Week 7: The Formation of the Communist Dictatorship

Week 8: Dissent and Coercion in Communism

Week 9: Konrad Adenauer

Week 10: Memory and West Germany

Week 11: The Global 1960s

Week 12: Exam and Collapse of Communism

Week 13: Collapse of Communism

Week 14: Reunification of Germany and National Identity

Week 15: Migrants in Germany

Syllabus

Upload File: [Germany1945present-20170309112629.docx](#)

W. Hill

Chair, Department Curriculum Committee

000053 / 23 / 17

Date
3/22/17

[Handwritten signature]

Department Chair

Andrus Siv

3-27-17

Chair, College Curriculum Committee

Makuma G.

3/27/17

College Dean

Director, Calhoun Honors College

John D. Hippi

4/7/2017

Chair, Undergraduate Curriculum Committee

Chair, Graduate Curriculum Committee

Robert W. Jones

8/24/17

Provost

President