



EFFECTIVE: SEPTEMBER 2010
CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: September 2010

B. Department / Program Area: **Faculty of Child, Family and Community Studies / Sign Language Interpretation** Revision New Course

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: **INTR 1285** D: **Deafhood: Global Diversity in Deaf Culture** E: **3**

| Subject & Course No. | Descriptive Title | Semester Credits | | | | | | |
|---|--|------------------|--------------------------|------------|-------------------------------------|-----------------------------|--------------------------|--------------------------|
| <p>F: Calendar Description:</p> <p>This course will provide opportunities for students to develop an understanding of Deaf culture and learn about Deafhood. Definitions and theories of culture will be studied through a historical perspective of the lives of Deaf people around the world. Historical implications on current practices of providing services and education for deaf people in the world today will also be examined.</p> <p>Course instruction will be in American Sign Language. Interpretation into English will be available for non-ASL users.</p> | | | | | | | | |
| <p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture / Seminar</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>60 hours</p> <p>Number of Weeks per Semester:</p> <p>Flexible delivery ranging over 2 to 15 weeks</p> | <p>H: Course Prerequisites:</p> <p style="text-align: center;">None</p> | | | | | | | |
| | <p>I: Course Corequisites:</p> <p style="text-align: center;">None</p> | | | | | | | |
| | <p>J: Course for which this Course is a Prerequisite:</p> <p style="text-align: center;">INTR 1290</p> | | | | | | | |
| | <p>K: Maximum Class Size:</p> <p style="text-align: center;">16</p> | | | | | | | |
| <p>L: PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p> | | | <input type="checkbox"/> | Non-Credit | <input checked="" type="checkbox"/> | College Credit Non-Transfer | <input type="checkbox"/> | College Credit Transfer: |
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| <input checked="" type="checkbox"/> | College Credit Non-Transfer | | | | | | | |
| <input type="checkbox"/> | College Credit Transfer: | | | | | | | |

M: Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. **Recognize and comprehend Deaf cultural diversity in local, national and international arenas, including historical influences.**
2. **Examine the influence society has had on the formation of Deaf culture.**
3. **Explain the parameters and realm of Deafhood.**
4. **Identify the influence of external factors on the formation of Deaf identity such as the historical lack of social acceptance.**
5. **Discuss the subtle role of medical community upon the definition of Deaf people and Deaf culture.**
6. **Recognize historical landmarks such as the impact of Socrates and the Milan 1880 conference on the lives of Deaf individuals and communities locally, nationally and internationally.**
7. **Differentiate between a fixed definition of “client” and a model that includes considerations of context in which deaf individual and groups exist.**

N: Course Content

The following global ideas guide the design and delivery of this course:

- **The Deaf communities, locally, nationally and internationally reflect similar diversity evident in majority culture**
- **People working in the Deaf community need to comprehend diversity and the implications of diversity specific to Deaf individuals and groups.**
- **Variation in deaf individual’s lived experience affects the formulation of identity and sense of Deafhood.**
- **Interpreters need to recognize and comprehend deaf individuals and groups in a much more global perspective, rather than as clients bridging two basic cultures and languages.**
- **Sociological, psychological and educational perspectives need to be considered by interpreters working with Deaf individuals.**
- **Deaf individuals and deaf groups are unique cultural and linguistic entities.**

O: Methods of Instruction:

- **Lecture/discussion**
- **Small group work**
- **Guest speakers**
- **Course readings/videotapes/handouts**

P: Textbooks and Materials to be Purchased by Students:

T.B.A.

Q: Means of Assessment

This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:

- **Group presentations**
- **Field research**
- **Video-taped and/or written assignments**
- **Class participation**

R: Prior Learning Assessment and Recognition:

This course is available for PLAR.

Course Designer(s): **Nigel Howard**

Education Council / Curriculum Committee Representative

Acting Dean: **Gary Tennant**

Registrar