
CURRENT ISSUES IN DEAF WORLD: DEAF LANGUAGES & CULTURES AROUND THE GLOBE

Leah C. Geer, California State University, Sacramento

INTRODUCTION

The Bachelor of Arts program in American Sign Language (ASL) and Deaf Studies at California State University, Sacramento is an interdisciplinary degree examining the history, culture, literature, and language of deaf people in the United States. The course "Current Events in Deaf World" is a curricular offering with a rotating topic, allowing different structures to capitalize on current events to broaden students' exposure to Deaf Studies beyond typical course work. Through this three-unit, upper-division course taught entirely in ASL, students learn about sign languages used outside of the US, including an extensive unit on the pidgin International Sign, and examine the ways in which American Deaf Culture is similar to or different from deaf cultures around the globe.

SKILLS AND CHALLENGES ASSOCIATED WITH THIS COURSE:

Students enter this class with at least four semesters of ASL. Students who have not yet completed upper-division courses in Deaf Culture and Deaf History must take them concurrently, as they serve, in some ways, as a point of departure for this course and focus primarily on American Deaf Culture and History, while this course explores culture and history in deaf communities around the world. Many students have also completed an upper-division course in ASL linguistics, though students are allowed to take it concurrently. That course is especially helpful for the unit on International Sign.

There are two main challenges with this course. The first is related to the varied levels of ASL proficiency with which students arrive. While there is a language requirement for this course, some students passed ASL IV with a minimum level of language proficiency achieved a much higher level of proficiency. There are several reasons for this disparity in ASL proficiency. Some students have completed more courses in our program and students have more or less time in their schedules to attend Deaf events, which help increase their fluency. It should be noted that this disparity in language proficiency is being addressed at the program level in a variety of ways, including increasing hours of instruction in lower ASL levels and removing ASL-to-English interpreters from upper division courses which were previously taught with interpretation. It is the hope that these measures, along with others still in the planning stages, will eliminate this course challenge.

A second challenge with this course is that students arrive with different amounts of experience critically reading academic articles. As a result, part of this course is devoted to cultivating this skill while learning the content in the articles we study.

COURSE STRUCTURE:

This class meets once weekly combining lecture, discussion, activities, and student presentations. This course generally enrolls to capacity, which is 25 students. The content is split into three main areas: 1) Sociolinguistics: Language Genesis and How and Why Languages Change, 2) International Sign, and 3) Global Deaf Communities. Over the course of the semester, students develop presentations summarizing key facts about each of the articles we read (which helps to address the challenge noted above about critically reading scholarly work) in addition to a larger culminating research project. This project is done in stages, each building on the last.

Class periods consist of first taking a Readiness Assessment Test (RAT) in small groups. This gives students the opportunity to reflect on what they read and work together to demonstrate mastery of the material. After completion of the RAT, a student or small group of students will give a short summary of that week's article. As much as possible, groups present on longer articles and individuals present about shorter pieces. Depending on time, we then proceed to lecture and discussion or take a short break. The lecture is generally split up to have activities interspersed to provide different types of reflection/engagement with the material. Sometimes there is a specific task (e.g., translating short sentences into International Sign), or sometimes a one-minute paper just for students to think about what they've learned so far and synthesize that information with other topics in the course. Class sessions conclude with a brief summary of what we have gone over that day and a reminder to take the electronically delivered, solo RAT (delivered via LMS). This RAT is very similar to the one they take in groups at the start of class; RATs serve as bookends to open and close each lesson.

LEARNING OUTCOMES:

The learning objectives for this course are related to several of our Program Learning Outcomes, each of which are tied to Institutional Learning Outcomes. Specifically, this course addresses the following PLOs:

- PLO 2: Identify major features and issues in the Deaf community and culture.
- PLO 3: Demonstrate an understanding of the impact of power, privilege and oppression on Deaf people's experiences and reports of prejudice, discrimination and inequity.
- PLO 4: Demonstrate an understanding of how the study of Deaf Studies enables individuals to make informed judgments aimed at strengthening the Deaf community.

THE LEARNING OUTCOMES FOR THIS COURSE ARE:

1. Discuss and describe variation in and among natural signed languages (PLO 4).
2. Describe the history of International Sign (IS) and understand its role as a contact language system for deaf people (PLOs 2-4).
3. Identify the features of International Sign (IS) and construct simple sentences in IS to apply these concepts (PLOs 2-4).
4. Compare and contrast different cultural and linguistic minorities in the US and other countries (PLOs 2-4).

SYLLABUS: CURRENT EVENTS IN DEAF WORLD: DEAF LANGUAGES & CULTURES AROUND THE GLOBE

COURSE DESCRIPTION

Deaf communities exist around the globe. Some may be similar to those in the US, while others are quite different. This course offers an introduction to communities of Deaf people around the globe, the languages they use, and how those languages change over time. Furthermore, because we live in an increasingly international context, this course explores the phenomenon of International Sign (IS). Such study affords students the opportunity to access a broader range of resources on Deaf Studies – as some of them are rendered in IS. In this class, we will cover a range of topics centered around three themes: (1) Sociolinguistics – How languages emerge and how and why they change; (2) International Sign – What it is, what it isn't, and how meaning is constructed; and (3) Deaf Communities around the globe.

PRE-REQUISITES

Introduction to Deaf Studies (DEAF 60)
ASL IV (DEAF 154)

CO-REQUISITES

Deaf History (DEAF 161)
Deaf Culture (DEAF 162)
Linguistics (DEAF 164)

GOALS FOR YOUR LEARNING

At the completion of this course students will be able to

- Discuss and describe variation in and among natural signed languages.
- Describe the history of International Sign (IS) and understand its role as a contact language system for deaf people.
- Identify the features of International Sign (IS) and construct simple sentences in IS to apply these concepts.
- Compare and contrast different cultural and linguistic minorities in the US and other countries.

HOW WE WILL LEARN

The course presents important readings from the fields of sociolinguistics and Deaf Studies. My lectures will contextualize those readings. For example, I may explain how a particular reading fits with topics you will have covered in other courses in our program. You are expected to have completed the readings before the assigned day in the course schedule.

The language of instruction in this course is ASL. Voicing (English) interpretation is not provided. As such, the language policy in this course requires that ASL be used at all times — except for writing. Use of spoken English is not permitted. If voicing becomes disruptive – determined at the discretion of the instructor – students may be asked to leave and return only when they can honor the classroom language policy.

LAPTOP AND OTHER MOBILE DEVICES USAGE POLICY

The language of instruction in this course is ASL, which requires visual attention. Using laptops or tablets detracts from your ability to remain visually engaged in class. I will provide slides at the conclusion of

each lecture, which also means that there is no need to take photos of individual slides being presented. You are also welcome to take notes the old-fashioned way, with pen and paper.

REQUIRED TEXTS & MATERIALS

Assigned readings will be posted in PDF format on Canvas.

REQUIREMENTS, EVALUATION, & GRADING SCALE

Final grades will be based on these course weights:

- A. Final Presentation: 50%
- B. Take-home presentation: 15%
- C. Readiness Assessment Tests (RATs) and other quizzes: 30%
- D. Participation: 5%

A. FINAL PRESENTATION

Students will deliver a final presentation on the topic of their choosing. This culminating project will consist of several building phases, each of which has detailed instructions on Canvas.

B. TAKE-HOME PRESENTATION

Before we begin a new reading, a student, pair, or group of three students (depending on how many students are in class) will give a short presentation on the article(s) we are about to discuss as a group. This "take-home" presentation focuses on the overarching points students glean from that week's reading and why each point is particularly significant. More information will be provided on Canvas, along with a sign-up sheet.

C. RATs & OTHER QUIZZES

Readiness Assessment Tests, or RATs, are a type of quiz through which students explore upcoming material **before** we've discussed in class. This affords several learning opportunities:

1. Students are empowered to take an active role in their learning. Preparation for RATs – carefully reading the text and/or watching videos – will likely predict performance on them.
2. Because preparing for RATs gives students some familiarity with my lecture topics, students are better able to engage with the material when we cover it as a group.
3. RATs allow more opportunity for the information to sink into long-term memory. In this course, we will have **two types of RAT**: the first will be administered in class in groups and the second will be delivered via Canvas after class to be completed alone. The goal of the group RAT is to further keep you accountable to your reading and to allow for deeper understanding through peer discussion. The purpose of the Canvas RAT is to apply what you learned during the group RAT and during the class lecture and discussion.

Except for extenuating circumstances, if you are not in class to take the group RAT, you will not be able to take the Canvas RAT after class, so attendance is imperative.

D. PARTICIPATION

Assignments that do not fit into the categories listed above are graded under "participation." This may include, but is not limited to, Canvas discussion board posts (in English or ASL), in-class activities, and engagement in group or solo work deemed necessary by the instructor to support meeting course objectives.

MAJOR ASSIGNMENTS

TAKE-HOME MINI PRESENTATION

This mini presentation is based on course readings and will help students gain a better understanding of their chosen article. It will serve as an introduction to that day's lesson for the rest of the class. It also serves as a way to introduce the author(s) for a particular piece.

This assignment has three main goals:

- To help you gain deeper understanding of a particular course reading.
- To help you distill the complex information in that article to two concise "take-home" points.
- To help your classmates connect this reading with others in the course.

This assignment, depending on the number students enrolled in the course, may be done alone or with a partner or two.

To prepare for this presentation, students must first, read the article they have selected, then do a bit of research on the author(s)' backgrounds. Make notes on the article and determine the most significant aspects of that work; think "What would I want to share with my parents/siblings/roommates about my article?"

To present this information, use the required **template**: <https://bit.ly/DEAF165take-home>.

Presentation should be **4-5 minutes** with **1-2 minutes for questions and comments**. It is necessary to follow this time limit, so start practicing early!

RUBRIC

Slides

Slides are aesthetically appealing using or modeled after the required template. Information about the author(s) is included, as are key points, and take-home messages. Appropriate images to complement the introductory presentation are included.	48 points
Slides are mostly aesthetically appealing using or modeled after the required template. Most of the following is included: Information about the author(s), key points, and take-home messages. Appropriate images to complement the introductory presentation are included.	36 points
Slides are somewhat aesthetically appealing but do not use or are not modeled after the required template. One or two of the following major sections is omitted: Information about the author(s), key points, and take-home messages. Appropriate images to complement the introductory presentation are included.	24 points
Slides are somewhat aesthetically appealing but do not use or are not modeled after the required template. One or two of the following major sections is omitted: Information about the author(s), key points, and take-home messages. Appropriate images to complement the introductory presentation are included.	0 points
Presentation	

Presentation is delivered in a professional, formal manner with comprehensible and engaging language production, appropriate for this class. Presentation is of an appropriate length and presenter pauses appropriately to allow audience to read small portions of the handout at a time (and directs the audience to a particular part of the handout before beginning the next explanation).	24 points
Presentation is delivered in a mostly professional and formal manner. Language productions are mostly comprehensible and somewhat engaging. Presentation is close to an appropriate length. Pauses are often used to allow the audience to read small portions of the handout.	18 points
Presentation is not delivered in a professional and formal manner. Language productions are mostly incomprehensible and not at all engaging. Presentation is not of an appropriate length nor does the presenter pause appropriately to allow the audience to read portions of the handout before continuing with the presentation.	12 points
No presentation delivered or presentation was too incomprehensible to evaluate.	0 points
Submission	
Slides are correctly named and shared via Google Drive (email address) and via Canvas	8 points
Slides are either incorrectly named or not shared appropriately	4 points
Slides are neither correctly named nor shared appropriately	0 points
TOTAL	/80 points

FINAL PRESENTATION

This presentation consists of three scaffolding phases.

PHASE 1: ANNOTATED BIBLIOGRAPHY

With an approved topic, students need to identify potential articles that may help for this project. All articles must be **peer-reviewed**. Once students have identified peer-reviewed articles related to their topic, they will develop an annotated bibliography with at least five peer-reviewed sources. For each of selected articles, provide an APA citation, link to the article, and a short annotation (~200 words). Annotations must include **(1)** a summary of the article, **(2)** an assessment of the article, and **(3)** a reflection on how the article fits with your topic and the other sources you have found. **This template is required:** <https://bit.ly/Deaf165Phase1>

RUBRIC

Peer-reviewed sources

Five peer-reviewed articles/book chapters are provided	5 points
3-4 peer-reviewed articles/book chapters are provided	3 points
1-2 peer-reviewed articles/book chapters are provided	1 point
No peer-reviewed articles/book chapters are provided	0 points

APA citation

The citation to all 5 peer-reviewed articles is perfectly formatted according to APA specifications	5 points
The citation to 3-4 peer-reviewed articles is perfectly formatted according to APA specifications	3 points
The citation to 1-2 peer-reviewed articles is perfectly formatted according to APA specifications	1 point
None of the citations to peer-reviewed articles is perfectly formatted according to APA specifications	0 points

Annotations

A short annotation (~200 words) is provided for each of the peer-reviewed citations. Provided text includes a short summary which accurately reflects the contents of the source, assesses the quality of the source, and reflects on how the source fits with the topic generally and with other selected sources.	12 points
A short annotation (~200 words) is provided for 3-4 of the peer-reviewed citations. Provided text includes a short summary which accurately reflects the contents of the source, assesses the quality of the source, and reflects on how the source fits with the topic generally and with other selected sources.	8 points
A short annotation (~200 words) is provided for 1-2 of the peer-reviewed citations. Provided text includes a short summary which accurately reflects the contents of the source, assesses the quality of the source, and reflects on how the source fits with the topic generally and with other selected sources.	4 points

Annotations for peer-reviewed articles are not provided and/or text does not accurately reflect the contents of the article. It is not clear how selected article(s) relate to the chosen topic and/or other articles.	0 points
Introductory and concluding paragraphs	
Introductory and concluding paragraphs are provided, the first stating clearly your intended topic of exploration, and the second synthesizing what your articles have in common, or don't, and how they fit together (or do not).	5 points
Introductory and concluding paragraphs are provided, but they lack focus and/or do not appropriately synthesize the selected articles.	3 points
An introductory or concluding paragraph is provided.	1 point
Neither the introductory nor concluding paragraphs are provided	0 points
Submission	
The submission is correctly named and of an approved file type.	3 points
The submission is not correctly named or is not of an approved file type.	2 points
The submission is not correctly named nor of an approved file type.	1 point
TOTAL	/30 points

PHASE 2: HANDOUT DEVELOPMENT

Develop a rough draft of the final presentation – to be delivered later in class – by incorporating feedback from Phase 1. Start with an outline to make sure there is a logical progression to the presentation.

OUTLINE

Use your concluding paragraph from Phase 1 to guide your presentation. Aim to address (most of) the following questions in your outline following the sample structure provided.

- What is the main point of your presentation (what is your topic)?
- How do the articles you have selected treat your topic? What do they have in common, where do they diverge, etc.?
- How do your articles fit with things we have read in class? (optional)
- How does your article fit with things you have read in other courses? (optional)
- What questions do you have based on these articles that could be addressed by future research?

I. Introduction

- a. Attention-getting statement - gain the attention of the audience by using a quotation, telling a brief story or humorous anecdote, asking a question, etc.
- b. Specific purpose of presentation
- c. Brief overview of main points

II. Body

- a. First main point
 - i. Subpoint
 - ii. Subpoint
- b. Second main point
- c. Subpoint
- d. Subpoint

III. Conclusion

- a. Summary statement — recap main points
- b. Concluding statement — end presentation smoothly

Outlines should be about one page with in-text citations for all claims asserted in the outline. Cite these according to APA specifications. Include a references section, also in APA format, at the end of your document.

PRESENTATION HANDOUT

Using your summary outline, start to develop your presentation handout. You must use the required template (<https://bit.ly/DEAF165Phase3>) but be creative with exactly how you design your handout. The template is meant to cue what information must be included. Remember to be concise. Use bullet points to get your point across in as few words as possible. Include pictures relevant to your topic.

Presentations should be approximately **six minutes**. It is necessary to follow this time limit. As the handout is developed, think about how you will expand on each main point so you can get an idea of how long your presentation will be (then adjust accordingly). Handouts must not be more than two pages and should have no fewer than three images.

RUBRIC

Outline

Outline follows the provided template and provides sufficient information synthesized clearly from all (or most) of the sources annotated in the Phase 1 bibliography	24 points
Outline mostly follows the provided template and/or provides sufficient information synthesized clearly from all (or most) of the sources annotated in the Phase 1 bibliography	18 points
Outline somewhat follows the provided template and/or provides some information synthesized clearly from all (or most) of the sources annotated in the Phase 1 bibliography	12 points
Outline does not follow the provided template nor does it provide sufficient information synthesized from the sources annotated in Phase 1	0 points

Citations

In-text citations are used appropriately and are appropriately formatted, as is the references section at the end of the document outline and handout draft.	8 points
In-text citations and the references at the end of the document are mostly used appropriately but may have minor errors in formatting.	6 points
In-text citations and the references at the end of the document are not used appropriately and have numerous errors in formatting.	4 points
No in-text citations and/or references section are provided.	0 points

Handout

Handout is aesthetically appealing and not more than 2 pages. It uses or is modeled after the required template. Text is used sparingly and captures at least 3 main points from the outline; images complement the message to be delivered with each section of the handout.	15 points
Handout is mostly aesthetically appealing and not more than 2 pages. It uses or is modeled after the required template. Text is used somewhat sparingly and captures at least 3 main points from the outline; images may complement the message to be delivered with each section of the handout.	11 points
Handout is not terribly aesthetically appealing and does not provide adequate information and/or it does not use the required template. Images, if used, are not appropriate for complementing the message to be delivered with each section of the handout.	7 points
No handout provided	0 points
Submission	
Submissions are correctly named and of an approved file type.	3 points
Submissions are not correctly named or not of an approved file type.	2 points
Submissions are not correctly named nor of an approved file type.	0 points
TOTAL	/50 points

PHASE 3: FINAL PRESENTATION

After completing Phases 1 and 2, students are ready for the culminating phase of this project. Here, work to incorporate the feedback you received to finalize your handout and prepare for your presentation.

PRESENTATION

Presentations must be approximately **six minutes**. It is necessary to follow this time limit. Make sure to practice how you will explain your handout, making sure to pause to give folks time to read each little section before you proceed.

Instead of presenting before the whole class once, students will present several times for a small group of students. This allows for more engagement with audience members. When time is called, the presenter will rotate to another audience group. See Figure 1 to get an idea of this rotation and how the classroom will be set up on presentation day.

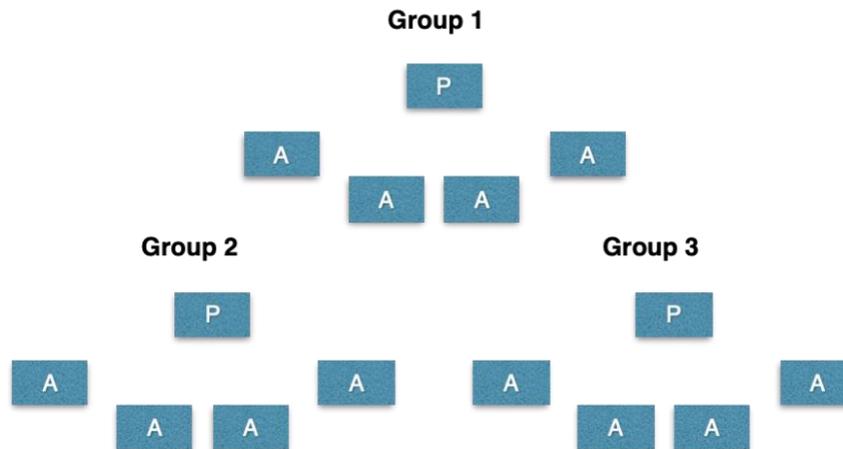


Figure 1: Graphic depicting the arrangement of the final presentations with a presenter ('P') and several classmate audience members ('A').

RUBRIC

Handout

Handout is aesthetically appealing and not more than 2 pages. It uses or is modeled after the required template. Text is used sparingly and captures at least 3 main points from the outline; at least 3 images complement the message to be delivered with each section of the handout. Feedback from the rough draft is seamlessly incorporated.	48 points
Handout is mostly aesthetically appealing and not more than 2 pages. It uses or is modeled after the required template. Text is used somewhat sparingly and captures at least 3 main points from the outline; 2 images may complement the message to be delivered with each section of the handout. Feedback from the rough draft is mostly incorporated.	36 points
Handout is not terribly aesthetically appealing and does not provide adequate information and/or it does not use the required template. Images, if used, are not appropriate for complementing the message to be delivered with each section of the handout. Little feedback from the rough draft is incorporated.	24 points
No handout provided or a handout is provided but shows no evidence of incorporation of feedback from the rough draft.	0 points
Citations	
In-text citations are used appropriately and are appropriately formatted, as is the references section at the end of the handout.	8 points

In-text citations and the references at the end of the document are mostly used appropriately but may have minor errors in formatting.	6 points
In-text citations and the references at the end of the document are not used appropriately and have numerous errors in formatting.	4 points
No in-text citations and/or references section are provided.	0 points
Presentation	
Presentation is delivered in a professional, formal manner with comprehensible and engaging language production, appropriate for this class. Presentation is of an appropriate length and presenter pauses appropriately to allow audience to read small portions of the handout at a time (and directs the audience to a particular part of the handout before beginning the next explanation).	48 points
Presentation is delivered in a mostly professional and formal manner. Language productions are mostly comprehensible and somewhat engaging. Presentation is close to an appropriate length. Pauses are often used to allow the audience to read small portions of the handout.	36 points
Presentation is not delivered in a professional and formal manner. Language productions are mostly incomprehensible and not at all engaging. Presentation is not of an appropriate length nor does the presenter pause appropriately to allow the audience to read portions of the handout before continuing with the presentation.	24 points
No presentation delivered or presentation was too incomprehensible to evaluate.	0 points
Canvas Submission	
Submissions are correctly named and of an approved file type.	8 points
Submissions are not correctly named or not of an approved file type.	4 points
Submissions are not correctly named nor of an approved file type.	0 points
Paper submission	
Four, preferably color, copies of the handout are available on presentation day.	8 points
Paper copies of the handout are not available on presentation day.	0 points
TOTAL	/120 points

GRADING SCALE

A 94+	B+ 87–89	C+ 77–79	D+ 67–69	F 0%–59
A– 90–93	B 84–86	C 74–76	D 64–66	
	B– 80–83	C– 70–73	D– 60–63	

ATTENDANCE POLICY & CLASS PARTICIPATION

ATTENDANCE

There is no set attendance policy. However, RATs will be given at the start of each class period. Students not in class to take the group RAT, will not be able to take the Canvas RAT, except for in very extenuating circumstances. This means that if you miss class, you're missing two quizzes.

If an emergency or illness causes you to be absent, please contact me as soon as you are able to let me know; I will take that into account in order to determine whether you can make up the after-class RAT.

ADDITIONAL DETAILS:

Participation in university-sponsored events: Students must bring an official notification of the upcoming event to class at least 14 days prior to the actual event, in order for the absence to be excused or for a make-up RAT to be allowed.

Observance of Religious Holy Days: Students must notify the instructor at least 14 days prior to Holy Days. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious Holy Day, you will have an opportunity to complete the missed work within a reasonable time before or after the absence.

IN-CLASS PARTICIPATION

Active participation in classroom activities – and out-of-class activities like Canvas discussion boards – is imperative. Should your behavior in class become disruptive in any way, or if it interferes with the ability of other students to participate, you will be asked to leave class and return only when you can behave in a manner that is conducive to active learning.

UNIVERSITY NOTICES AND POLICIES

ACADEMIC HONESTY

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. [Name of school] expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.”

If I have reason to suspect that a student’s work has not upheld these ideals of academic integrity, the consequences can be severe including a zero for that assignment, a failing grade for the course, or even suspension or expulsion from the university.

ANTI-OPPRESSION STATEMENT

In this course I am committed to recognizing, addressing and eradicating all forms of oppression based on race, ethnicity, disability, sex, gender, or gender expression. Micro/macroaggressions targeting minoritized individuals will not be tolerated in this course. This course will serve as a safe haven for all students.

BASIC NEEDS

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to reach out for support. Two good resources for this are Student Health & Counseling Services (Phone number) or the Crisis Intervention Team under Student Affairs (Phone number). Folks at either place can refer you to others for assistance. Furthermore, please notify me, if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

LAND ACKNOWLEDGEMENT

We acknowledge and are mindful that California State University, Sacramento stands on lands that were originally occupied by the first people of this area, the Nisenan, and we recognize their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the Nisenan people for centuries.

PROPOSED SCHEDULE*

<i>Date</i>	Topic	Homework	Readings/Videos
	0. General introduction and course overview Why should we be interested in Deaf Studies in a global context?		
<i>Week 1</i>	First day activities!	Syllabus Quiz	Syllabus Email etiquette
<i>Week 2</i>	Sign Language Geography	Put your picture in Canvas!	Padden (2011)
	1. Sociolinguistics: Language genesis & how and why languages change		
<i>Week 3</i>	Language genesis and developing phonological categories	Project Pre-Phase due	- Senghas & Coppola (2001) - Israel & Sandler (2011)
<i>Week 4</i>	Insights from pointing		Fenlon et al (2019)
<i>Week 5</i>	Language contact & Change Annotated Bibliographies		- Schermer & Pfau (2016) - What is an Annotated Bibliography
<i>Week 6</i>	Nativization Activities related to fingerspelling nativization in ASL and Auslan		Cormier et al (2008)
	2. International Sign		
<i>Week 7</i>	Pidgins and creole languages	Project Phase 1: Annotated bibliography due	Muysken & Smith (1995)
<i>Week 8</i>	Understanding International Sign		Whynot (2016) excerpts from Chapters 1 & 3

Week 9	Iconicity in International Sign	Project Phase 2: Rough draft	Rosenstock (2008)
Week 10	Construction morphology: Application to International Sign		Lepic & Occhino (2018)
3. Global Deaf Communities			
Week 11	"Everyone here spoke sign language"		- Groce (1985) Ch 2 - Nyst (2012)
Week 12	"DEAF DEAF SAME"		Friedner & Kusters (2014)
Week 13	W(h)ither the Deaf Community?		Johnston (2004)
Week 14	Deaf Refugees	Project phase 3: Final draft	Sivunen (2019)
Week 15	Final presentations	Bring five hard copies of handout to class!	
Week 16	Final presentations	Bring five hard copies of handout to class!	

***NOTE:** Subject to change to meet course objectives and to accommodate guest speakers and other activities. Please be diligent about checking Canvas for updates.

REFERENCES

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