



Master Course Syllabus

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

Semester: Spring 2025

Year: 2025

Course Prefix: ASL

Course and Section #: 3520-X01

Course Title: History of Deaf People After 1817

Credits: 3

Course Description

Explores the evolution and treatment of the Deaf community and culture emphasizing activities in the United States chronologically from 1817 onward. Emphasizes the rise of oralism, the development of deaf residential schools, the emergence of American Deaf culture and the recognition of ASL as a true language. Taught in ASL.

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: Angela Spurgeon

Student Learning Outcomes

- 1 - Outline the forces and events that lead to the formation and spread of American Sign Language and to the American Deaf Community.
- 2 - Articulate the impact of various persons and institutions who played significant roles in the education of Deaf persons, in the spread of American Sign Language and in the formation of the American Deaf Community.
- 3 - Describe the role of cultural and historical forces on the progress and impediment of deaf people, including prevalent philosophies and their impact on the formation of competing constructions of Deaf people and resultant interactions between Deaf people and the rest of American society.
- 4 - Demonstrate an understanding of the role of national politics and religious affiliations and ideologies in the formation and maintenance of schools for Deaf people in America during the period.
- 5 - Describe how Americans seeking to educate Deaf people in America came into contact with and were impacted by European efforts.
- 6 - Trace the linguistic heritage of American Sign Language to its roots in European sign languages,

'home signs' and other naturally-occurring signed languages such as Martha's Vineyard Sign Language and discuss the efforts of hearing people to make signing conform to spoken language structure.

Course Materials and Texts

1. Van Cleve, John Vickrey and Barry C. Crouch. 1990. *A Place of Their Own: Creating the Deaf Community in America*. Washington, D.C.: Gallaudet University Press. HARDCOPY ON RESERVE IN THE LIBRARY. This book is also used in ASL 3510.
2. Baynton, Douglas C. 1996. *Forbidden Signs: American Culture and the Campaign Against Sign Language*. Chicago: The University of Chicago Press. [AVAILABLE AS FREE EBOOK HERE \(Links to an external site.\)](#).
3. Burch, Susan. 2002. *Signs of Resistance: American Deaf Cultural History, 1900 to World War II*. New York: New York University Press. [AVAILABLE AS FREE EBOOK HERE \(Links to an external site.\)](#).
4. Hill, Brandon, *Signlens Basic*, SmartASL, LLC. This is an ebook available for Apple Books or Kindle. The Apple Books version much preferred because it includes a variety of animation and video features that the Kindle platform does not allow. (Kindle has links to online versions.) This book is now required for all ASL classes at UVU. It is a one-time purchase that works across all Apple devices and will always automatically update any time there is a new release. There will never be an additional charge for upgrades.
 - Purchase SignLens Basic here:
 - Apple Books (preferred): <https://books.apple.com/us/book/signlens-basic/id1580650900>Links to an external site.
 - Links to an external site. Kindle: https://www.amazon.com/SignLens-Basic-Brandon-R-Hill-ebook/dp/B09DM77WB4/ref=sr_1_1?crd=3UKFYRERV7JKX&dib=eyJ2IjoiMSJ9.R6HPB5RR8rJYf1eWKRYWiQ.8dT1CvKtFO2ZwAAYO-Qa3SvBd0TLqsmJ-e9EFFs6P6M&dib_tag=se&keywords=signlens+basic&qid=1724090065&sprefix=signle ns%2Caps%2C110&sr=8-1Links to an external site.

5. Additional Readings:

Other texts will be distributed in PDF form on Canvas.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Exams:

There will be two exams: a midterm and a final. The exams will be in-depth and will focus on readings and class lectures.

Quizzes:

A number of quizzes will be given during the term. They will focus on information from the reading material as well as from lectures and class discussions. The quizzes will be done in groups. The group format is mandatory and instructions are given in the modules section.

Quiz Participation:

Each quiz will be taken as a group. Communication in ASL during these meetings is mandatory. Each time you take a quiz with your group you will have to report how much of the reading assignment you did. The number you report for your reading (2, 1 or 0) will affect the score you get from your group's score. If you report a 0 (did not do any of the reading) you will receive a total score of zero for the quiz, as you did not do any of the work to be able to help answer any of the quiz questions. However, even if

you didn't do the reading, it is still important to be involved in taking the quiz with your group to practice your ASL and to learn the information.

You will also be required to report to me how your group communicated (i.e. in ASL or English) while taking the quiz. This will be given as one score for the group. If your group did the quiz completely in ASL, then report "100 %". If not, give me a percentage of the time that was spent using ASL while taking the quiz. This percentage will also impact your score. *Quizzes may not be made up under any circumstances after the week deadline is over.* These quizzes are vital to your preparation for the midterm and final.

Group Project:

There will be a series of student-led class presentations and discussions throughout the term. Each group will focus on a particular region and prepare a group lecture in ASL and submit their presentations in the discussion feed set up for this. This project requires teamwork and research. This is worth 15 percent of your total grade. Each of the members of the group will be graded individually based on your self reporting of your efforts, your group member's evaluation of your contribution and on my grading of your final project. There is a rubric given in the group project assignment instructions to help guide your preparations.

Group Discussion Participation:

You are expected to participate in multiple discussion assignments given during the semester. These will come from discussion responses to the student led projects. *I will not accept any late discussion comments for group presentations.*

Assignments/Homework:

I will give assignments periodically during the semester that will be drawn largely from your readings. These assignments are to be done with your study groups. I really encourage group work here so that you have opportunities to practice your ASL.

Letter grades represent the following levels of achievement and are based on coursework as indicated below. **Note that I DO give +/- grades divided every 3.3%.**

Grade Level

A= Superior	93.3%+
A- = Superior	90.0-93.2%
B+ = Above Average	86.6-89.9%
B = Above Average	83.3-86.5%
B- = Above Average	80.0-83.2%
C+ = Average	76.6-79.9%
C = Average	73.3-76.5%
C- =Average	70.0-73.2%
D+ = Below Average	66.6-69.9%
D = Below Average	63.3-66.5%
D- = Below Average	60.0-63.2%
E = Failing	59.9% or below

<u>AREA</u>	<u>WEIGHT</u>
Final Exam	20%
Midterm Exam	20%
Quizzes	19%
Group Project	15%
Assignments/Homework	15%
Participation—	10%

(Group Project Disc.	8%)
(Quiz Participation	2%)
SRI	1%
Total	100%

Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures.

General Description of the Subject Matter of Each Lecture or Discussion

A Place of Their Own

Chapter 1: Prophets and Physicians

Chapter 2: To Educate a Deaf Person

Chapter 3: Braidwood and the Bollings

Chapter 4: A Permanent School

Chapter 5; The Residential School Experience

Chapter 6: A Deaf State

Chapter 7: A College

Chapter 8: Organizing

Chapter 9: Cultural Connections

Chapter 10: the Assault on Sign Language

Chapter 11: The Struggle to Save Signs

Chapter 12: Marriage

Chapter 13: Employing the Deaf Community

Forbidden Signs

Chapter 1: Foreigners in Their Own Land: Community

Chapter 2: Savages and Deaf Mutes: Species and Race

Chapter 3: Without Voices: Gender

Chapter 4: From Refinement to Efficiency: culture

Chapter 5: The Natural Language of Signs: Nature

Chapter 6: The Unnatural Language of Signs: Normality

Signs of Resistance

Chapter 1: The Irony of Acculturation

Chapter 2: Visibility Different: Sign Language and the Deaf Community

Chapter 3: The Extended Family: Associations of the Deaf

Chapter 4: Working Identities: Labor Issues

Chapter 5: The Full Court Press: Legal Issues

Required Course Syllabus Statements

Generative AI

Artificial Intelligence and Natural Language Processing Tools are largely accessible to students and will be used by many in higher education for the foreseeable future. However, the skills taught in the humanities are unique. We aim to educate students in the careful reading of texts, the development of rigorous writing skills, the analysis and use of arguments, and to foster the thoughtful application of each of these skills in students' personal and social development.

The use of artificial intelligence is not prohibited in itself. AI has many beneficial uses, and you will do well to learn how to use AI tools effectively. Just keep in mind, that it is not appropriate to have an AI tool produce work that you submit as your own. It is appropriate to use AI tools to help you develop ideas, explore counter arguments, get feedback on areas your work might improve, and for many other uses.

If you find that you are using AI to help you learn (e.g., to take full advantage of your educational opportunity) rather than to do work for you so you can turn something in (e.g., educational obligation), you are probably doing it right. If you copy and paste something, it better have a proper citation. When you see school as an opportunity rather than as an obligation, you open the door to the full benefits.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.