



Master Course Syllabus

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

Semester: Spring

Course Prefix: ASL

Course Title: Recent Trends in Deaf Studies Theory

Year: 2025

Course and Section #: 4800 001

Credits: 3

Course Description

Explores recent trends in American Deaf culture, including cultural conflicts, tensions, and solutions. Provides a comprehensive study of theories used, including Deaf Gain, in Deaf Studies through analysis of current issues, writings and other media publications, and the expressions of Deaf people themselves. 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: Bryan Eldredge

Student Learning Outcomes

1. Demonstrate an understanding of the role of culture in the most commonly contested constructions of deafness and of Deaf people.
2. Explain how emergent Deaf theories, including Deaf Gain, have affected the lives of Deaf and hearing people.
3. Interpret the semiotic relationships among culture, language, and the balance of power both in the Deaf-World and between the hearing and Deaf-Worlds.
4. Compose carefully-crafted written critiques of academic articles related to the field.
5. Produce digital media arguments supported by recent trends in Deaf Studies theories.

Course Materials and Texts

1. Bauman, H-Dirksen and Murray, Joseph, *Deaf Gain: Raising the Stakes for Human Diversity*. University of Minnesota Press, 2014.
2. Hill, Brandon, *Signlens Basic*, SmartASL, LLC.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Grade	Level	Percentage
A	Superior	93.3-100%
A-	Superior	90.0- 93.2%
B+	Above Average	86.7- 89.9%
B	Above Average	83.3- 86.6%
B-	Above Average	80.0- 83.2%
C+	Average	76.7- 79.9%
C	Average	73.3- 76.6%
C-	Average	70.0- 73.2%
D+	Below Average	66.7- 69.9%
D	Below Average	63.3- 66.6%
D-	Below Average	60.0- 63.2%
E	Unsatisfactory	0-59.9%

Weight Distribution

Area	Weight
Exams	24%

Article Critiques	22%
Group Quizzes	20%
Synthesis Videos	18%
Weekly Journals	10%
Participation	6%
SRI Completion	1%
Total	100%

Required or Recommended Reading Assignments

Bahan, B., & Malzkuhn, M. (2018, November). Communicating Deaf Theory: A Data Driven Approach. Presentation at Transformations: Gallaudet Deaf Studies Conference.

Edwards, T. (2024). "The Collapse of the World" in *Going Tactile: Life at the Limits of Language*. Oxford University Press.

Emery, S., Iyer, S., le Maire, A., Moriarty, E., & Kusters, A. (2024). "Introduction" in *Deaf mobility studies: Exploring international networks, tourism, and migration*. Gallaudet University Press, pp. 1-20.

Fernandes, J. K., & Myers, S. S. (2010). Inclusive deaf studies: Barriers and pathways. *Journal of Deaf Studies and Deaf Education*, 15(1), 17-29.

Johnson, Robert E. (2006), "An Open Letter to my Faculty and Student Colleagues and to the Board of Trustees." Unpublished manuscript. http://gallyprotest.org/Note_to_Colleagues_by_Robert_E_Johnson_Oct_25_2006.pdf

Kusters, Anneleis. (2024) "Deaf Mobility Studies" in *Deaf mobility studies: Exploring international networks, tourism, and migration*, Emery, S., Iyer, S., le Maire, A., Moriarty, E., & Kusters, A. (eds.). Gallaudet University Press.

Kusters, A. (2020). Deaf Studies as a Transformed and Transformational Field: Inspirations Across Disciplines and Nations. *Deaf Studies Digital Journal*, 5.

Mathews, E. (2004). Place, Space, and Identity: Using Geography in Deaf Studies. In B. Eldredge, M. M. Wilding-Diaz, & D. Stringham (Eds.), *Deaf Studies Today: A Kaleidoscope of Knowledge, Learning and Understanding* (Vol. 1, pp. 201–212). Utah Valley State College.

Moges, R. T. (2020). From White Deaf People's Adversity to Black Deaf Gain. *Journal Committed to Social Change on Race and Ethnicity (JCSCORE)*, 6(1), 69-99.

O'Connell, N. (2021). Easier Said than Done: Undoing hearing privilege in Deaf Studies. *Understanding and Dismantling Privilege*, 11(2), 22-45.

Skyer, M. E., & Cochell, L. (2020). Aesthetics, culture, power: Critical deaf pedagogy and ASL video-publications as resistance-to-audism in deaf education and research. *Critical Education*, 11(15), 1-25.

General Description of the Subject Matter of Each Lecture or Discussion

1. Introduction to the Course
 2. Review of major trends in Deaf Studies
 3. Hearing Loss and Deaf Gain
 4. Deaf Gain: Seeing Deafness through the lens of Biodiversity
 5. Implications of Deaf Gain for Legal Theory
 6. Three Revolutions: Language, Culture and Biology
 7. Deaf Gain in Evolutionary Perspective
 8. What we learned from signed languages
 9. Benefits of learning a signed language
 10. Deaf Gain: Implications for Physiology
 11. Implications of Video in Researching Deaf People
 12. Social Gains
 13. Deaf Gain as a Lens on Universal Design
 14. Deaf Space
 15. How Literature Gains from Deaf People
 16. The Boundaries of Deaf Studies
 17. The Politics of Labels
 18. Deafnormativity as Fertile Theoretical Ground
 19. Deaf Mobility
 20. Mapping the Field
 21. Deaf Studies in the Future
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Required Course Syllabus Statements

Generative AI

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

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

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

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

If you're using AI to help you learn and engage with the material—taking full advantage of your educational opportunity—you're on the right track. When you approach school as an opportunity for growth rather than an obligation to fulfill, you unlock its full potential.

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.