



## Lign 7: Sign Language and Its Culture

### Syllabus Fall 2011

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**INSTRUCTOR:** Matt Hall, Ph.D., Department of Linguistics; email: [matthall@ucsd.edu](mailto:matthall@ucsd.edu); Office hours: Mondays (12-1pm) and Wednesdays (4-5pm) in AP&M 4402B.

**TAs:** Deniz Ilkbasaran, email: [dilkbasaran@ucsd.edu](mailto:dilkbasaran@ucsd.edu); Office Hours, Tuesdays, 10-11am, CSB 264  
Jonathan Udoff email: [judoff@ucsd.edu](mailto:judoff@ucsd.edu); Office Hours, Thursdays, 1-2pm, AP&M 3351

#### Lectures T/Th 11:00am-12:20pm, Center Hall 119

This course is Podcast: <http://podcast.ucsd.edu/#courses>

This course uses WebCT: <http://ted.ucsd.edu>

Much of the course material is VISUAL, so class attendance is essential.

**COURSE GOALS:** In this course, we study the nature of language by learning about sign languages and their cultures. We don't learn how to sign. But we learn a great deal about sign languages, their origins and structure, the people who use them, and the cultural milieu within which they arise. By studying sign languages in depth, we begin to understand what language and culture are. Sign language research helps us understand some of the oldest philosophical questions ever asked: What is language? Where does language come from? What is language for and how does it shape our identity? How is language different from other means of communication? Sign language research encompasses the fields of linguistics, psychology, neurolinguistics, sociology, history, and anthropology. Therefore, we discuss research from all these disciplines throughout the course. Once we understand (1) what sign language is; (2) what its linguistic structure is like; (3) what constitutes Deaf culture and Deaf identity; (4) how sign language differs from other forms of communication and what its origins are, we arrive at a deep understanding of the nature of language and culture. We gain this knowledge several ways through lectures, videos, readings, linguistic exercises, Web quizzes, and small group tutorials.

#### REQUIRED TEXTS Available in UCSD Bookstore

- (1) LING 7: *Sign Language and Its Culture*. V2011.5 Course Reader
- (2) Van Cleve, J. V. & Crouch, B. A. (1989). *A Place of Their Own: Creating the Deaf Community in America*. Washington DC: Gallaudet University Press.

#### COURSE REQUIREMENTS:

- (1) 3 Tutorials: ungraded but immensely helpful (see syllabus for schedule)
- (2) 3 Web CT Quizzes = 10% of final grade (see syllabus for schedule)
- (3) Class Participation (iClickers) = 5% of final grade (see next page for details)
- (4) Midterm Exam = 35% of final grade, Week 6, Tuesday Nov 6, in class
- (5) Final Exam = 50% of final grade, Wed., Dec. 12, 11:30am-2:30pm

**Note:** Pass/Fail: C- final grade or higher required to pass

#### EXTRA CREDIT:

- (1) You may choose to participate in psychology/linguistics experiments: <http://ucsd.sona-systems.com>. Each hour of experiment credit adds 1% to your final course grade, with a maximum of 4%. In order to guarantee your credit, you must (a) enter your full name as it appears on the class roster, and (b) visit the website again *after* you participate to assign your participation credit to the right course.

**Do not wait until the last week to participate, as there may not be experiments available! The last day to fulfill this requirement is Wednesday, December 5.** Alternatively...

- (2) You may choose to write a 3-4 page paper (double-spaced) demonstrating mastery of course concepts as they apply to something you encounter outside class (e.g. Deaf Awareness Day, YouTube videos, ASL class, Switched at Birth episode, interaction with a Deaf or Hard-of-Hearing person, comparing Deafhood to other minority/marginalized experience, etc.). **Topic must be submitted for approval to Dr. Hall in writing before Thanksgiving.** Papers will be due on the last day of class (Thursday, December 6), and will add 1% to 4% to your final course grade depending on quality.
- (3) You may choose to participate in experiments *and* write a paper; however, 4% is still the maximum extra credit that you can receive.

#### CLASS PARTICIPATION & CLICKERS:

We expect and look forward to your participation as vital part of this course. Participation is recorded using the class clickers for questions presented in class. *In-class participation questions are not graded for accuracy, but only for your response.*

Starting on Tuesday of Week 2 (**10/9/12**), each class you attend and participate earns you **0.3846%**, totaling **up to 5%** for the quarter. There are 16 lectures in all (starting 10/0/2012, not including holidays and exams) and you need to attend and participate in 13 to earn the 5% ( $13 \times 0.3846\% = 5\%$ ). This means you can miss 3 classes for whatever reason without losing points for class participation.

For each class, you need to answer at least 70% of the questions to be counted as being present. For example, if during a lecture there are 10 questions, you need to answer at least 7. If there are 5 questions, you need to answer 3 (3.5 to be exact, but in these non-integer cases we will round down). *Questions are not graded for accuracy but only for participation.*

Any generation of iClicker is acceptable: original i>Clicker, i>Clicker+, or i>Clicker 2.



**INTEGRITY OF SCHOLARSHIP** is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that *all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind.* Failure to practice academic integrity will lead to appropriate disciplinary measures.

<b>Week/ Quizzes, Tutorials, Films</b>	<b>Topics, Readings &amp; Linguistic Structures</b>
<b>Week 1 (10/2, 10/4)</b>  <i>“Deaf President Now!”</i>	<b>Sign language: myths &amp; mysteries</b> <b>Deafness as disability (medical view)</b> <b>Deafness as linguistic minority (cultural view)</b> <hr/> The sign space, p. 1 Variation across sign languages pp. 2-11  Reader (Markowicz): “Myths about sign language”, pp 89-114 Reader (Padden & Humphries): “Learning to be deaf”, pp. 115-121 Reader (Mow): “How do you dance without music?” pp. 189-195
<b>Week 2 (10/9, 10/11)</b>  <i>“Ridicule”</i>	<b>Fingerspelling, homesign, &amp; gesture</b> <b>How have signs evolved? What can cognates tell us about languages?</b> <b>Who were the first educated deaf people in Europe and the USA?</b> <hr/> Fingerspelling alphabets, pp. 12-14 Carmel, International hand alphabet charts, intro, pp. 141-144  Cognates, historical change, pp. 36-39 Number signs, pp. 40-42  Van Cleve & Crouch: “Prophets & physicians”, pp. 1-9 Van Cleve & Crouch: “To educate a deaf person”, pp. 10-20 Reader (Lane): “Jean Massieu”, pp. 123-127
<b>Week 3 10/16, 10/18</b>  <i>Web Quiz #1 Consonants</i>  <i>Tutorials # 1 Consonants</i>  <i>“In the land of the deaf”</i>	<b>Can children language from reading lips? What are speech sounds?</b> <b>Sub-lexical structure in speech and sign language</b> <hr/> Articulation of English consonants pp. 17-23 Do Exercises on English consonants p. 24 Do Sagittal section exercises, pp. 25-26 Sign parameters, pp. 27-35  Reader (Battison): “Signs have parts”, pp. 145-161 Reader (Thompson et al.): “Tip of the Fingers Experiences by deaf signers”, pp. 163-168  VanCleve & Crouch: “A permanent school”, pp. 29-59 Van Cleve & Crouch: “A College”, pp. 71-86

<b>Week/ Quizzes, Tutorials, Films</b>	<b>Topics, Readings &amp; Linguistic Exercises</b>
<b>Week 4 10/23, 10/25</b>  “Gallaudet & Veditz”  “Charles Krauel: An American Filmmaker”	<b>What is oralism, and how did sign language survive it? How did historical varieties of sign languages differ? What linguistic information is packed in a pronoun?</b> <hr/> Pronouns in English contrasted with ASL, p. 49  Van Cleve & Crouch: “The residential school experience”, pp. 47-59 Reader (Brill): “The international convention of 1880”, pp. 129-137 Reader (Veditz): “The preservation of the sign language”, pp. 137-140 Van Cleve & Crouch: “The assault on sign language”, pp. 106-127 Posted on Ted (Stead Sellers): “African-American Sign Language”
<b>Week 5 10/30, 11/1</b>  <i>Web Quiz # 2 ASL verbs &amp; pronouns</i>  <i>Tutorial #2 ASL verbs &amp; pronouns</i>	<b>What are some differences between natural and constructed languages? What are inflectional and derivational morphology? How do children learn language? What’s a “critical period”?</b> <hr/> Do exercises in English lexical categories, p. 62 Do exercises in English morphology, 47-48 ASL derivational morphology, pp. 63-68 ASL verb aspect inflections, pp. 55-56 Artificial sign systems pp. 72-76  Reader (Mayberry): “Early language acquisition”, pp.177-188 Van Cleve & Crouch: “Employing the deaf community”, pp. 155-168
<b>Week 6 11/6, 11/8</b>  <b>Midterm: Tues, 11/6</b>	<b>MIDTERM</b> <b>What does the face have to do with ASL grammar?</b> <hr/> <b>Midterm</b> covers Week 1 through 5: lectures, videos, readings, linguistic exercises, web quizzes & tutorials  Thurs: ASL sentence structure, non-manual markers, pp. 77-79 Classifiers, p. 69-71 Mentalfloss.com article (posted on TED in supplemental readings)

<b>Week/ Quizzes, Tutorials, Films</b>	<b>Topics, Readings &amp; Linguistic Exercises</b>
<b>Week 7 11/13, 11/15</b>  Web Quiz #3 ASL sentence Structure  Tutorial #3 ASL sentence structure	<b>How does the brain analyze sign language?</b> <b>What are ASL classifiers?</b> <b>How does sign language vary around the world?</b> <hr/> Tues: Midterm recap Reader (Hickock et al): "Sign language in the brain", pp. 169-176 Thurs: Posted on Ted (Meir et al.): "Emerging sign languages" Reader (Groce): "The island adaptation to deafness", pp. 197-208 Reader (Johnson): "Traditional Yucatec Mayan Village", pp. 217-224 Reader (Zeshan): "Sign languages of the world", pp. 209-216
<b>Week 8 11/20</b>  Extra credit topics due Tuesday, 11/20	<b>How do deaf lives vary across cultures?</b> <b>What are cochlear implants? Will they replace sign language?</b> <hr/> Tues: Reader (Wallin): "Sweden", pp.225-237 Reader (Tsuchiya): "The Deaf Japanese", pp. 239-242 Reader (Sharmshudin): "Deaf culture in Pakistan", pp. 243-245 Reader (Naniwe): "The deaf child in Burundi", pp. 247-253  Thurs: No class- happy Thanksgiving!
<b>Week 9 11/27, 11/29</b>  ASL narratives	<b>How do new sign languages evolve? What role do children play?</b> <b>How is ASL linguistic structure used in narrative &amp; artistic expression?</b> <hr/> Tues: Posted on Ted (Bouchard et al.): "Speech development in prelingually deaf children with cochlear implants" Posted on Ted (Humpries et al.): "Language acquisition for deaf children" Thurs: Reader (Fant): "Drama and poetry in sign language", pp. 255-262 Reader (Valli): "How I came to write poetry", pp. 263-264
<b>Week 10 12/4, 12/6</b>  ASL Drama, Humor, & Poetry	<b>How is sign language structure used to create poetry?</b> <b>What themes recur in Deaf literature?</b> <b>What do we understand about language and culture?</b> <hr/> Tues: ASL Poetry, pp. 81-87 Thurs: Reader (Perlmutter): "Dante's hypothesis & sign language poetry", p. 265-289
<b>FINAL Dec 12</b> Wed 11:30am- 2:30 pm	Final is comprehensive and covers Weeks 1 - 10: all lectures, videos, readings, exercises, web quizzes & tutorials