

Deaf World Japan

The Struggle of Disability, Identity and Language

Section 1

Instructor/Title	Steven C. Fedorowicz
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【Course Outline / Description】

This course is an ethnographic examination of deaf culture in Japan and Japanese Sign Language. While the focus will be on deaf people and their language, it will be in the broader context of contemporary Japan. Deafness as deficit and deaf people as bicultural will be the major theoretical models. How are deaf and disabled people treated within Japanese society in the realms of education, social welfare, identity, and communication? Deaf people will be compared/contrasted with other so-called disabled people and other minorities in Japan in terms of discrimination issues and political movements. Cross-cultural comparisons of deaf people in the United States, Bali and other places will also be considered. A major component of this course will be the analysis and practical study of Japanese Sign Language. Not only will you be expected to participate in class discussions, you will also need to be actively involved in learning Japanese Sign Language.

Section 2

【Course Objectives/Goals/Learning Outcomes】

Section 3

【Class Schedule/Class Environment, Literature and Materials】 (Subject to Change)

T 9/4 Introduction to Course, Anthropology and Japanese Sign Language

Th 9/6 JSL Workshop I (Natural Approach and *Komi-pon*)

READ Radetsy –AND– Kikusawa

T 9/11 Introduction to Deafness in Japan

READ Fedorowicz 1

Th 9/13 JSL Workshop II (self introduction and hobbies)

T 9/18 Gestural Approach to Language

READ Kendon

RECOMMENDED READING Armstrong et al.

Th 9/20 JSL Workshop III (facial expression) **READ Matsumoto**

T 9/25 Inspiration Porn and Representations of Deafness in Japan

READ TBA

Th 9/27 Morimoto-san Guest Lecture

T 10/2 Cultural Model: American Deaf World

READ Lane, Hoffmeister and Bahan

Th 10/4 JSL Workshop IV (numbers, days, dates)

T 10/9 Film and Discussion: *Sound and Fury* (2000, Josh Aronson)

READ New York Times–AND– Chicago Tribune

Th 10/11 JSL Workshop V (family and verbs)

T 10/16 Cultural Model of Deafness (cont'd)

READ: Mindess

Th 10/18 JSL Workshop VI (time and tense)

MIDTERM EXAM QUESTIONS HANDED OUT

T 10/23 **MIDTERM EXAM DUE**

Film/Discussion: *In the Land of the Deaf* (1994, Philibert)

Th 10/25 University Festival Preparation Day - **No Class**

T 10/30 Deaf Identity in Japan **READ Nakamura 1**

Th 11/1 JSL Workshop VII (places, school)

T 11/6 Sign Language in Japan **READ Nakamura 2 –AND– Mori**

Th 11/8 JSL Workshop VIII (wh-questions, adjectives, life course)

T 11/13 Deficit Model: Disabilities, Americans with Disabilities Act

READ McDermott and Varenne -AND- Bagenstos

RECCOMENDED READING Samuels -AND- Stevens Intro.

Th 11/15 JSL Workshop IX (review)

T 11/20 **JSL QUIZ** (review all JSL to date)

Th 11/22 Disability in Japan **READ Stevens 1**

T 11/27 Disability in Japan (cont'd) **READ Stevens 2**

Th 11/29 Social Welfare in Japan

READ Stevens 3 RECOMMENDED READING Yoda

T 12/4 Campus Accessibility Presentations

READ 'Barrier-free' tour of Tokyo offers a vision of what could be

Th 12/6 Campus Accessibility Presentations (cont'd)

T 12/11 JSL Workshop X (advanced lesson)

Th 12/13 Course wrap-up and review activities

FINAL EXAM QUESTIONS HANDED OUT

Final Examination Week is 12/18-12/22. Check the CIE final examination schedule for the date, time and place for the final exam.

【Textbooks/Reading Materials】

Section 4

【Learning Assessments/Grading Rubric】

Grading will be based on:

1. participation (active and passive; includes campus accessibility project) (20%)
2. *shuwa gumi* (10%)
3. JSL quiz (10%)
4. Midterm Exam (30%)
5. Final Exam (30%)

“Shuwa gumi” is a JSL practice group comprised of three students. This group meets for at least one hour once a week to practice and study JSL. In addition, the group will work together in various group projects and presentations.

JSL Quiz will be a one-on-one meeting with the Professor for approximately 5 minutes. Here you will demonstrate what you have learned in the JSL Workshops.

Both the Midterm and Final Exams will consist of take-home essay questions - 4 questions, 2 typed pages each (so you will be turning in about 8 pages in total).

Reading assignments along with complete citations can be found on the university Black Board System (access it at <https://lms.kansai-gaidai.ac.jp/index.html>). You will need to log in using your KGU student account and password. Other information and services may become available on Black Board during the course of the semester.

Please understand that students share responsibility with the Professor in terms of communication regarding class issues. If you cannot speak to the Professor before, during or after class, please see him in office hours or contact him via e-mail.

Section 5

[Additional Information]

Standards of Personal and Academic Conduct

Personal Conduct: Please refrain from any personal conduct that infringes upon the rights of other students, faculty, or staff. Examples of other unacceptable behavior includes, among other things, interrupting others during class discussions, making rude and/or abusive comments, coming to class late, and leaving class early.

Electronic Devices: Please refrain from using laptop computers, cell phones, iPods, iPads, e-books, video games, tape recorders, digital cameras, video cameras, etc. in class without permission. Such usage in the form of multi-tasking rarely adds to the classroom experience at the time and is also distracting to other students.

Academic Cheating: The best advice here is don't do it! So there is no misunderstanding about the nature of cheating or our university's policies, I provide the KGU Center for International Education and Asian Studies Program official policy:

The Asian Studies Program takes very seriously any incident of academic cheating. Cheating is unfair to students who work honestly, and compromises both the learning and evaluation processes.

Academic cheating includes, but is not limited to, plagiarism (using previously published work without properly acknowledging the source, including that available on the internet); submitting work done in collusion with a student or someone else in a manner not authorized by the instructor; misconduct on an examination, or any other attempt to dishonestly pass off another's work as one's own or otherwise create an unfair academic advantage.

The penalties for academic cheating may include failure on the assignment [and] failure in the course.