

Sociolinguistics of Deaf Communities in Japan

Section 1

Instructor/Title	Dr. Steven C. Fedorowicz, Ph.D.
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【Course Outline / Description】

This course, broadly speaking, will explore the relationship between language, culture, and society through the use of linguistic, anthropological, and sociological concepts and methods. The basics of linguistics - structural linguistics, semantics, historical linguistics and sociolinguistics - will be covered. Specifically, the course will focus on the sociolinguistics of deaf communities in Japan and the intersections of identity, disability, education and sign language. Culture and language are not static; linguistic ecologies are always changing. To accommodate such challenges, alternative approaches and theories will be utilized, including visual anthropology, multimodality and gestural approaches to language.

Specifically, the course will cover:

1. Introduction to Course and Anthropology
2. Introduction to Linguistics
3. Introduction to Sign Language
4. Gestural Approach to Language Study
5. Deaf Communities in Japan
6. Diversity, Double Minorities and Intersections within Deaf Communities
7. Japanese Sign Language vs. Signed Japanese
8. The Linguistics of Sign Language
9. Cultural Model of Deafness
10. Deficit Model of Deafness
11. Disability, Ableism and Inspiration Porn
12. Social Welfare in Japan
13. Sign Language Policy and Politics
14. Deaf Education
15. New Technology for the Deaf
16. Cross-Cultural Comparisons (USA, Bali, France)

Section 2

【Course Objectives/Goals/Learning Outcomes】

By the end of this course students will understand the basic anthropological approaches to describing and analyzing languages and be able to apply these approaches to a specific case study – in this case, the sociolinguistics of Japanese Sign Language - as well as professional language instruction and everyday situations.

Section 3

【Class Schedule/Class Environment, Literature and Materials】

Class 1 Class Orientation

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Class 2 Introduction to Anthropology, Linguistics and Deaf Studies.
ASSIGNMENT: Student Self-Introductions

Class 3 GUEST LECTURE on Deaf Culture and JSL (in JSL w/ English interpretation)
Ms. Kana Jono, Deaf Support Osaka NPO

Class 4 Linguistics
READ Ottenheimer & Pine 2019 The Anthropology of Language, chapt. 1, p.1-15
RECOMMENDED READING: Ottenheimer & Pine 2019 The Anthropology of Language, chapter 2, pp.17-45

Class 5 WATCH film: Sound and Fury (Aronson 2000)
<<https://vimeo.com/475729680/0d298e65c8>>

Class 6 Introduction to Sign Languages and Japanese Sign Language
READ Radestty 1994 Silence, Signs and Wonder, pp. 62-68 -and- Kikusawa 2011 Sign Languages are Languages! pp. 1-2

Class 7 Gestural Approach to Language I
READ Kendon 1997 Gesture, p. 109-127

Class 8 Gestural Approach to Language II
READ: Armstrong, Stokoe and Wilcox 1995 Language from the Body; The Universe of Gesture, pp. 1-25

Class 9 Sign Linguistics
Reading to be announced

Class 10 Facial Expression and Emotions
READ Matsumoto 1996 The Face of Emotion in Japan, pp. 17-41

Class 11 Deaf Sociolinguistics
Reading to be announced

Class 12 Introduction to Deafness in Japan
READING: Fedorowicz 2000 Deafness in Japan: Preliminary Report, pp. 33-48

Class 13 Cultural Model of Deafness
READ Lane, Hoffmeister and Bahan 1996 Welcome to the Deaf-World, pp. 1-36

Class 14 Cultural Model of Deafness: Intercultural Approach
READ Mindess 2006 American Deaf Culture, pp. 76-119

Class 15 Midterm review activities
READ (REVIEW) Class 1-14 class readings

Class16 Deficit Model of Deafness: Disabilities, Impairments, Handicaps
READ Stevens 2013 Disability in Japan: Introduction, pp. 1-22

Class 17 Deaf as Cultural Construct
READ: Groce 1985 Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard, pp. 1-74
READ: Branson, et al. 1996 Everyone Here Speaks Sign language, Too: A Deaf Village in Bali, Indonesia, pp. 19-57

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Class 18 Deficit Model of Deafness: Disability in Japan

READ Stevens 2013 Disability policy and law in modern Japan, pp. 61-94

Class 19 WATCH film: Unsound: The Legacy of Alexander Graham Bell (CBC Radio 2021)

<<https://vimeo.com/552430175/cffb4f97ef>>

Class 20 Social Welfare in Japan

READ Stevens 2013 Accessibility and the built environment in Japan, pp. 138-154

RECOMMENDED READING: Bookman n.d. About Me and Ted Talk

<<https://bookmanresearch.com/>>

Class 21 WATCH film: A World of Boisterous Silence (NHK WORLD PRIME 2018)

<<https://vimeo.com/491979825/ce7e0302ce>>

READ: Read Hayashi and Tobin 2014 The Power of Implicit Teaching Practices: Continuities and Discontinuities in Pedagogical Approaches of Deaf and Hearing Preschools in Japan, pp. 24-46

Class 22 Deafness and Sign Language in Japan

READ Fedorowicz 2020 Deaf Bodies: Toward a Holistic Ethnography of Deaf People in Japan, pp. 269-286 <https://kansai.gaidai.repo.nii.ac.jp/?action=repository_uri&item_id=7946&file_id=19&file_no=1>

Class 23 WATCH film: In the Land of the Deaf (Philibert 1992)

<<https://vimeo.com/467243800/41bb5f8816>>

Class 24 The Role of JSL in Japanese Deaf Communities

READ Mori and Sugimoto 2019 Progress and Problems in the Campaign for Sign Language Recognition in Japan, p. 104-118

Class 25 WATCH film: Beyond Silence (Link 1996)

<<https://vimeo.com/482465714/adb86f79b1>>

Class 26 Inspiration Porn and Representations of Deafness and Sign Language in Japan
Reading to be announced

Class 27 WATCH film: Code of the Freaks (Chasnoff 2020)

<<https://vimeo.com/650505646/4f4bdb4f52>>

Class 28 The Visual Anthropology of Deaf Communities in Japan

READ Fedorowicz 2019 Performance, Sign Language, and Deaf Identity in Japan
<<http://www.anthropology-news.org/index.php/2019/06/05/performance-sign-language-and-deaf-identity-in-japan/>>

Class 29 WATCH films: Sound and Fury 6 Years Later (Aronson 2006)

<<https://vimeo.com/477935665/7c1568fb94>>

The Heather World (Ted Talk 2013)

<<https://vimeo.com/477930483/1cea5e1666>>

Next generation hearing implants for kids (CNN Vital Signs – Sanjay Gupta 2015)

<<https://vimeo.com/480606088/94e3e7d52d>>

Class 30 Final review activities

READ (REVIEW) Class 16-29 class readings

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【Textbooks/Reading Materials】

All class readings with their full citations can be found on the university Black Board System and/or Visual Anthropology of Japan website.

Section 4

【Learning Assessments/Grading Rubric】

Grading will be based on:

1. Class Participation and Activities (15%)
2. Discussion Board posts (2 per week) (15%)
3. Midterm Exam (35%)
4. Final Exam (35%)

Section 5

【Additional Information】

Standards of Personal and Academic Conduct

The Professor is an advocate of inclusion, tolerance and diversity. The classroom is regarded as a “safe place” for free speech.

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: As a general rule, please refrain from using lap top computers, iPads, smart phones/cell phones*, iPods, e-books, video games, tape recorders, digital cameras, video cameras, etc. during class. Such usage in the form of multi-tasking rarely adds to the classroom experience at the time and is also distracting to other students. Taking photos and video infringes upon the right to privacy and portrait rights.

If your personal situation requires the use of a personal computer, iPad or other similar devices in class, with the permission of the KGU administration and/or the Professor, it will be allowed under the following conditions:

- a) you must inform the Professor in person and via e-mail of your request;
- b) you cannot access non-class materials during the class period;
- c) you must sit in the front row;
- d) your usage of such devices will be monitored;
- e) if you break any of these rules even once you will no longer be allowed to use such devices

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.

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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.”

Artificial Intelligence: “... [U]sing AI-generated content verbatim for reports or papers and submitting it as one's own work is inappropriate as it does not align with the educational goals of our institution... Using content directly generated by AI in reports or papers may be considered plagiarism... It is your responsibility to verify the credibility of such information.” Kansai Gaidai A.I. Policy, December 1, 2023

In this course, students are not allowed to use A.I. for any purposes. This includes generating ideas, making an outline, inputting exam questions into an AI generator and using AI-generated answers (and passing them off as your own work). The use of A.I. will be considered plagiarism, a form of cheating. The penalties for academic cheating will include failure on the assignment and failure in the course.

For any writing or presentation exercises, your answers and content should come from class readings, films/videos, lectures and discussions. (It is a good idea to use these sources and cite them within the text.) The purpose of these assignments is for the student to demonstrate what they have learned in class lectures, discussions and other materials provided by the Professor.

Do not use materials from the internet that have the same information as class materials (as this would demonstrate that you did not do the readings).

If you quote or borrow ideas from a class reading or another source, you must credit the source within your text and then give a complete citation at the end of your essay (you can use any academic citation style you want).

If asked by the Professor, you must show where you got the information to answer your questions (from class materials). You might also be asked to show outlines and/or early rough drafts. It is your responsibility to provide this information.

Please be advised that the use of Grammarly or similar service might leave an AI footprint on your text.

Accommodations: Reasonable accommodation for students with known disabilities will be made in accordance with Kansai Gaidai University’s guidelines. The Registrar’s Office requires documentation from home universities. Any student who feels they may need an accommodation based on the impact of a disability is responsible for contacting the

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Professor as early as possible in the semester.