

## Deaf World Japan

### The Struggle of Disability, Identity and Language

#### Section 1

Instructor/Title	Dr. Steven C. Fedorowicz, Ph.D.
Office/Building	CIE 3305

#### 【Course Outline / Description】

This course is an ethnographic examination of deaf cultures 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. 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. In addition to learning about the lives of deaf people in Japan from multiple perspectives, a major component of this course will be the analysis and practical study of Japanese Sign Language (JSL). Through contemporary teaching methods employed by deaf teachers such as natural approach and Komi-pon, students will gain basic communications skills in Japanese Sign Language.

#### Section 2

#### 【Course Objectives/Goals/Learning Outcomes】

Students will be able to identify and explain important aspects of Deaf cultures and communities in Japan including language use, education, behavior and norms. Students will also be able to describe and understand deafness in terms of cultural and disability perspectives. Finally students will be able to acquire conversation expression and basic comprehension of Japanese Sign Language comparable to 入門 (beginner's) level sign language courses offered by sign language circles in Japan.

Students are expected to be active participants in class discussions and sign language workshops.

#### Section 3

#### 【Class Schedule/Class Environment, Literature and Materials】

Lecture 1 Introduction to Course, Anthropology and Japanese Sign Language

Lecture 2 JSL Workshop I (Natural Approach and Komi-pon)  
READ Radetsy –AND– Kikusawa

Lecture 3 Introduction to Deafness in Japan  
READ Fedorowicz 1

Lecture 4 JSL Workshop II (self introduction and hobbies)

Lecture 5 Gestural Approach to Language  
READ Kendon  
RECOMMENDED READING Armstrong et al.

Lecture 6 JSL Workshop III (facial expression) READ Matsumoto

- Lecture 7 Inspiration Porn and Representations of Deafness in Japan  
READ TBA
- Lecture 8 Morimoto-san Guest Lecture
- Lecture 9 Cultural Model: American Deaf World  
READ Lane, Hoffmeister and Bahan
- Lecture 10 JSL Workshop IV (numbers, days, dates)
- Lecture 11 Film and Discussion: Sound and Fury (2000, Josh Aronson)  
READ New York Times–AND– Chicago Tribune
- Lecture 12 JSL Workshop V (family and verbs)
- Lecture 13 Cultural Model of Deafness (cont'd)  
READ: Mindess
- Lecture 14 JSL Workshop VI (time and tense)
- Lecture 15 Midterm review activities  
READ (REVIEW) all previous readings
- Lecture 16 Film/Discussion: In the Land of the Deaf (1994, Philibert)
- Lecture 17 Deaf Identity in Japan READ Nakamura 1
- Lecture 18 JSL Workshop VII (places, school)
- Lecture 19 Sign Language in Japan READ Nakamura 2 –AND– Mori
- Lecture 20 JSL Workshop VIII (wh-questions, adjectives, life course)
- Lecture 21 Deficit Model: Disabilities, Americans with Disabilities Act  
READ McDermott and Varenne -AND- Bagenstos  
RECCOMENDED READING Samuels -AND- Stevens Intro.
- Lecture 22 JSL Workshop IX (review)
- Lecture 23 JSL QUIZ (review all JSL to date)
- Lecture 24 Disability in Japan READ Stevens 1
- Lecture 25 Disability in Japan (cont'd) READ Stevens 2
- Lecture 26 Social Welfare in Japan  
READ Stevens 3  
RECOMMENDED READING Yoda
- Lecture 27 Campus Accessibility Presentations  
READ 'Barrier-free' tour of Tokyo offers a vision of what could be
- Lecture 28 Campus Accessibility Presentations (cont'd)
- Lecture 29 JSL Workshop X (advanced lesson)
- Lecture 30 Course wrap-up and review activities

NOTE: Schedule subject to change due to enrollment numbers or new ASP policies.

#### 【Textbooks/Reading Materials】

All work outside of classroom assignments, including reading assignments 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. 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%)

#### 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.