Department of Linguistics and Modern Languages
The Chinese University of Hong Kong

Term 2 2023-2024

Course Code & Title:	**HKSL 3100** **Special Topics in Hong Kong Sign Language (香港手語專題)** *Deaf Communities and Communication*

Language of Instruction:	**Cantonese / English**	Units: 3

Course Description
This course aims at enhancing students' understanding of Deaf communities and communication. The topics to be discussed include (i) environments in which sign languages and Deaf communities develop, (ii) changes in Deaf communities since the 18th century, (iii) international variations in Deaf communities, and (iv) Deaf people as an oppressed minority.

Learning Outcomes
After taking this course, students are expected to demonstrate the ability to:

1) briefly explain the historical and theoretical background pertaining to Deaf communities and Communication;;

2) apply the concepts and tools introduced in the course to the analysis of Deaf communities, Deaf culture, and oppression;

3) compare the system of communication as manifested in the deaf communities to that of the hearing communities;

4) critically discuss and evaluate the linguistic, social, cultural and educational issues and problems in the context of Hong Kong Sign Language being a language of the minority group.

Course Content

Topic	Contents/ fundamental concepts
Environments in which sign languages and Deaf communities develop	● Deaf Communities and Deaf Community Sign Language ● Signing Communities and Village Sign Language
Changes in Deaf communities since the 18th century	● Oralism vs. Manualism ● Sign Bilingualism and Bimodal Bilingualism
International variations in Deaf communities	● Roots of Deaf Culture ● Deaf Gain ● Deaf Arts and HKSL Literature ● Deaf Minorities
Deaf people as an oppressed minority	● Oppressees and Oppressors ● Advocacy and Empowerment

Learning Activities

Lecture (hr) in / out class	Interactive Tutorial (hr) in / out class	Projects (hr) in / out class	Homework / Self-study (hr) in / out class
2	1	2	1
M	M	M/O	M/O

M: Mandatory activity in the course
O: Optional activity

Assessment Scheme		
Task nature	**Description**	**Weight**
Short answer tests	TWO open-book short answer tests will be conducted in the format of multiple choice questions.	30%
Project and Presentation	Students are required to conduct a group project based on one of the topics discussed in class. They are required to research on the selected topics and report what they have found through • In-class presentation (20%) and Peer Review (5%) • Written Report (15%)	40%
Assignment	Students are required to submit answers of ONE multiple choice question on Blackboard after each class from Week 3 onward.	20%
In-class participation	Students are encouraged to contribute ideas and make comments during class discussions.	10%
	TOTAL	**100%**

* Students are encouraged to use any of the following languages to submit their project paper and short writings:
(i) written Chinese, (ii) written English, or (iii) recorded HKSL.

Grade Descriptor:
A: Outstanding performance on all learning outcomes.
A-:   Generally outstanding performance on all (or almost all) learning outcomes.
B: Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C: Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D: Barely satisfactory performance on a number of learning outcomes
F: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Learning Resources

Course Materials (Subject to change)

BOOKS

Andrews, J. F., Leigh, I. W., & Weiner, M. J. (2004). *Deaf People: Evolving Perspectives from Psychology, Education, and Sociology*. Boston, MA: Pearson Education.
Bauman, H-D. L., & Murray, J. (Eds.) (2014). Deaf Gain: Raising the Stakes for Human Diversity. Minneapolis, MN: University of Minnesota Press.
Christensen, K. (2000). *Deaf Plus: A Multicultural Perspective*. San Diego, CA: DawnSignPress.
Erting, C., Johnson, R., Smith, D., & Snider, B. (Eds.) (1994). *The Deaf Way: Perspectives from the International Conference on Deaf Culture*. Washington, DC: Gallaudet University Press.
Holcomb, T. K. (2012). *Introduction to American Deaf Culture*. Oxford: Oxford University Press.
Lane, H., Pillard, R. C., Hedberg, U. (2011). *The People of the Eye: Deaf Ethnicity and Ancestry*. Oxford: Oxford University Press.
Monaghan, L., Schmaling, C., Nakamura, K., & Turner, G. (Eds.). (2002). *Many Ways to be Deaf*. Washington, DC: Gallaudet University Press.
Reagan, T. G. (2010). *Language Policy and Planning for Sign Languages*. Washington, DC: Gallaudet University Press.
陳意軒. (2023). 手語譯者手忙腳亂的育成筆記. 香港: 手民出版社.

PAPERS

Armstrong, D., & Wilcox, S. (2011). Origins of sign languages. In Marschark, M., & Spencer, P. (eds.), *The Oxford Handbook of Deaf Studies, Language and Education* (Vol. 1, 2nd ed., pp. 323-335). New York: Oxford University Press.
Barnett, S., McKee, M., Smith, S., Pearson, R. (2011). Deaf sign language users, health inequities, and public health: Opportunity for social justice. *Preventing Chronic Diseases, 8*(2), A45. Retrieved from http://www.cdc.gov/pcd/issues/2011/mar/10_0065.htm.
Branson, J., Miller, D., & Marsaja, I. (1996). Everyone here speaks sign language, too: A Deaf village in Bali, Indonesia. In Lucas, C. (ed.), *Multicultural Aspects of Sociolinguistics in Deaf Communities* (pp. 39-57). Washington, DC: Gallaudet University Press.
De Meulder, M. (2015). Legal recognition of sign languages. *Sign Language Studies, 15*(4), 498-506.
Felon, J., Schembri, A., Johnston, R., & Cormier, K. (2015). Documentary and Corpus Approaches to Sign Language Research. In Orfanidou, E., Woll, B., & Morgan, G. (Eds.), *Research Methods in Sign Language Studies: A Practical Guide* (pp. 156-172). Hoboken, NJ: Wiley-Blackwell.

Groce, N. E. (1988). *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard*. Cambridge, Mass: Harvard University Press.

Krausneker, V. (2015). Ideologies and attitudes toward sign languages: an approximation. *Sign Language Studies, 15*(4), 411-431.

Monaghan, L. (2003). A world's eye view: Deaf cultures in global perspective. In Monaghan, L., Schmaling, C., Nakamura, K., & Turner, G. (Eds.), *Many Ways to be Deaf: International Variation in Deaf Communities* (pp. 1-25). Washington, DC: Gallaudet University Press.

Morres, D. (2011). The history of language and communication issues in deaf education. In Marschark, M., & Spencer, P. (eds.), *The Oxford Handbook of Deaf Studies, Language and Education* (Vol. 2, 2nd ed., pp. 17-30). Oxford: Oxford University Press.

Murray, J. J. (2015). Human rights discourse in Deaf community activism. *Sign Language Studies, 15*(4), 379-410.

Padden, C. (2011). Sign language geography. In Mathur, M., & Napoli, D-J (Eds.), *Deaf Around the World: The Impact of Language*. Washington, DC: Gallaudet University Press. DOI:10.1093/acprof:oso/9780199732548.003.0001

Schembri, A. (2014). Documenting sign languages. In Austin, P. K. (Eds.), *Language Documentation and Description* (Vol. 7, pp. 105-143). London: SOAS.

Schermer, T. (2012). Language planning. In Pfau, R., Steinbach, M., & Woll, B. (Eds.), *Sign Language: An International Handbook* (pp. 889-908). Berlin: Walter de Gruyter.

Spencer, P., Marschark, M., & Spencer, L. (2011). Cochlear implants: advances, issues and implications. In Marschark, M., & Spencer, P. (Eds.), *The Oxford Handbook of Deaf Studies, Language and Education* (Vol. 1, 2nd ed., pp.452-472). Oxford: Oxford University Press.

Sze, F., Lo, C., Lo, L., & Chu, K. (2013). Historical development of Hong Kong Sign Language. *Sign Language Studies, 13*(2), 155-185.

Tang, G., Sze, F., Chu, K., & Lo, C. (2016). Hong Kong Sign Language (Ch. 39). In Chan, S. W. (Ed.), *The Routledge Encyclopedia of the Chinese Language* (pp. 505-530). New York, NY: Routledge.

Tang, G., Yiu, C., & Lam, S. (2015). Awareness of Hong Kong Sign Language and manually coded Chinese by Deaf students in a sign bilingual and co-enrollment setting: A Hong Kong case study. In Knoors, H., Marschark, M. (eds), *Educating Deaf Learners: Creating a Global Evidence Base* (pp.117-148). Oxford: Oxford University Press.

Van Herrewghe, M., & Vermeerbergen, M. (2004). Flemish Sign Language: Some risks of codification. In Van Herreweghe, M., & Vermeerbergen, M. (Eds.), *To the Lexicon and Beyond: Sociolinguistics in European Deaf Communities* (Vol. 10, pp. 111-137). Washington, DC: Gallaudet University Press.

Woll, B., & Ladd, P. (2011). Deaf communities. In Marschark, M., & Spencer, P. (Eds.) *The Oxford Handbook of Deaf Studies, Language and Education* (Vol. 1, 2nd ed., pp. 159-172). Oxford: Oxford University Press.

Yiu, C., & Tang, G. (2014). Social integration of Deaf and Hard-of-Hearing students in a sign bilingual and co-enrollment environment. In Marschark, M., Tang, G., Knoors, H. (Eds.), *Bilingualism and Bilingual Deaf Education* (pp. 342-367). Oxford: Oxford University Press.

鄧慧蘭. (2014). 聚焦香港手語双語共融教育——手語雙語共融教育的基礎與歷史發展. 現代特殊教育, *10*, 8-10.

姚勤敏, 鄧慧蘭. (2014). 聾健學生的社會融合. 現代特殊教育, *10*, 14.

Recommended books:

Austin, P. K. (Eds.). (2010). *Language Documentation and Description*, Vol. 7. London: SOAS.

Cawthon, S. W., & Garberoglio, C. L. (2017). *Shifting the Dialog, Shifting the Culture: Pathways to Successful Postsecondary Outcomes for Deaf Individuals*. Washington, DC: Gallaudet University Press.

De Clerck, G. A. M., & Paul, P. V. (Eds.). (2016). *Sign Language, Sustainable Development, and Equal Opportunities: Envisioning the Future for Deaf Students*. Washington, DC: Gallaudet University Press.

Gertz, G., & Boudreault, P. (2016). *The SAGE Deaf Studies Encyclopedia.* Thousand Oaks, CA: SAGE Publications.

Gutman, V. (Ed.). (2002). *Ethics in Mental Health and Deafness*. Washington, DC: Gallaudet University Press.

Freire, P. (2014). *Pedagogy of the Oppressed* (30th ed.). New York: Bloomsbury Academic.

Freire, P. (2013). *Education for Critical Consciousness* (Reprint ed.). London: Bloomsbury.

Hauser, P. C., Finch, K. L., & Hauser, A. B. (Eds.). (2008). *Deaf Professionals and Designated Interpreters*. Washington, DC: Gallaudet University Press.

Hill, J. C. (2012). *Language Attitudes in the American Deaf Community*. Washington, DC: Gallaudet University Press.

Horejes, T. P. (2012). *Social Constructions of Deafness: Examining Deaf Languacultures in Education*. Washington, DC: Gallaudet University Press.

Jankowski, K. A. (1997). *Deaf Empowerment: Emergence, Struggle, and Rhetoric*. Washington, DC: Gallaudet University Press.

Lucas, C. (Ed.). (2003). *Language and the Law in Deaf Communities*. Washington, DC: Gallaudet University Press.

Marschark, M. (2007). *Raising and Educating a Deaf Child: A Comprehensive Guide to the Choices, Controversies, and Decisions Faced by Parents and Educators* (2nd ed.). Oxford: Oxford University Press.

Snyder, T. (2017). *On Tyranny: Twenty Lessons from the Twentieth Century.* New York, NY: Penguin Random House.

Online Resources

Blackboard (http://blackboard.cuhk.edu.hk)

Facebook Page:

- 聾人博物館2017 (Deaf Museum 2017)
- 聾人力量 Hong Kong Deaf Empowerment
- 爭取正名運動 - 2019年亞太聾人運動會 (Asia Pacific Deaf Games 2019)
- 腦舍 Brainfood
- 立睇手語 LetSignNow

Webpage

- 我的聾人朋友 (My Deaf Friends)
- World Federation of the Deaf
- Convention on the Rights of Persons with Disabilities, United Nations (UNCRPD)
- Universal Declaration of Human Rights (UDHR)
- That deaf guy
- 譯·香港手語 (HKSLized)

YouTube Channel

- 香港手語來自聾星 (HKSL from Deaf Star)
- 聾人導演看世界 @focusdeaf
- 聾人資訊 (News of Deaf)
- 公視點點愛 - 聽聽看

Schedule (Subject to change):

Week	Date	Assignments	Topic
1	Jan 10		Introduction and Orientation
2	Jan 17		Deaf Communities and Deaf Community Sign Languages
3	Jan 24		Signing Communities and Village Sign Languages
4	Jan 31		Deaf Education: Oralism vs. Manualism
5	Feb 7		Bilingualism and Deaf Children
	Feb 14	**Lunar New Year Vacation**	
6	Feb 21	Test 1	Oppression: Roots of Deaf Culture
7	Feb 28		Reframing: Deaf Gain
	Mar 6	**Reading Week**	
8	Mar 13		Deaf Arts and Signing Literature
9	Mar 20		Deaf Minorities
10	Mar 27		Oppression in the form of Audism
11	Apr 3		Deaf Community and Politics
12	Apr 10	Test 2	Advocacy: Deaf Empowerment
13	Apr 17	**Presentation**	*PPT and Presentation Materials DUE by 12:30*
	Apr 24	**Project Due**	

Class sections and teachers' contact details:

Class	Time	Classroom	No. of Weeks	Teacher	Email
Class 1-13	14:30-17:15	YIA 406	13	Cat H.-M. FUNG	cfung.slterp@gmail.com

For further information and inquiries you are welcome to contact:

Contact	Telephone	Email	Office
Lee Yin Fai Jafi (Course Coordinator)	N/A	jafi_cslds@cuhk.edu.hk	The Centre for Sign Linguistics and Deaf Studies, Room 203, Academic Building #2, The Chinese University of Hong Kong, Shatin, NT
General Office	3943 7110	lin@cuhk.edu.hk	Rm G17, KKL Building **Office Hours:** Monday to Thursday: 8:45am to 1:00pm and 2:00pm to 5:30pm Friday: 8:45am to 1:00pm and 2:00pm to 5:45pm

Academic Honesty and Plagiarism
Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/ . With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration. For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

Feedback for Evaluation
Our language programme highly values students' feedback and comments and is happy to use them for reflection on our teaching and improvement. Students are very welcome to provide comments and feedback on the course any time to their course teacher or the course level coordinator through email or in personal conversation. In addition, students' feedback will be collected in the middle of the term through an open-ended questionnaire and the teacher will discuss the feedback in class and make improvements if necessary. The course will also follow the university's course evaluation exercise at the end of the term, and students' feedback will be used for future course planning and teaching.