

**The Chinese University of Hong Kong**  
**Department of Linguistics and Modern Languages**  
**Second Term, 2025-26**

<b>Course Code:</b> HKSL 3100
<b>Title in English:</b> Special Topics in Hong Kong Sign Language: Deaf Culture and Identities
<b>Title in Chinese:</b> 香港手語專題：聾人文化與身份認同
<b>Course Description:</b> This course offers an exploration of Deaf culture and the diverse identities within Deaf communities. Students will examine the historical, social, and linguistic foundations of Deaf culture, including the development and significance of sign languages, models of disabilities, and the impact of educational and civil movements. The course will address the intersectionality of Deaf identities, considering factors such as race, gender, sexuality, and disability. Students will gain the understanding of Deaf experiences, cultural norms, values, and the ongoing challenges and contributions of Deaf individuals. The course encourages critical reflection on issues such as audism, accessibility, representation, and advocacy, fostering respect for and engagement with Deaf communities.

### Learning outcomes

After taking this course, students are expected to demonstrate the ability to:
<ul style="list-style-type: none"> <li>• describe the differences and characteristics of <i>d/Deaf identities</i> and their respective background in cultural and social model with respect to <i>ableism</i>;</li> <li>• name the historical events impacting the development of deaf education, empowerment, and advocacy;</li> <li>• define and illustrate key concepts, including <i>Deafhood</i>, <i>Deaf Gain</i>, and <i>Deaf Literature</i>;</li> <li>• clarify common misconceptions regarding deafness, sign language, and disabilities.</li> </ul>

### Course Syllabus

Topic	Contents/fundamental concepts
Culture, Language, and Minority Identity of Deaf Communities	<ul style="list-style-type: none"> <li>• Five milestones of culture</li> <li>• Interrelation of culture, language, and identity</li> <li>• Deaf communities and intersectionalities</li> </ul>
Social Model of Disabilities	<ul style="list-style-type: none"> <li>• Development of Disability Models in the West</li> <li>• Ableism vs. Disabilities</li> <li>• Representations vs. Disability Tropes</li> <li>• d/Deaf distinction in Deaf Studies</li> <li>• Barrier-free vs. Accessibility vs. Universal Design</li> </ul>
Deaf Education, History, and Advocacy	<ul style="list-style-type: none"> <li>• 1880 Milan Congress</li> <li>• Oralism, manualism, sign bilingualism, and bimodal bilingualism</li> <li>• Deaf President Now</li> <li>• Oppression, privilege, empowerment, and advocacy</li> </ul>
Deafhood, Deaf Gain, and Deaf Literature	<ul style="list-style-type: none"> <li>• Deafhood as a journey of each deaf individual</li> <li>• Deaf Gain vs. Hearing Loss</li> <li>• Deaf jokes, signed poems, signed narratives, and signed literature</li> </ul>

### Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face	Expected time
<i>Lectures</i>	24 hrs
<i>Interactive tutorial</i>	12 hrs
<i>Students' Oral Presentations</i>	3 hrs
Online synchronous	
<i>In-class Online Activities</i>	5-10 min per class
Online asynchronous	
<i>Lecture recordings (add/drop period only)</i>	6 hrs
<i>Multimedia resources</i>	1 hr
<i>Assigned reading</i>	30 min to 1 hr per week
<i>Discussion forum</i>	Voluntary basis
Out-of-classroom	
<i>Group Project Discussion</i>	6 hours

**Learning activities**

Lecture (hr) in /out class		Interactive tutorial (hr) in /out class		Lab (hr) in /out class		Discussion of case (hr) in /out class		Field-trip (hr) in /out class		Projects (hr) in /out class		Web-based teaching (hr) in /out class		Other (hr) in /out class	
24		12					6			3	6	6	6		
M	NA	M	NA	NA	NA	NA	O	NA	NA	M	M	M	O	NA	NA

M: Mandatory activity in the course

O: Optional activity

NA: Not applicable

**Assessment scheme**

Assessment type		Percentage
Short Answer Tests	Open-book short answer tests of multiple choice question(s) on Blackboard during class from Week 3 to 12.	40%
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 orally report what they have found through <ul style="list-style-type: none"> <li>In-class presentation (25%)</li> <li>Peer Review (10%)</li> </ul>	35%
Assignment	A written critical review on one selected reading.	15%
In-class participation	Students are encouraged to contribute ideas and make comments during in-class activities.	10%

**Assessment rubrics**

Tasks	Grading Criteria	Points Available	Total Points
Short Answer Tests	Each test will be graded according to the reference answers.	4	40
Project and Presentation	<b>Presentation</b>		100
	Contents	40	
	Argumentation	20	
	Style of Presentation and Language Expression	20	
	Use of Visual Materials	10	
	Organization	10	
Assignment	<b>Peer Review</b>		2 x number of groups
	Constructive Feedback to Peers	2@	
	Contents	40	
	Argumentation	20	
In-class participation	Reflection	20	22-26*
	Language, Citation, and Organization	20	
	Responses and comments during in-class activities will be graded in each class.	2@	

\*Participation will be counted once the students have enrolled in this course.

**Required and recommended readings**

**Textbook**

陳意軒. (2024). 《我的聾人朋友 (久別重逢版)》. 手民出版社.

Leigh, I. W. (2009). *A Lens on Deaf Identities*. Oxford University Press.

<https://doi.org/10.1093/acprof:oso/9780195320664.001.0001>

**Required readings:**

Bauman, H-D. L., & Murray, J. J. (2012). Deaf studies in the twenty-first century: "Deaf-Gain" and the future of human diversity. In Marschark, M., & Spencer, P. (eds.), *Oxford Handbook of Deaf Studies, Language and Education, Vol. 2* (pp. 196-209). Oxford University Press.

<https://doi.org/10.1093/oxfordhb/9780195390032.013.0014>

Bienvendu, M. J. (1989). Reflections of Deaf culture in Deaf humor. In Erting, C. J., Johnson, R. C., Smith, D. K., & Snider, B. D. (eds.), *That Deaf way: Perspectives from the international conference on Deaf culture* (pp. 16-23). Gallaudet University Press.

Bond, J. (2014). From civil rights to human rights. *Sign Language Studies*, 15(1), 10-20.

Dammeyer, J., Marschark, M., & Zettler, I. (2018). Personality traits, self-efficacy, and cochlear implant use among deaf young adults. *The Journal of Deaf Studies and Deaf Education*, 23(4), 351-359.

<https://doi.org/10.1093/deafed/eny022>

Grosjean, F. (2010). *Bilingual: Life and Reality*. Harvard University Press.

Foster, S., & Kinuthia, W. (2003). Deaf persons of Asian descent: Perspectives on identity and acculturation. *Disability & Society*, 18(7), 787-802.

Hauser, P. C., O'Hearn, A., McKee, M., Steider, A., & Thew, D. (2010). Deaf epistemology: Deafhood and Deafness. *American Annals of the Deaf*, 154(5), 486-492.

Holcomb, T. K. (2013). *Introduction to American Deaf Culture*. Oxford University Press.

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

Jankowski, K. A. (1997). *Deaf Empowerment*. Gallaudet University Press.

Kolb, R. (2019). The deaf body in public space. In P. Catapano & R. Garland-Thomson (Eds.), *About us: Essays from the disability series of the New York Times* (pp. 46-49). Liveright Publishing Corporation.

Kusters, A., & De Meulder, M. (2013). Understanding Deafhood: In search of its meanings. *American Annals of the Deaf*, 157(5), 428-438.

Ladd, P. (2003). *Understanding Deaf Culture: In Search of Deafhood*. Multilingual Matters.

Leigh, I. W. (2012). Reflections on identity. In Marschark, M., & Spencer, P. (eds.), *Oxford Handbook of Deaf Studies, Language and Education, Vol. 2* (pp. 196-209). Oxford University Press.

<https://doi.org/10.1093/oxfordhb/9780195390032.013.0013>

Most, T. (2012). How Does Speech Intelligibility Affect Self and Others' Perceptions of Deaf and Hard-of-Hearing People? In Marschark, M., & Spencer, P. (eds.), *Oxford Handbook of Deaf Studies, Language and Education, Vol. 2* (pp. 251-264). Oxford University Press.

<https://doi.org/10.1093/oxfordhb/9780195390032.013.0017>

Padden, C., & Humphries, T. (1988). *Deaf in America: Voices from a Culture*. Harvard University Press.

Pizer, G., Walters, K., & Meier, R. P. (2007). Bringing up baby with baby signs: Language ideologies and socialization in hearing families. *Sign Language Studies*, 7(4), 387-430.

Rutherford, S. D. (1993). *A study of American Deaf Folklore*. Linstok Press.

Senghas, R. J., & Monaghan, L. (2002). Signs of their times: Deaf communities and the culture of language. *Annual Review of Anthropology*, 31, 69-97.

Teh Sharifuddin, S. b., Perumal V. a/p, & Hamid, H. b. A. (2023). The importance of Deaf representation in animated media. In Mustafa, F. (ed.), *Proceedings of the 3rd International Conference on Creative Multimedia 2023 (ICCM 2023)*, Advances in Social Science, Education and Humanities Research 786.

[https://doi.org/10.2991/978-2-38476-138-8\\_34](https://doi.org/10.2991/978-2-38476-138-8_34)

Van Der Mark, L. (2023). Deafblind tactile signers: The dynamics of communication and space. *Sign Language Studies*, 23(4), 500-526.

Valentine, G., & Skelton, T. (2008). Changing spaces: The role of the internet in shaping Deaf geographies. *Social & Cultural Geography*, 9(5), 469-470. DOI: 10.1080/14649360802175691

Woodward, J., & Horejes, T. P. (2016). deaf/Deaf: Origins and Usage. In Gertz, G., & Boudreault, P. (eds.), *The sage Deaf studies encyclopedia, Vol. 3* (pp. 285-287). SAGE Publications.

<https://doi.org/10.4135/9781483346489>

Young, A. (2012). The impact of early identification of deafness on hearing parents. In Marschark, M., & Spencer, P. (eds.), *Oxford Handbook of Deaf Studies, Language and Education, Vol. 2* (pp. 241-250). Oxford University Press.

<https://doi.org/10.1093/oxfordhb/9780195390032.013.0016>

陳意軒. (2022). 《手語譯者的育成筆記》. 手民出版社.

**Recommended readings:**

Bauman, H-D. L., & Murray, J. J. (eds.) (2014). *Deaf Gain: Raising The Stakes For Human Diversity*. University of Minnesota Press.

Beodin, D. (2019). Deafness and ethnicity. *American Annals of the Deaf*, 164(1), 73-96.

Lane, H., Hoffmeister, R., & Bahan, B. (1996). *A Journey into the Deaf-World*. DawnSignPress.

Leigh, I. W., Andrews, J. F., Miler, C. A., & Wolsey, J.-L. A. (2023). *Deaf People and Society: Psychological, Sociological, and Educational Perspectives* (3rd eds.). Routledge.

Marschark, M. Zettler, I., & Dammeyer, J. (2017). Social dominance orientation, language orientation, and Deaf identity. *The Journal of Deaf Studies and Deaf Education*, 22(4), pp. 351-359.  
<https://doi.org/10.1093/deafed/enx018>

Monaghan, L., Schmaling, C., Nakamura, K., & Turner, G. H. (eds.) (2003). *Many ways to be Deaf: International Variation in Deaf Communities*. Gallaudet University Press.

Sacks, O. (1989). *Seeing Voices: A Journey into the World of the Deaf*. University of California Press.

#### Other resources:

Hong Kong International Deaf Film Festival

#### Feedback for evaluation

Students are encouraged to provide feedback to the teaching team from time to time.  
 There is an end-of-term course evaluation.

#### Grade Descriptors

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.

#### Course schedule

Class / Week	Date	Topic	Requirements
1	Jan 7	Introduction and Orientation	Holcomb (2013) Ch. 2 Culture Defined Holcomb (2013) Ch. 3 Who are the Deaf people?
2	Jan 14	Culture Defined	Holcomb (2013) Ch. 6 Deaf Culture Redefined Ladd (2003) Ch. 4 Culture Definitions and Theories
3	Jan 21	d/Deaf and Social Model	Senghas & Monaghan (2002) Leigh (2009) Ch. 1 Identity and the Power of Labels Woodward & Horejes (2016) 《我的聾人朋友》做聾人，要好tough！ 《我的聾人朋友》附「聾人」、「聽障」、「弱聽」有何分別？
4	Jan 28	Family and Language Choice	Pizer et a. (2007) Young (2012) 《我的聾人朋友》語言的記憶 《我的聾人朋友》附：統一香港手語的問題
5	Feb 4	Deaf Schools and Evolving Deaf Communities	Leigh (2009) Ch. 4 Family and School: Creating Identities Valentine & SKelton (2008) 《我的聾人朋友》我的中文課 《我的聾人朋友》附：聾人學校不許用手語？
6	Feb 11	Bilingual and Bicultural Identities	Grosjean (2010) Ch. 2 Describing Bilinguals Most (2012) Dammeyer, Marschark, & Zettler, (2018) 《我的聾人朋友》這是一個普通不過的故事
	<b>Feb 18</b>	<b>Lunar New Year Holiday</b>	
7	Feb 25	Deafhood and Deaf Gain	Hauser et al. (2010) Kusters & De Meulder (2013) Bauman & Murray (2012)

Class / Week	Date	Topic	Requirements
	Mar 4	Reading Week	《手語譯者的育成筆記》第二章：聾人是誰？文化、壓逼、身份政治
8	Mar 11	Intersectionalities	Leigh (2009) Ch. 7 Not Just Deaf or Hard of Hearing Van Der Mark (2023) Foster & Kinuthia (2003)
9	Mar 18	Civil Movements	Jankowski (1997) Ch. 5 Bond (2014) 《我的聾人朋友》日佔時期的聾人回憶 《我的聾人朋友》附：香港手語的初期發展
10	Mar 25	Ableism, Oppression, and Representation	Leigh (2009) Ch. 6 Stigma, Oppression, Resilience, and Deaf Identities Teh Sharifuddin, Perumal, & Abdul Hamid (2023) Horejes (2012) Ch. 2 Social Constructions 《我的聾人朋友》健聽和弱聽延續彼此的生命 《我的聾人朋友》附：絕種恐龍的抱怨—聾人文化與手語的未來
11	Apr 1	Deaf Literature	Holcomb (2013) Ch. 8 Deaf Lit Rutherford (1993) Ch. V Folklore and Identity Bienvenu (1989) 《我的聾人朋友》紀老先生的手語專場
12	Apr 8	Culture vs. Disability	Holcomb (2013) Ch. 12 The Collision Between Culture and Disability Kolb (2019) Leigh (2012) 《我的聾人朋友》附：人工耳蝸的是與非 《我的聾人朋友》附：巴富街的特殊教育組
13	Apr 15	Group Project Presentation	
	Apr 22	Assignment	

#### Teachers' or TA's contact details

Lecturer/Instructor:	
Name:	Cat H.-M. FUNG (She/her, hearing)
Office Location:	n/a
Telephone:	n/a
Email:	hiumanfung@cuhk.edu.hk
Teaching Venue:	YIA 501 Wednesday 14:30-17:15
Website:	chmfung.com
Other information:	

Teaching Assistant/Tutor:	
Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other information:	

#### Details of course website

CUHK Blackboard
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### 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.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- 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.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgments and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

### Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

#### Use of generative AI tools

Attention is drawn to University policy and regulations on Use of Artificial Intelligence Tools in Teaching, Learning and Assessments, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at [https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students\\_use-of-AI-tools.pdf](https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students_use-of-AI-tools.pdf).

In this course, the use of AI tools is allowed up to 40% of the assessed components, with explicit acknowledgement and proper citation. All the work students submit for assessment should be STUDENT'S OWN ORIGINAL work. Asking AI tools to do the assignment and submitting the work generated by any AI tools, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own.

If any students have decided to use GenAI tools, they are required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA style). A declaration must be attached at the end of the assignment:

**"I/We declare that AI tools have been used to prepare the submitted work. The AI tools used and the manner in which they were used are as follows: \_\_\_\_\_"**

*I have kept a record of my use of AI tools, including the specific tool(s) used, the prompts submitted, and responses generated. I understand that my teachers may ask me to provide this information."*

**Guideline on sharing lecture recordings**

- The copyright of any lecture recordings shared in the course, whether they are produced by teachers, students, or peer note-takers, belongs to the University.
- Students should not share these recordings with others without obtaining prior written consent from the teacher(s).

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