

Intercultural Communication

A (somewhat
specific)
introduction

Agenda

- Experiential Learning Activity
- Q&A
 - w/ Mentimeter
- Intercultural Communication/Orientalism
- Debriefing
- Deaf Culture in the U.S.
- Audism/Ethnocentrism
- Power

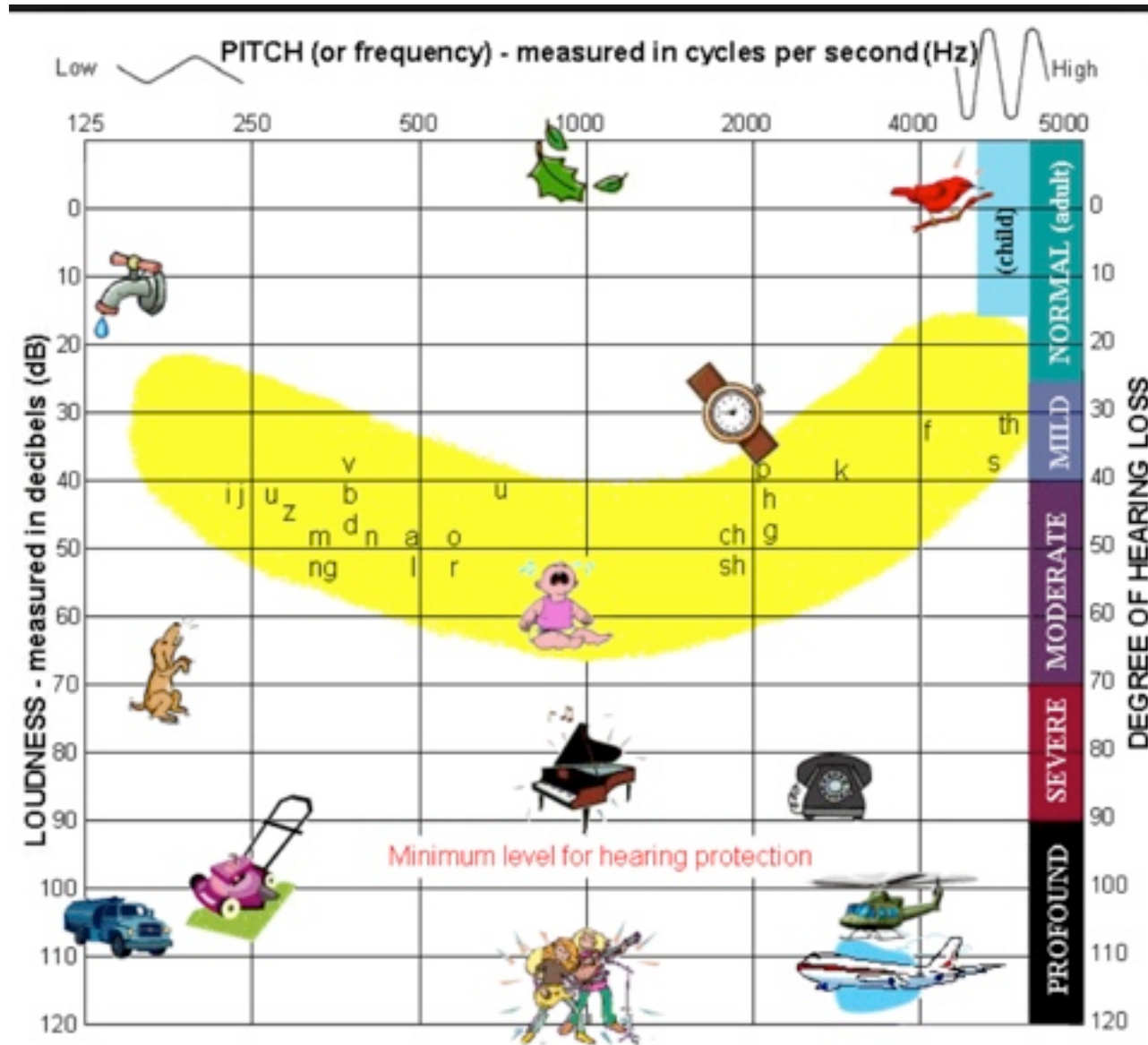
Experiential Learning Activity

Notice and reflect on
your internal responses.

- Emotional, physical, mental
- Energy levels
- Engagement
- Distraction

Notice and reflect on
your external responses.

- Behavioral adaptations.
- Differing types of classroom involvement.

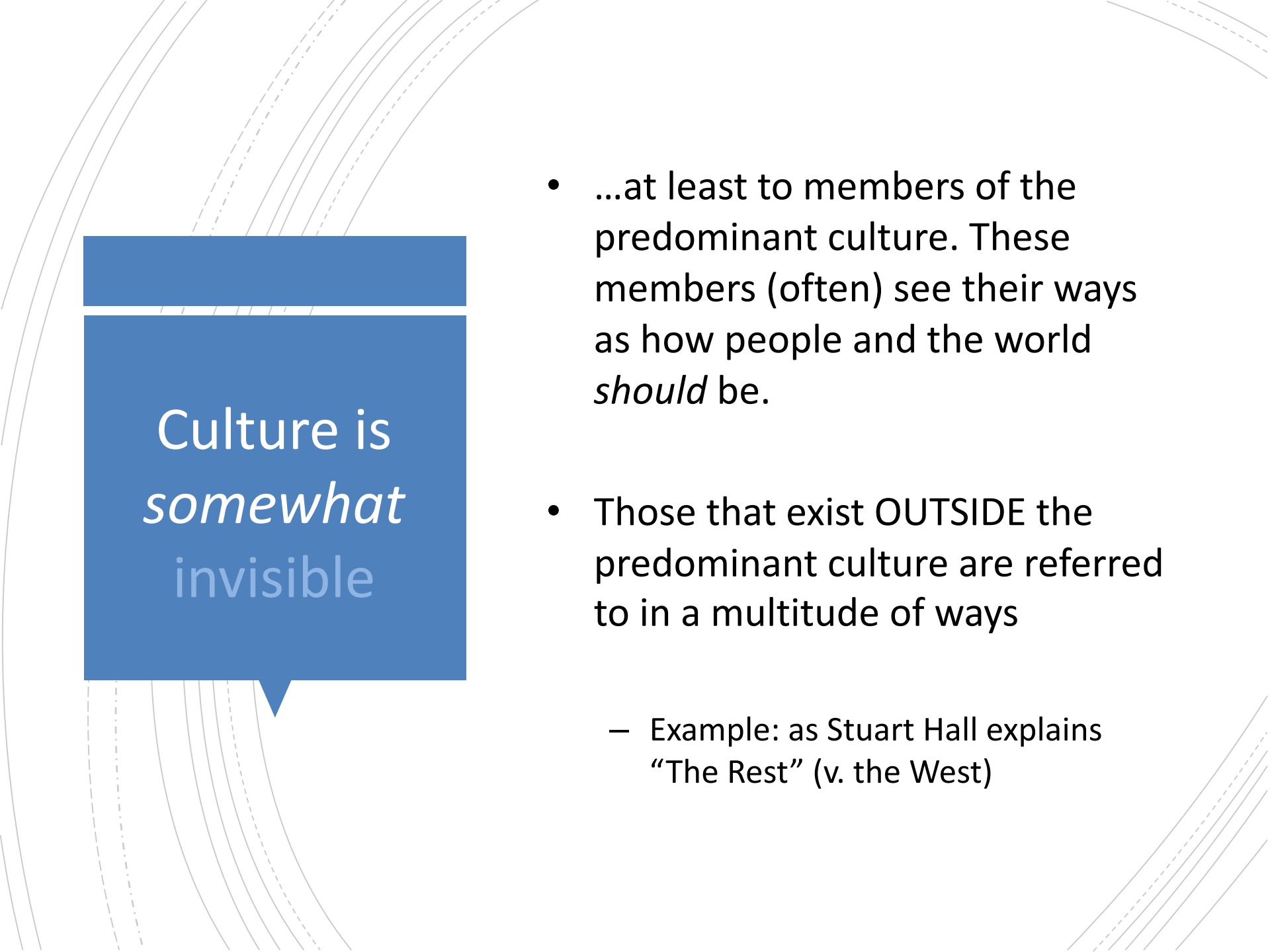




Question of the day



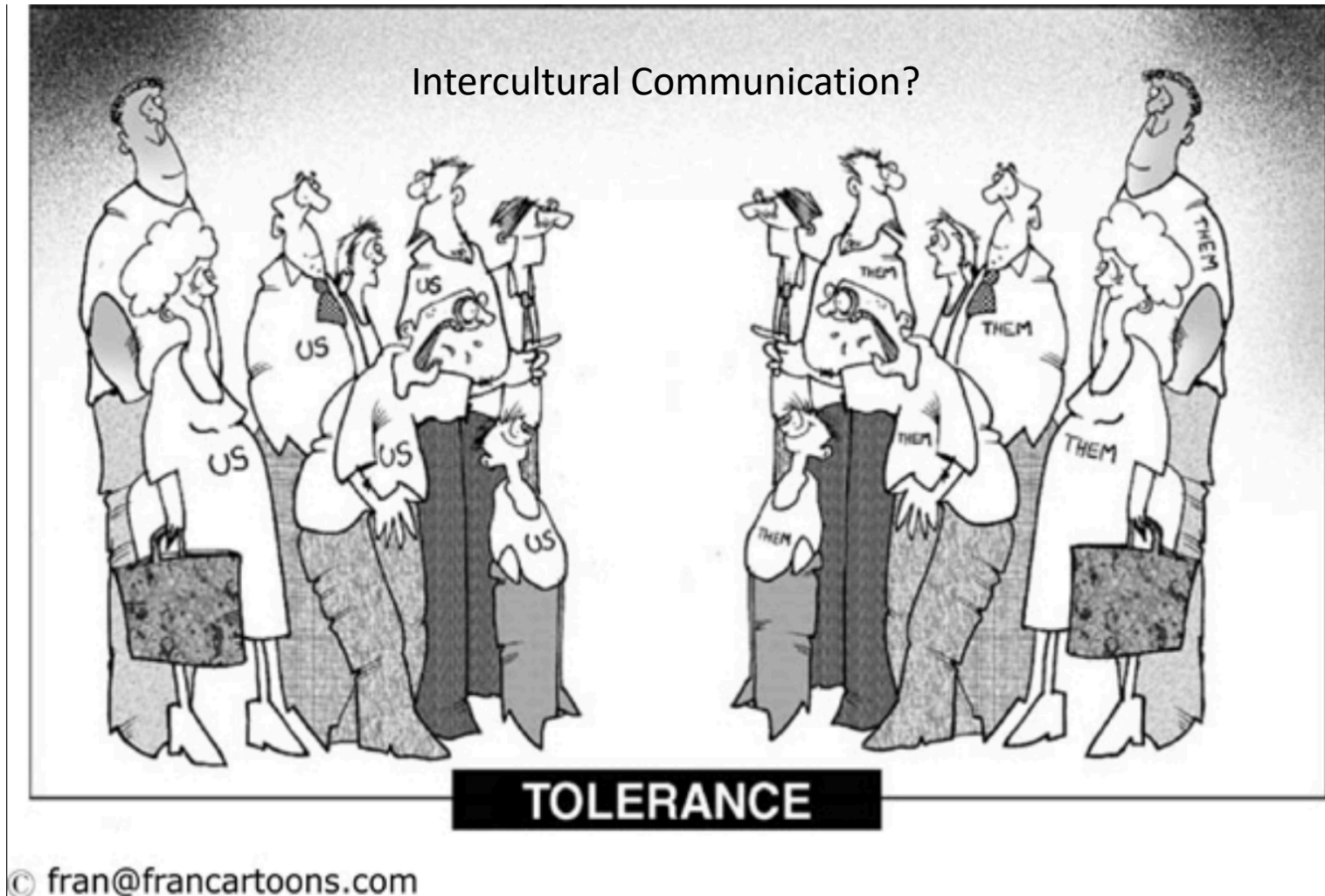
What terms come to mind
when you see the word
“culture”?



Culture is
somewhat
invisible

- ...at least to members of the predominant culture. These members (often) see their ways as how people and the world *should* be.
- Those that exist OUTSIDE the predominant culture are referred to in a multitude of ways
 - Example: as Stuart Hall explains “The Rest” (v. the West)

More specifically, the U.S. is like:





Watch: What It's Like to
Read Lips | Short Film
Showcase

- <https://www.youtube.com/watch?v=n1jLkYyODsc>

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Even more specifically,

Deaf Culture in the U.S.



American Sign Language



Turn taking: consistent eye contact, visual attention getting, person holds the floor until a visual indicator is given



Promotion of a Visual Environment



Perpetuation of Deaf culture through films, folklore, poetry, literature, athletics, poetry, clubs, organizations, theaters and school reunions

Terminology

Deaf: person with a hearing loss who ascribes to Deaf Culture, uses American Sign Language

deaf: person with a hearing loss who may or may not ascribe to a Deaf Identity

Hard of hearing: person with a hearing loss who has some hearing, may or may not ascribe to a Deaf Identity

Deafblind: person with a dual vision and hearing loss; may or may not ascribe to a Deaf Identity

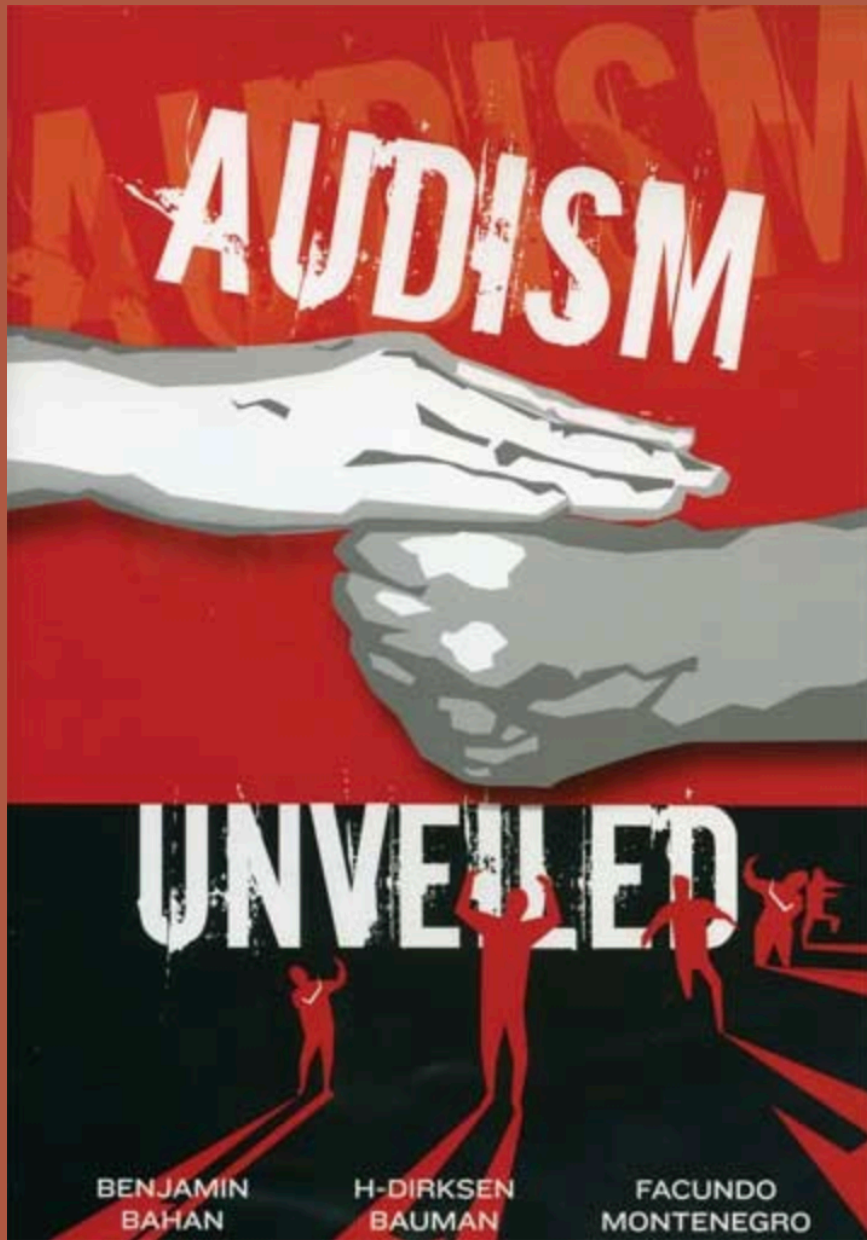


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<http://deafcuture.blogspot.com/2015/07/7.html>



<http://www.duporart.com/gallery/more/coerce.html>



"The notion that one is superior based on one's ability to hear or behave in the manner of one who hears." The English term "**audism**" is coined by Tom Humphries, 1977.

Ethnocentrism



In the broadest sense, is the idea that one's own culture is not only "the way things are," but "the way things *should be*"



Defined in the negative – what someone, some value, some practice, or hemisphere is NOT



West...of what, exactly?



What
cultural
values are
not

- Predominant **not** determinative: This happens a lot (predominant), but doesn't hold for all cases (determinative)
- Cultural practices are generalizations about a group of people as a whole, **not** truths about particular cases
 - Though, they are seen as such

Who has power?

- Those with the ability to shape discourse!
 - Who are they?
- What is discourse again?
- Power produces “regimes of truth”
Michel Foucault (1978)

Illusion of Inclusion



IDEA mandate of the Least Restrictive Environment: Separate schools/classrooms are not equal.

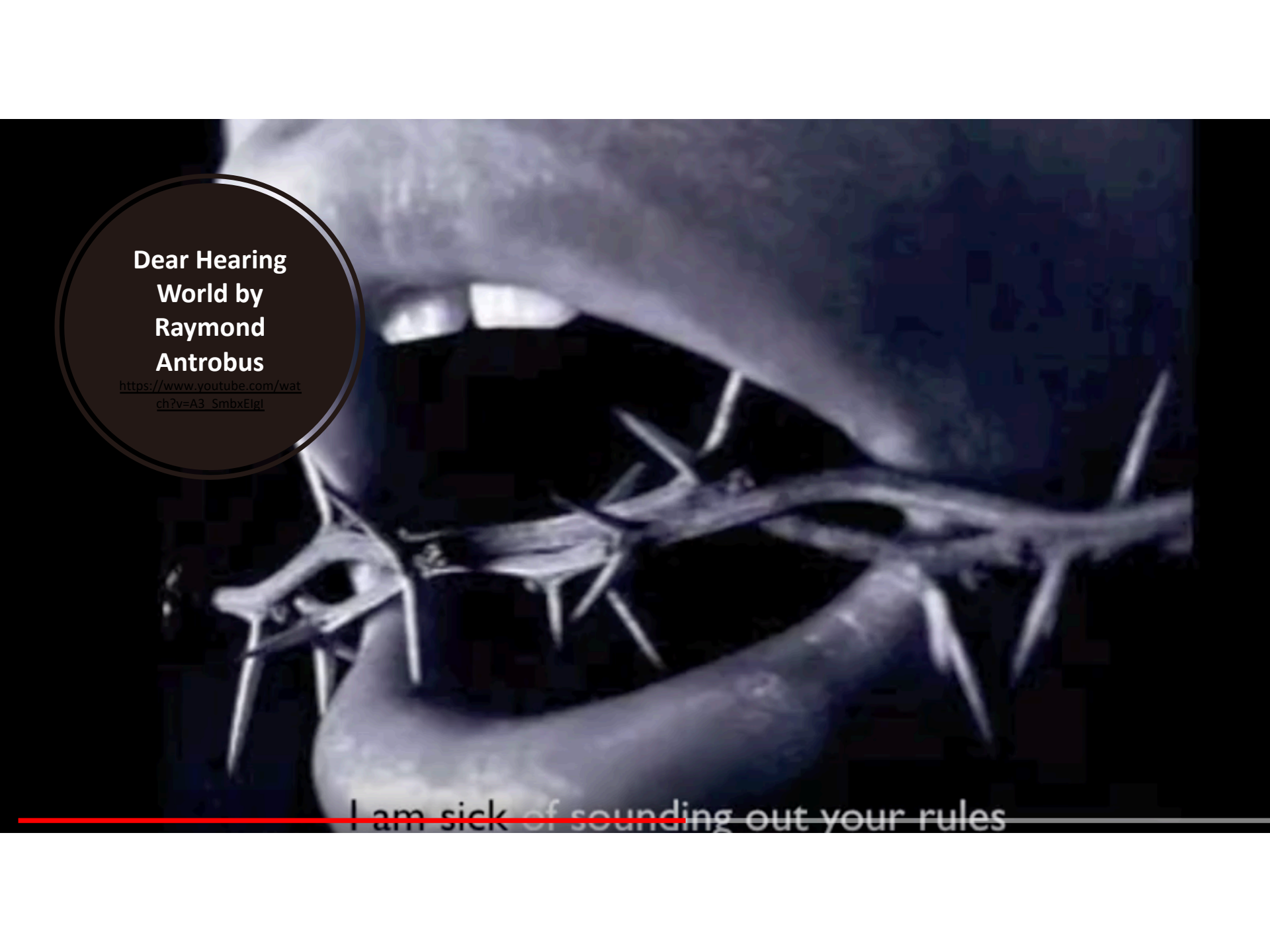


To address Language deprivation: Language rich environments are needed.

How might you assist an individual with a hearing loss in the classroom?

What are some common barriers for a student with a hearing loss in a university classroom?

Consider the experiential learning scenario. What pedagogical strategies could you use?



**Dear Hearing
World by
Raymond
Antrobus**

https://www.youtube.com/watch?v=A3_SmbxEIeI

~~I am sick of sounding out your rules~~

Values: Categorized

- Individualism/Collectivism
- Preferred personality: being versus doing
- Human nature: good people and bad people
- Human and Nature Orientation:
- Power Distance: *believed* space between authority figures and subjects in a particular context
 - Example: University of Iowa

References

Hall, M. L., Hall, W. C., & Caselli, N. K. (2019). Deaf children need language, not (just) speech. *First Language*, 0142723719834102.

Hall, Stuart. "The West and the Rest"

Murray, J. J., Snoddon, K., De Meulder, M., & Underwood, K. (2018). Intersectional inclusion for deaf learners: moving beyond General Comment no. 4 on Article 24 of the United Nations Convention on the Rights of Persons with Disabilities. *International Journal of Inclusive Education*, 1-15.