

ASL NEWS

Volume 14, Issue 1

Fall 2012

What's New at BCC & Peralta

With the close of the 2011-12 school year, Berkeley City College bid farewell to several valued employees who retired: Joan Berezin, global studies department chair and history instructor, Shirley Fogarino, public information officer and adjunct business instructor, Nina Kindblad, learning resources specialist, and Jim Ward, mathematics tutor.

Additionally, at the end of May, BCC's president Betty Inlan, announced her retirement, effective at the end of June. Debbie Budd, Ed.D. was appointed as our interim president. Budd served as BCC's vice president of instruction before becoming the vice chancellor of educational services at the Peralta district office. Budd has over 16 years of administrative experience and nine years of teaching experience. Prior to working for Peralta, she was a vice president of educational resources & instruction at Foothill College in Los Altos and the dean of applied health, physical education and community affairs for Chabot College. She has a Bachelor's degree in Business Economics and Physical Education from the University of California at Santa Barbara, a Master's in Education from Stanford, and a Doctorate in Educational Leadership from San Francisco State University. Read more about Budd at berkeleycitycollege.edu/wp/blog/2012/06/04/dr-deborah-budd-assumes-presidency-of-berkeley-city-college/

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From 'hearing loss' to Deaf gain

By Jannelle Legg and Sophie Sok, Gallaudet University

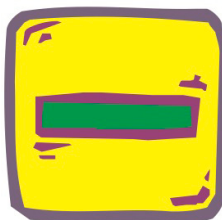
In popular discussions, deafness is described as a deficit. Audiologists, medical professionals and often, educators discuss "hearing loss" in terms of residual hearing, hearing aids and other technologies attempting to mediate or replace a state of perceived deficiency.

For a number of years, the Deaf community has produced work that challenges these pervasive labels. Recently, Dr. H-Dirksen Bauman and Dr. Joseph Murray, professors of Deaf Studies at Gallaudet University, have developed an influential counterargument to this discourse.

The term "Deaf-gain" was coined in 2005 by a British performing artist visiting Gallaudet¹. Deafened later in life, Aaron Williamson noted that with each interaction doctors repeated that familiar refrain "hearing loss." This experience, familiar to most deaf people, compelled him to posit the question, why "hearing loss and not gaining deafness?" That question is an important one because it calls attention to a fundamental issue in Deaf studies. The culturally Deaf experience is not, as many believe, a dramatic loss of hearing. Instead, deafness grants an entrée into a language, a culture and a way of life that is not only unique, it is valuable.

Bauman and Murray define Deaf-gain as the "notion that the unique sensory orientation of Deaf people...

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Events & Announcements

Three Free Places to Park Your Bicycle in

Downtown Berkeley. 1. BCC Bike Room. Enter the building through the main doors and take the elevator on your left down to the ground floor. Do not bring bikes up or down on the stairs. 2. Across the street from BCC at the City Garage. **Also FREE vehicle parking for people with disabilities available here.** 3. At the Downtown Berkeley Bike Station at 2208 Shattuck Avenue, just beyond the intersection of Shattuck and Allston Way. Minimal fees may apply for night parking. (510) 548-7433 or bartbikestation.com.

Information about local Deaf events is available at DCARA's web site, dcara.org and click on "events". One-time and on-going events are listed as well as a captioned movie finder.

ASL COFFEE SOCIALS

Antioch. 1st Friday of the month 7-11 pm. Starbucks, 5779 Lone Tree Way #G in the Slatten Ranch Shopping Center (across from Target). For more information: melissachildcare@gmail.com.

Berkeley. 2nd Friday of the month, 7-10 pm. Royal Grounds Coffee & Tea, 2409 Shattuck Avenue. For more information: Daniel at pah_daniel@aol.com or Pam at pmbrawl@aol.com.

Livermore. Every Thursday, 5-6 pm at Panama Bay Coffee, 2115 1st Street. For more information: Elizabeth at eglaux@pacbell.net or check their facebook page.

San Francisco #1. 1st & 3rd Fridays of the month, 6:05-9:05 pm. Starbucks at 2727 Mariposa Street, near KQED. For more information: sanfranasclub@gmail.com.

San Francisco #2. Every Thursday 6-9:00 pm. ASL Cafe by Project Insight. West Portal Clubhouse, 131 Lenox Way at Ulloa. For more information, including changes, cancellations, moves, etc.: contactpi@sfgov.org or <http://sfrecpark.org/Rec-ProjectInsightProgram.aspx>

San Francisco #3. Deaf LGBT. 1st Friday of the month, 6-8 pm. Cafe Flore, 2298 Market Street, San Francisco (across from LookOut). For more information go to <http://sites.google.com/site/rlsdbayarea/calendar>. All hearing and deaf LGBTIQ and straight folks are welcome.

Santa Rosa. Meets every Sunday at 10 am at Aroma Roasters at Railroad Square on 4th Street.

Vallejo. 1st Wednesday of the month, 7-11 pm. Starbucks at 400 Lincoln Road East. Contact: tatobud@sbcglobal.net

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provides opportunities for exploration into the human character"². The term is glossed three ways — DEAF INCREASE, DEAF BENEFIT and DEAF CONTRIBUTE — each demonstrating the positive implications of deafness³.

"Deaf Gain is defined as a reframing of 'deaf' as a form of sensory and cognitive diversity that has the potential to contribute to the greater good of humanity"⁴. Often, Deaf studies academics examine the nature of Deaf culture, defend the linguistic properties of American Sign Language and delve into arguments about audism. Deaf-gain moves into a new arena, bypassing these issues to examine that which is edifying and enriching about deafness.

In two important publications, "Reframing: From Hearing Loss to Deaf Gain" in the *Deaf Studies Digital Journal* and "Deaf Studies in the 21st Century: 'Deaf-gain' and the Future of Human Diversity" in the second volume of the *Oxford Handbook of Deaf Studies, Language and Education*, Bauman and Murray carefully outline a long history of systematic devaluation of deafness as negative difference and disability.

The pervasive concept of an idealized normal body has underpinned the historical movements of eugenics, nationalism and citizenship. At each of these moments in history, the deaf body has been struck by waves of normalization that seek to define, divide and destroy variation.⁵ These ideas have been applied to deaf people, stripping them of their linguistic access to education, threatening their ability to choose and marry other deaf individuals, and most recently, calling into question a deaf person's opportunity to pass on their genetically deaf lineage to their children⁶. Throughout history, the deaf body has been interrogated by practices of normalization, marked as different and challenged.

"What emerges from these histories is the continuous interaction between Deaf ways of living in the world and the larger social discourses, some of which seek to redefine or eliminate these ways of living. How society views deaf people may be a bell-



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ASL MEETUP GROUPS

Berkeley/Oakland. meetup.com/Berkeley-Oakland-ASL-Meet/

San Francisco. meetup.com/asl-204/

Vallejo Bible Church of the Deaf. Sunday and Friday services. 1640 Broadway Street, Vallejo. For more information: vallejodeafchurch@yahoo.com; vallejodeafchurch.org

Hands On Travel tours. Small group tours in ASL. Locations include: Thailand, Japan, Italy, Honduras, Morocco, France & Spain, Costa Rica, China, Russia, Finland and the Baltics, and Peru. Hands On Travel has partnered with Aqua Hands to offer scuba tours! For more information and a listing of all tours go to handsontvl.com

Services from the **UC San Francisco Center on Deafness** have changed. **Services are now available from Deaf Community Counseling Services and are being provided at new locations.** Residents of San Francisco contact the Family Services Agency of San Francisco at 1010 Gough Street, SF, (415) 255-5854 VP or (415) 474-7310 voice. Barbara White, the new program director, can be reached at bwhite@fsasf.org. Alameda County residents contact the Center for Independent Living at the Ed Roberts Campus, 3075 Adeline Street, Suite 100, Berkeley. Wanda Remmers is the contact person at (510) 841-4776 or wremmers@cilberkeley.org. For more than 35 years, DCCS has provided a range of quality outpatient mental health services for individuals who are Deaf or Hard-of-Hearing, and their families. They also offer substance abuse services and school-based mental health services, as well as a range of other specialized programs.

Mozzeria. A San Francisco Italian restaurant and pizzeria owned by a Deaf couple opened on December 9. Restaurant features a huge wood-fired oven imported from Italy. Deaf and hearing diners welcome. 3228 16th Street (near Guerrero), SF. Dinner Tuesday-Sunday; brunch Saturday-Sunday. (415) 489-0963, mozzeria.com. See article at <http://blogs.kqed.org/bayareabites/2011/11/28/deaf-owned-mozzeria-shows-signs-of-great-pizza-coming-to-the-mission/>

Film Showing: See What I'm Saying. September 11, 5:30 pm at the San Francisco Main Library, 100 Larkin Street, Koret Auditorium. **Second showing** October 20,

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wether of how it manages difference.”⁷

The reclamation of deafness as a gain rather than a loss of hearing represents a response to contemporary waves of normalization that threaten the signing deaf community. Bauman and Murray define these threats as language death, as a result of increased numbers of cochlear implants, coupled with the resistance to, or exclusion of, sign language during language formation; and genetic elimination, through decreased numbers of deaf babies and advances in genetic engineering⁸.

They are not alone in their assessment. Trevor Johnston's article, “W(h)ither the Deaf Community?” provides a rather bleak outlook for the Australian signing Deaf community⁹. As a result of increased inoculation, the eradication of many childhood diseases has dramatically reduced the numbers of deafened children, and the increased numbers of children with cochlear implants has resulted in a signing deaf community that dwindles with each successive generation¹⁰.

Discussions of consumer-driven genetic engineering seems the stuff of movies, or at the very least, something technologically out of reach for contemporary scientists. The reality is that the value and viability of deaf genes has already been called into question.

In 2008, the British Parliament passed a law that prohibits the implantation of a deaf or disabled embryo over those deemed healthy for artificial insemination¹¹. In effect, the selective birth of a deaf child is banned, and deafness is deemed a defect unworthy of preservation. As genetic research continues and we have greater abilities to identify and select genetic characteristics, the inherent value of difference will come to play an important role. It is this history and these questions that encourage Bauman and Murray to describe the “extrinsic” value of deaf people and urges them to answer the



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3 pm, Bernal Heights Library, 500 Cortland Avenue (at Moultrie), San Francisco. A powerful and rare glimpse into the lives of deaf artists: actor Robert DeMayo, singer TL Forsberg, drummer Bob Hiltermann & comic CJ Jones. Their fascinating and intertwining stories showcase the talent and the universal human appeal of their gripping journey. (subtitled). An ASL interpreter will be provided at the screenings. No cost to attend. For info: (415) 625-9082 VP, (415) 557-4433 TTY, deafservices@sfpl.org or (415) 557-4353 voice.

3rd Biennial National Council of Hispano Deaf & Hard of Hearing Conference. September 13-16, 2012. Austin, TX. "Knowledge is Power". Hosted by the Texas Latino Council of Deaf and Hard of Hearing. For info: nchdhh.org

ASL Celebration. September 20, 10 am-3 pm. California State Capitol, North Steps, 1100 L Street, Sacramento. Statewide celebration honoring ASL. The California Association of the Deaf with the National Association of the Deaf and World Federation of the Deaf is celebrating the 5th Annual International Day of Sign Languages. For info: contact Don Lee Hanaumi at aslcelebration@cad1906.org or cad1906.org.

Kickapoo Multi-Cultural Border Gathering for the Deaf. September 20-22. Eagle Pass, Texas. Organized by the Intertribal Deaf Council. deafnative.com

Deaf Awareness Day at Great America. September 22. 4701 Great America Parkway, Santa Clara. Discounted tickets include admission to the park, all-you-can-eat picnic, booths by non-profit organizations, activities, and more. Cost: \$37 per person at cagreatamerica.com/deaf. For info: (408) 986-5948 or info@dcara.org

9th World Deaf Golf Championships. October 8-12, 2012. Tsu Country Club, Tsu-city, Mie Prefecture, Japan. Organized by the Japan Deaf Golf Association. More information: 2012wdgjeapan.com/

DeafNation Expo. October 13, 9 am-5 pm. Alameda County Fairgrounds, Young California Building, 4501 Pleasanton Ave., Pleasanton. Free admission. Trade show, booths, entertainment, and children's activities. <http://deafnation.com/dnexpo/events/pleasanton-ca/>

ALDAcon 2012. October 17-21. Columbia, South

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question: "Why should deaf people and their sign languages continue to exist?"¹²

In order to answer this question, Bauman and Murray developed the Deaf-gain argument. Rather than railing against these institutions of normalization, they argue instead for the exploration of "Deaf ways of being in the world as ways that contribute to the cognitive, creative and cultural diversity of the human experience."¹³ Instead of asserting that deaf people are not different, we can emphasize that the diversity of body, language and culture results in a greater contribution to our understanding of what it means to be human. The authors describe three types of human diversity in which Deaf-gain can be assessed; cognitive, creative and cultural.

The linguistic study of signed language has provided an avenue for the exploration of cognitive diversity and clear examples of Deaf-gain¹⁴. Beginning with William Stokoe, our understanding of language, from its origins to its acquisition and everyday use, has been redefined by sign language¹⁵. "Now that we know the brain may just as easily develop a signed language as a spoken language, we must reconfigure our understanding of language, in all its complexities."¹⁶



Research has already shown that the visual nature of signed language has resulted in "a well-developed peripheral vision, a greater ability to form quick mental images, and better facial recognition skills" for deaf individuals.¹⁷ Further, signed language has provided linguists a glimpse at the genesis of language in a way that spoken language never has.

The study of emerging signed languages, specifically in the Middle East and Central America, allows an unprecedented opportunity to study language origins, development and transmission.¹⁸ The visual nature of signed language grants researchers with "an unparalleled window into the brain and mind: languages that arise from visually based cultural lives, which literally *display* the thought-worlds they create, are capable of linguistic feats that cannot under

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Carolina. Annual conference of the National Association of Late Deafened Adults. alda.org

Family Fun Weekend. October 26-28. California School for the Deaf, 39350 Gallaudet Drive, Fremont. Families with deaf children invited for a weekend of events and workshops for kids, teens, and parents. csdeagles.com/outreach. Reduced prices through Sept. 25.

Feast for the Eyes. October 26, 7 pm. California School for the Deaf, Kloppe Theatre. Stories, jokes, sign play and more. \$10 per person. Contact: Cheryl Boyd at cboyd@csdf-cde.ca.gov

National Black Deaf Advocates 30th Anniversary Celebration. November 10. Baltimore, Maryland. www.nbda.org.

Open House at California School for the Deaf. November 12, 8:30 am-3:00 pm. 39350 Gallaudet Drive, Fremont. Includes displays and exhibits, deaf services fair, fun fund raisers, student variety show, scholastic book fair, and lunches sold by students and parents.

Triennial National Deaf People of Color Conference III. June 13-16, 2013. Gallaudet University, Washington, D.C. Program will include workshops for families, youth activities, student leadership development, personal and professional workshops, entertainment and more. All are invited. More information will be coming.

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The Peralta Board of Trustees selected Jose M. Ortiz, Ed.D. as the district's new chancellor. Ortiz has been the superintendent/president of Allan Hancock College in Santa Maria, California but prior to that he was the vice president of instruction at Laney College. Ortiz began work on July 2, 2012. He holds a doctorate in education policy, planning, and administration from the University of Maryland, College Park; a master's in teaching English as a second language from West Chester State University in Pennsylvania; and a bachelor's in English from Catholic University of Puerto Rico. Read more about Ortiz at <http://web.peralta.edu/blog/2012/05/09/peralta-colleges-board-of-trustees-announce-new-chancellor-jose-m-ortiz-ed-d-of-allan-hancock-college/>

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any circumstances be matched by any spoken language."¹⁹ Researchers have only begun to unpack the complicated workings of the brain and uncover new information about the brain's plasticity and flexibility.²⁰ The contribution of deaf people and their language comes when we begin to "ask how deaf people's visual orientation to the world may be able to offer hearing people new ways of learning."²¹ As we examine brain function, language origins and the elements of language, it is clear we have only begun to realize the cognitive diversity in the world. Continued research may prove, in Stokoe's words, "the way deaf people still make language may be the way the whole human race became human."²²



The unique sensory orientation of deaf people has resulted in extraordinary approaches to creative expression in the areas of literature, cinema and architecture²³. Research has shown that the structure and production of signing parallels the techniques and approaches used in filmmaking.²⁴

"In addition to a traditional linguistic means of describing sign languages through phonology, morphology and syntax, one may also see fluent signers as everyday filmmakers, a skill which is heightened in the literary and dramatic uses of sign language."²⁵

Taking advantage of the three-dimensional nature of sign language, a person can create a cinematic experience for his or her audience while telling a story; in an academic setting, teachers may use their bodies to describe the anatomy of a cell without a single mark on the chalkboard, and poets can begin to delve into new types of nonlinear poetry.²⁶ The visual nature of sign language permits multiple interplays of visual form and meaning that cannot be fully conveyed in sound or text and these resources have yet to be fully explored.²⁷

Beyond the creative applications for signed languages, the physical space that deaf people inhabit also re-

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flects creative diversity. Deaf Space is a relatively new avenue of research that examines the relationship between architecture and the deaf body. Ben Bahan and Hansel Bauman assert that deaf people have “a visually centered way of orienting themselves within the world and a strong cultural bond built around their shared experiences.”²⁸ This design approach examines the sensory experience of deafness and the unique needs of the deaf body. This includes modifications in color, scale, transparency and light to better suit a visually based signing deaf individual.²⁹ As Deaf Space uncovers the ways in which deaf people have manipulated and reconstructed space to suit their sensory orientation, information regarding the relationship between space and bodies can allow us to develop new ways of living in the world.

In their examination of cultural diversity, Bauman and Murray emphasize the distinctly transnational and collectivist cultural attributes of the Deaf community.³⁰ The unique ways in which deaf people organize themselves socially are often related to the visual nature of signed language. Dialogue, for instance, occurs between individuals, often arranged in circular groupings, with a “heightened reliance on face-to-face engagement.”³¹

These and other aspects of signed language shape how deaf people gather and lend themselves to collectivist, nonhierarchical relations.³² Further, the authors suggest that the willingness of deaf people to travel great distances to participate in international deaf events, despite differences of nationality and other markers of class and status, indicates a “commonality of Deaf ways of being.”³³ These transnational spaces allowed them to create a “shared discursive field in which deaf people could articulate common strategies on living as visual minorities in societies governed by auditory principals.”³⁴ The international organization of deaf people reveals something shared between these groups that undercuts other associations and affiliations; a “common experience of being Deaf in nondeaf societies.”³⁵

The use of International Sign Language at global deaf events creates the unparalleled opportunity to investigate cross-national communication.³⁶ “The ability of

signing deaf people to meet and interact across linguistic boundaries — without sharing a common language beforehand” is unique and worthy of further exploration.³⁷ The strategies utilized by the Deaf community provide a closer examination of all the linguistic and cultural attributes of the deaf that may allow us to identify new and powerful ways to meet, organize and communicate on an international level.

The Deaf-gain argument does not only examine and defend deafness. Rather, Bauman and Murray are calling for an exploration of what it means to be human.

An appreciation for diversity necessitates the recognition that deaf people’s languages and cultures may have a valuable benefit to us all.

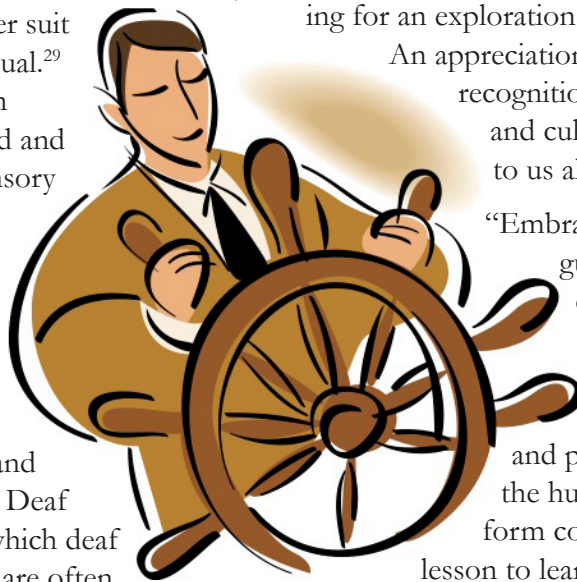
“Embracing deaf people and their language will invariably lead toward a deeper understanding of the human proclivity for adaptation. In the face of sensory loss, we may better appreciate the dynamic and pliable nature of the mind and the human will to communicate and to form community.”³⁸ The fundamental

lesson to learn from human diversity is the “value of moving from an ethic of molding individuals to beholding them in their extraordinarily rich ways of being.”³⁹ Rather than eliminating diversity in the pursuit of normalcy, we may begin to “take the counter-intuitive position that all individuals would be enriched by becoming a bit more Deaf.”⁴⁰

The deaf and hearing individuals who work in interpreting navigate these “rich ways of being” on a daily basis. They have learned to think, use language and experience culture differently as a result of their interaction within the Deaf community. Indeed, their exposure to the deaf way of life demonstrates the way that the cognitive, creative and cultural diversity of the world can be beneficial to us all. The fundamental goal of Bauman and Murray’s work is to alter our understanding so that “deafness is not so much defined by a fundamental lack as in ‘hearing loss’ but as its opposite, as a means to understand the plenitude of human being, as ‘Deaf Gain’.”⁴¹

Jannelle Legg is pursuing dual master’s degrees at Gallaudet University in Deaf History and Deaf Cultural Studies. She obtained her bachelor’s degree in anthropology and ASL/Deaf Studies from the University of Iowa in 2007. She likes new challenges and road trips.

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Sophie Sok is a converted New Englander. She is a graduate student at Gallaudet University specializing in Deaf Studies, with a concentration in Cultural Studies, as well as a certificate in Deaf History. She enjoys outdoor adventure and travel.

Resources

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Senghas, A. "Conventionalization in the First Generation: a Community Acquires a Language," *USD Journal of Contemporary Legal Issues*, 6 (Spring1995).

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Van Cleve, John Vickery. *Genetics, Disability and Deafness*, Washington D.C.: Gallaudet University Press, 2004.

Endnotes

¹ Bauman and Murray 2009, 3

² Bauman and Murray 2010, 216

Interested students can join the ASL listserv by sending an e-mail message containing your name, class that you are enrolled in, and instructor's name to bcc_vistaaslgroupp-subscribe@yahoogroups.com. If you join, you will receive information about Deaf events, articles of interest, job announcements, etc. You can also post information, find other students to form a study group, have discussions, to name just a few options. Membership is limited to current and previous Vista/BCC ASL

³ Bauman and Murray 2009, 3

⁴ Bauman and Murray 2009, 3

⁵ This is a pervasive theme in much of Deaf Studies work, Notable texts include *Genetics, Disability and Deafness* by John Vickery Van Cleve and *Signs of Resistance* by Susan Burch.

⁶ Bauman and Murray 2010, 212

⁷ Bauman and Murray 2010, 213

⁸ Bauman and Murray 2009, 1

⁹ Johnston 2009

¹⁰ Bauman and Murray, 2009 2

¹¹ Bauman and Murray 2010, 215

¹² Bauman and Murray 2010, 213

¹³ Bauman and Murray 2010, 212

¹⁴ Bauman and Murray 2010, 216

¹⁵ Bauman and Murray, 2009, 5

- ¹⁶ Bauman and Murray, 2010, 216
¹⁷ Bauman and Murray, 2009, 5
¹⁸ Senghas 1995, Fox 2007
¹⁹ Turner 2006, 412
²⁰ Bauman and Murray 2009, 5
²¹ Bauman and Murray 2010, 217
²² Bauman and Murray 2010, 217
²³ Bauman and Murray, 2009, 7
²⁴ Bauman and Murray 2009, 8
²⁵ Bauman and Murray 2010, 218
²⁶ Bauman and Murray 2009, 7
²⁷ Bauman and Murray 2009, 7
²⁸ Bahan and Bauman 2008, 155
²⁹ Bauman and Murray 2010, 218
³⁰ Bauman and Murray 2010, 220
³¹ Bauman and Murray 2010, 221
³² Bauman and Murray 2010, 221
³³ Bauman and Murray 2010, 220
³⁴ Bauman and Murray 2010, 220
³⁵ Bauman and Murray 2010, 220
³⁶ Bauman and Murray 2010, 220
³⁷ Bauman and Murray 2010, 220
³⁸ Bauman and Murray 2010, 216
³⁹ Bauman and Murray 2010, 222
⁴⁰ Bauman and Murray 2010, 222
⁴¹ Bauman and Murray 2010, 216

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Alexis Kashar: Making Jewish Life More Accessible to the Deaf

By Susan Josephs

Throughout her life, Alexis Kashar, who is deaf, felt cut off from mainstream Jewish life due to its inaccessibility. But when her oldest daughter reached bat mitzvah age, Kashar, 44, realized she could no longer accept the status quo.

“I didn’t want my daughter’s rabbi to be her only spiritual role model. As a mother, it is my right to be an active part of my daughter’s Jewish experience,” she says.



A civil rights lawyer skilled in special education advocacy, Kashar applied her expertise toward making the Jewish community more accessible to the deaf and hard of hearing. Today, she’s the president of the board for the Jewish Deaf Resource Center (jdrc.org), a New

York-based nationwide organization dedicated to transforming institutions to allow deaf and hard-of-hearing individuals to fully participate in Jewish life.

Together with JDRC, Kashar secured a grant from her local Jewish federation to provide funding for American Sign Language interpreters in synagogues and other Jewish organizations. And at her daughter’s bat mitzvah, the entire service was made accessible to everyone, including her deaf relatives and friends.

“It was the first time my family prayed together in the same sanctuary where we were all equals,” she recalls.

Currently a full-time activist who lives in Westchester, New York, Kashar also serves as president of the board of trustees for the New York School for the Deaf and chairs the public policy committee for the National Association for the Deaf.

Advocacy, she says, “is in my blood. I can’t just write a check for things and walk away. All of these causes have a personal impact on my life, as well as my family and future generations.”

Descended from deaf parents and grandparents,

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Kashar never thought of herself as different or disadvantaged from hearing peers: “My parents taught me to be my own best advocate.”

Raised in New York and Texas, she began her education at a school for the deaf, and then, beginning in the first grade, attended local public schools, where she was the only deaf student.

In high school, she and her parents fought with her local school district to provide her with a sign language interpreter. Winning this battle “changed my life. I became a full participant in my education. I was no longer restricted to direct learning by lip reading. I was now exposed to every aspect of my education,

including the incidental learning that was going on all around me,” she recalls.



After earning a bachelor's degree in finance, and a law degree from the University of Texas at

Austin, Kashar moved to Los Angeles and joined the law firm Newman Aaronson Vanaman, which specializes in representing children and families with disabilities. She worked on a number of high-profile cases, including successfully suing Los Angeles County for not providing disability-accessible emergency call boxes on freeways.

“I pride myself on my ability to connect with people and my quest to explore cutting-edge issues,” she says of her success as a lawyer. “I’ve also always had confidence in society wanting to do the right thing. But sometimes, society needs to be shown the light.”

Kashar feels similarly about the Jewish community and its relationship to the deaf and hard-of-hearing. “There is a lack of awareness on providing access to the deaf and hard-of-hearing community. I hope that one day, people will realize that providing access is as important as serving kosher food.”

The mother of three children, ages 9, 12, and 14, Kashar believes it's important that “my kids not only see me as a mom, but as someone who believes that we all can make a difference. I'm always dialoguing with my kids about the work I do,” she says. “I feel blessed that I'm able to show them that we all can use our

unique abilities to create positive change.” 🙌🙌

Used with permission from Jewish Woman magazine, Fall 2011 issue. Jewish Women International selected Alexis Kashar and nine others to receive the 2011 Women to Watch award.

Congratulations to the 2012 ASL Graduates!

Catherine Berner

Tanya Blackburn

Mariane DeMesa

Teresa Lavelle

Rarity Le'mons

Maria G. Martinez

Maureen McFall

Mitra Mogharei

Adekemi Omotade

Chelsea Raffety

Elizabeth Troast



Berkeley City College Library Fall Semester Hours

The library is open for service through December 14. It will close for all school holidays.

Monday-Thursday
8:30 am-7:30 pm.

Friday
8:30 am-4:00 pm.

Closed Saturday &
Sunday.



Be sure to get your BCC I.D. card to use library resources and to check out materials.

berkeleycitycollege.edu/wp/library/
Library circulation desk: (510) 981-2824

Do You plan to Earn a Bachelor's Degree?

Know the Basics of How to Transfer to a 4-Year Institution

(specifically from a California Community College to a public California University)

At times the process of how to transfer can seem like a complex confusing project, yet when you identify general areas to address and steps to take, you can take charge of your transfer. *You* have to take charge of this process, but there are many resources at BCC to support you as you progress toward your goal (see the list of resources at the end of this sheet). Below is an outline for how you can prepare for transfer, though the order is flexible.

Area 1: Choose a Major/Identify a Career Goal

Often students select a particular major in order to reach a career goal. However, if you are undecided about a career goal or major as you start your college work, no problem; choosing an academic major,

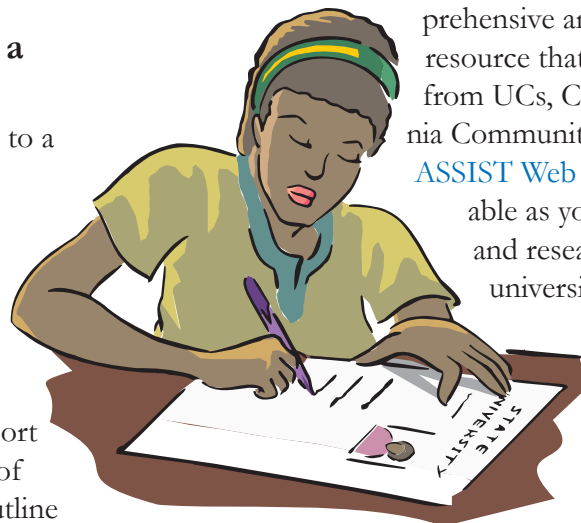
and/or changing majors is a process most students go through. Many students will change their major while working toward transfer or will have several areas of interest they are focusing on. There's no need to worry about this, just recognize that part of your process involves identifying a major. In order to help do that you can take a course in career and life planning, complete career and interest assessments, or some other self-reflection and research.

Area 2: Follow a Transfer Curriculum

When choosing classes, follow the transfer curriculum that is recommended for your major, or is the most flexible, if you are undecided. Meet with an academic counselor during your first semester to create your student education plan (SEP), with transfer as your goal. If you know your major and have a sense of where you would like to transfer, your counselor will help you choose classes that are specifically recommended or required. Check in periodically with your counselor to assess your progress, and to revise your SEP if needed.

To transfer to a University of California (UC) or California State University (CSU) campus, many students will follow the Intersegmental General Education Transfer Curriculum (IGETC) or a General Education Breadth Curriculum, depending on their major. Copies of the general transfer curriculum patterns are available in the BCC catalog, from academic counselors, in the Transfer Center, and can be found on assist.org, a com-

prehensive and well-designed resource that links information from UCs, CSUs, and California Community Colleges. [The ASSIST Web site](http://assist.org) can be invaluable as you explore majors and research various public universities in California.



Area 3: Decide Which Universities or Colleges You Would Like to Attend

There are various factors that students consider when choosing a university, such as a good program for the major, cost, location, perceived prestige, etc. Again, ASSIST is a great tool because it links basic and detailed information and will allow you to research many options within California public higher education. You

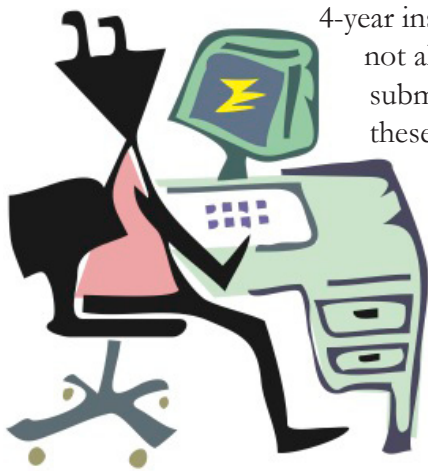
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can meet with college representatives that visit BCC every month. Check the [monthly calendar](#) from the Transfer Center to find details of representatives visits. Explore various programs that can help you gain exposure and decide among local universities.

Consider applying to several institutions. Establish your top choices as well as institutions that you think will offer you good educational experiences. In many cases, you will find out if you've been accepted in April or May for the following fall term and it's good to have options.

Area 4: Learn about the Application Process for Your Chosen Institution(s)

As you get about halfway through your transfer coursework, it will be time to start thinking about applying to



4-year institutions. Most, if not all, applications are submitted electronically these days, and once the application is available you can start the process and complete it bit by bit. There is one application for the UC system, and one application for the CSU system, regardless of how many campuses you are applying to within those systems.

To apply to any of the UCs, you must submit your application during November of the year *before* you plan to start as a fall admit. There is a personal statement portion of the UC application that you will want to take your time crafting; plan for the time it will take to fill out the online application as well. Take the application seriously (follow all grammar rules, no text messaging lingo, etc.) and be accurate and thorough. Careless mistakes can cost you your acceptance. In many cases, it is a competitive process to gain admittance.

Depending on which CSU campuses you are applying to, the application deadline can vary. If an institution or major is impacted (meaning more students applying than there are spaces), deadlines will be earlier than campuses and programs that have room for more students. Some programs, such as nursing, may require additional application materials, and may have additional deadlines to meet. Good research can keep you

from being unpleasantly surprised. Also, follow education coverage in the news because admissions policies can change in relation to annual state budget issues.

Area 5: Follow-Up After Application is Submitted

After you've submitted your application(s), watch your email account for messages asking for follow up actions (like submitting final grades from the classes you were taking at the time you applied). After you are accepted, many institutions will need you to turn in an IGETC certification that your academic counselor will complete. Allow time for this before the end of the spring semester. Also, if you are earning an Associate Degree as well as transferring, petition for your degree by early March with your academic counselor. Note: if you are denied admittance, in some cases you will be able to appeal this decision.

Congratulations! Much of the work you've done in the transfer process demonstrates your personal and academic abilities: take stock of all you've done!

Once you've made your choice, you can get ready for the transition. Research and check out the resources at your new school for transfer or re-entry students, connect with your department and academic advisors at your new school. It can take time to adjust to a new environment—be sure to factor this into your transition plan.



Berkeley City College Resources to Support Transfer Students

- Academic Counseling (located on the second floor of campus): Establish a good working relationship with an academic counselor. All BCC counselors can help with transfer issues, and can direct you regarding TAGs (transfer agreement guarantees), concurrent enrollment, and other useful programs and resources.
- Classes at BCC:
 - Career & Life Planning (COUN 57)
 - Preparing for College/University Transfer (COUN 221)

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- Transfer & Career Information Center (room 243):
Check here for college literature, visits to campus from 4-year institution representatives, take career and interest assessments, use assist.org, attend related workshops.
- Faculty, Classified Staff, and Administrators:
Talk to people on campus, ask questions about their field, their college experience and alma mater.
- Fellow students:
Other students may have insight into the transfer process that will be helpful to you.

It takes a college to support the successful transfer of students. 🙌🙌

What's New continued from page 5

BCC welcomes Lilia Celhay as dean of workforce development and applied science, a division dean in the office of instruction. Among the departments being supervised by Celhay is the American Sign Language Department. Celhay served at College of Alameda and Laney College prior to coming to BCC. She earned a bachelor's degree in mass communications and a master's degree in educational technology at California State University, East Bay. She is currently working on her doctorate in education.

We also welcome Maricella Becerra, the new learning disabilities specialist, replacing retired specialist Nina Kindblad, and Cora Leighton, communications instructor.

Peralta's Measure B parcel tax on the June ballot in northern Alameda County passed by an overwhelming 72% margin. The board of trustees and Peralta Colleges thank the voters for their support. Measure B will have a positive impact on the 30,000 students that attend the Peralta Colleges by providing \$8 million in annual funding which will help make up for State-imposed budget cuts and allow the colleges to offer additional classes. 🙌🙌

Back to School Time

By Nancy Cayton, ASL Department Staff

A few years ago as the new school year was getting under way in August, I read an article in my local newspaper that said, "Returning to school after the relative freedom of summer is a big transition..." Although the article was targeted at parents of school-aged children, the idea applies to college students as well. Even for students who are looking forward to returning to the classroom, the start of the school year can be stressful because it causes changes to our daily routine.

It really helps to psych yourself up for that change before the first day of school. There are simple things you can do to get in a school frame of mind, like buying supplies you need and making sure that you know exactly where to go, and what day and time you are supposed to be there.

It never hurts to confirm that what you remember is correct (I once missed an international flight because I was sure I remembered the flight time and didn't look at my ticket—until it was too late).

If you are feeling nervous about finding the right building, locating parking or how long it might take to get to your class, make a "practice trip" before school begins, when the pressure is off.

Once you feel confident with that part, take a look at your every day patterns. Is your sleep schedule one that you can maintain once classes start? If not, slowly start training yourself to go to sleep and wake up at a time that is conducive to arriving to class on time. Remember, no one functions at their best when they are sleep deprived.

Have you made time in your schedule to do homework? Success in school means spending time outside of the classroom studying and doing homework. It helps to establish a weekly routine that includes a block



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of time for studying, and stick to it. Write it into your calendar like any other appointment. Just like exercising, it is very easy to tell ourselves that we can skip it for now and fit it in later, only to never find the time. Forming a student study group can be very useful to prevent falling into that trap. It is a lot harder to skip studying if you know three or four other people are counting on you to show up.

Speaking of your calendar, take it out and look at it. Check it through the end of the semester. Do you have any commitments such as dentist appointments that you made a long time ago that will cause you to miss class? If so, try to reschedule it. Are there days when you know you will have to miss class? Make plans with your teacher or classmates early to be sure that you can get any handouts, find out what homework is expected upon your return or how you can make up any tests or quizzes.

Once classes start, take a good look at the syllabus your teacher hands out. That will tell you just about everything you need to know in regard to how your grade will be calculated, contacting him or her, and what is expected of you. Make sure you note any important dates for the semester on your calendar, such as midterms, finals, add and drop dates and school holidays. After that, put the syllabus in a safe place where you can find it again if you need it.

A number of ASL classes require books. Make every effort to get your books before the teacher starts giving assignments, so you aren't scrambling later. BCC has a bookstore operated by Follett located on the 5th floor. Besides going in person, you can buy online and have books shipped to you or you can pick them up on campus. When you order ahead, you don't have to stand in line to pick them up; you can go right up to the counter. Another hint to avoid long lines, if you do want to go in person, the book store is often open on Saturdays at the beginning of the semester.

Some texts are expensive, so it helps to set aside some money for buying books each semester. It is easier to regularly put a little bit away ahead of time than to try

to come up with the whole amount at once. If you can't afford all the books that you need, there are a number of books on reserve in the library. You can use those for free. Many books also come with DVDs. If you don't have a DVD player, you can drop in and use the ones in the library any time it is open. Keep up with readings and assignments. Once you start falling behind, it can be difficult to catch up.

If you experience any registration or billing problems, take care of them right away. These things never solve themselves and, if left to fester, often get much worse. In order to avoid these problems, and the long lines that come with the start of a semester, handle administrative matters like completing financial aid paperwork early and be aware of college rules and policies, such as what the deadline is to drop a class and receive a refund or how to get services from the disabled students' office. Many services require the completion of paperwork and some processing time before you can actually take advantage of what they have to offer. If you know or suspect that you will need something later, act now, not when you are desperate. As John F. Kennedy once said, "The time to repair the roof is when the sun is shining."

Many of us have very busy lives, but don't forget to schedule time for some kind of recreation and exercise. These will help your state of mind as well as your body. Even though it may seem like you don't have the time for them, you will actually be more productive while you are working if you have taken care of these needs. Also, at the risk of sounding like your mother, don't forget to eat right, get plenty of rest and take care of yourself when you are sick. If you do get sick, please stay home and take care of yourself. You won't be able to learn much even if you do show up and besides, no one wants your germs.

As you go through your courses, take advantage of the resources around you. If you are confused about what is going on in class, don't be afraid to ask your teacher or classmates for clarification. If you are having difficulty with your lessons, seek assistance right away. The longer you wait, the more difficult it will become to catch up. Language lessons build on grammar features and vocabulary you have learned in previous lessons, so



it is important to have a good foundation to build on. Advanced students can also offer advice about how to succeed in ASL classes, or as a college student.

Need help selecting a class? See a counselor. Want help writing a paper? Try the writing workshop. Want to find information about colleges you can transfer to? Go to the Career/Transfer Center. These are just a few of the services the college offers to all students. Get familiar with what is available and use them to your benefit.

A lot of the information in this article is advice you have heard before, much of it simple common sense. Maybe you have even said some of these same things to your kids. Despite that, many of us never get around to actually doing these things. If nothing else, use this information as a reminder to invest a few minutes now to get organized and save yourself a lot of headaches later.

If you are returning to school after a long break in your education and feel anxious, talk to someone close to you about your feelings and apprehensions. Sometimes just getting them out in the open is helpful. If you are still feeling concerned, feel free to talk to one of the teachers, a counselor, me or any of the staff people here.

We want you to feel comfortable in your decision to return to school.

Here's to a successful semester for us all! 🙌🙌



DeafHope Re-Opens After Fire

On October 14, 2011 there was a fire in the building where DeafHope is located. The fire damage caused the agency to be closed until early May, 2012. DeafHope has reopened but almost everything they had was lost. They are in need of specific items for direct services to clients. If you would like to donate, below is a list of most needed items. All donations are tax-deductible.

For Survivors:

Gasoline cards (Chevron, Arco, Mobil, Shell)
Food cards (Safeway, Lucky's)
Gift cards for clothes (Ross, Target, Marshalls, Sears, Kmart, Walmart, etc.)
Bottled water
Juice (non-refrigerated: apple, peach, grape, cranberry, etc.)
Kids' juice boxes
Frozen dinners
BART tickets
Alameda County Transit bus tickets (regular and youth/disabled)

Art and Office supplies:

Gift cards at office supply stores (Staples, Office Depot, OfficeMax, etc.)
Gift cards at art/craft supply stores (Michaels, WalMart, Target, etc.)
Sculpey or Fimo clay in assorted colors (no kiln-fired clay, please)
Small and large smooth glass beads with flat edge for mosaics
Masking tape
Duct tape
Clear box wrapping tape
Scotch tape
Michael's, Blick's, or Home Depot gift cards
Posterboard

Furniture for DeafHope Office:

Gift cards at office supply stores (Staples, Office Depot, OfficeMax, etc.)
5 loveseats, excellent quality
2 long couches, excellent quality
Table and desk lamps
Floor lamps (prefer halo floor lamp)
Hanging pictures and art
Corkboard for photos

Berkeley City College
American Sign Language Department
2050 Center Street
Berkeley, CA 94704



Berkeley City College (formerly Vista Community College) is part of the Peralta Community College District

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Important note about this publication for students with disabilities: This publication can be made available in an alternate media format upon request. Should you need accommodations, contact Programs & Services for Students with Disabilities office at (510) 981-2812 voice or cmasey@peralta.edu.

DeafHope Re-Opens continued from page 12

Please note: no clothing donations can be accepted due to fire department regulations.

DeafHope is a nonprofit organization, established for and by Deaf women in 2003. Their mission is to end domestic and sexual violence against Deaf women and children through empowerment, education and services.

Learn more about the fire, the re-opening, and DeafHope services at deaf-hope.org

