

THE UNIVERSITY OF WESTERN ONTARIO

SCHOOL OF HEALTH STUDIES/ SCHOOL OF KINESIOLOGY

HS4090B/KIN4472B: *DISABILITY AND THE MOVING BODY: A SOCIAL-CULTURAL UNDERSTANDING*

WINTER 2023

Instructor: Dr. Carla Filomena Silva

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Office Hours: Wednesdays, 4.20- 5.10 (Book a 10 min. slot through sign up tool on OWL)

Format: In- Person

Date/Time: Wednesdays 1:30-4:30pm (FNB 1200)

Attendance to all synchronous sessions required

Teaching Assistants: TBA

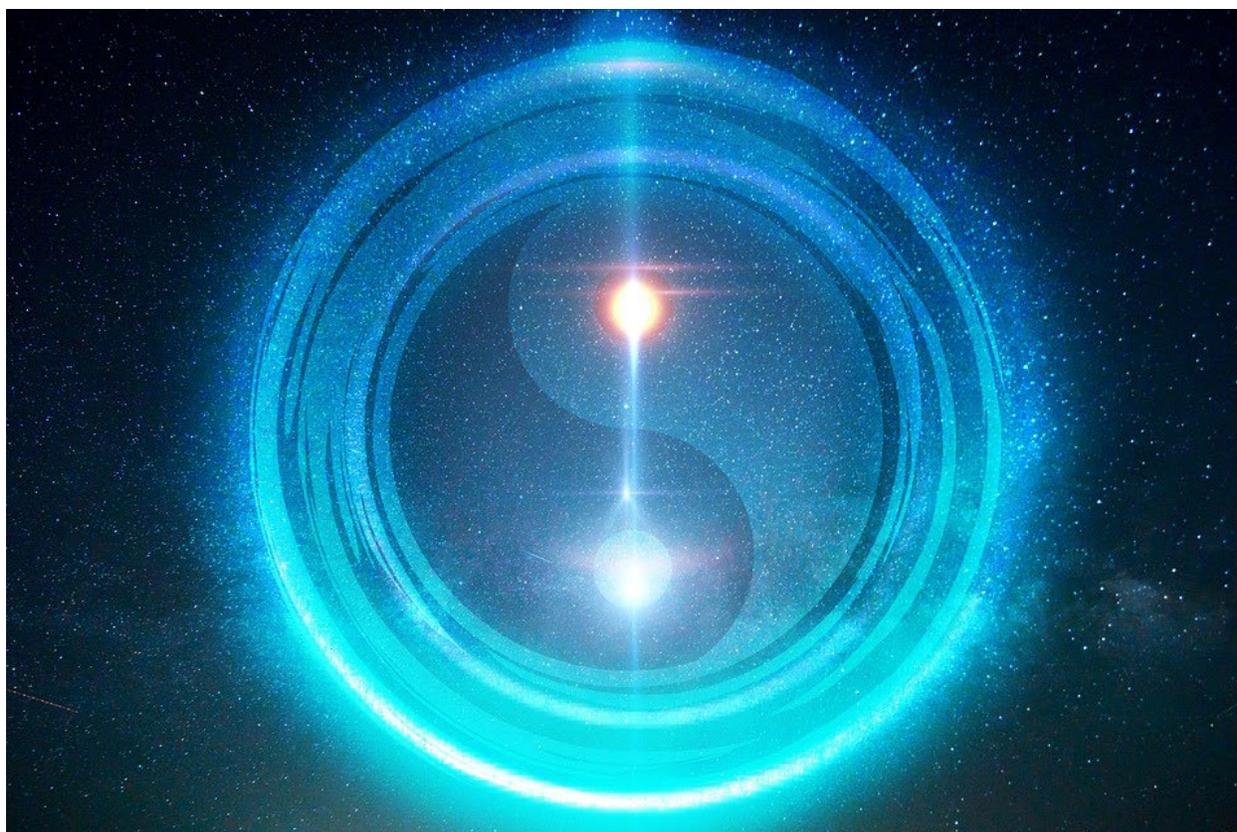


Image by [mohamed Hassan](#) from [Pixabay](#)

What if we perceived Disability as interdependent realities, and not absolute and distinct? What would change? We will explore the answers to these questions together throughout the course...

DIVERSITY STATEMENT

In the Faculty of Health Sciences at Western University, an important part of our mission is to nurture the creativity, curiosity, and critical thinking of tomorrow's global leaders, through education and knowledge mobilization. To achieve this, we commit to creating and fostering an inclusive and equitable learning

environment for all students in our diverse student body. We acknowledge we are all individuals with intersecting sociocultural identities that influence our worldview through lenses of relative privilege and oppression, and we encourage all our instructors to practice reflexivity when designing and revising course materials to ensure adequate representation of traditionally excluded voices and philosophies in university curricula. We are committed to the decolonization and Indigenization of our course materials and we invite our students to become active participants in this endeavour through open dialogue. As a student, please connect with your course instructor if you have any concerns about course materials and/or the learning environment.

LAND ACKNOWLEDGMENT

We acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

COURSE DESCRIPTION

In this course, you will be challenged to uncover and question normative social and cultural understandings on the body, movement cultures, and disability. The goal is to understand how these norms have shaped movement-related professional fields such as rehabilitation sciences, sport, physical activity, and performative arts and your own perceptions around movement and disability. The critical knowledge and skills gained will help you examine ethically practical issues related to care, performance, and power dynamics between professionals and patients/ participants/ athletes. Drawing upon diverse knowledge fields (sociology, anthropology, humanities, philosophy, and history) and informed by collaborative reflective learning, the course will help you develop conceptual and practical tools to better understand, communicate and interact with differently 'abled' moving bodies. Ultimately, you will develop an empathetic, empowering, and activist mindset regarding dis/ability and movement cultures, with practical usefulness in all movement-centered professional fields.

RESOURCES:

There is no textbook for this course. A specific list of compulsory readings and other audio-visual resources is going to be shared weekly, within each specific lesson. Each student is also expected to share with the class relevant resources to deepen and/or broaden knowledge and understanding of each theme.

COURSE OBJECTIVES:

- To develop a critical understanding of the socially constructed nature of disability and moving bodies.
- To develop, through critical analysis and reflection, empowering personal and professional conceptual frameworks to shape professional practices involving people experiencing disability.

- To link theory and practice to envision professional practices that align with principles of equity, autonomy and self-determination of people experiencing disability.
- To expand the ability to work collaboratively for one's own and others' benefit.
- To expand metacognition, the awareness of how one learns and grows.
- To develop resilience and ability for self regulation, by mindfully shape one's own learning journey.

LEARNING OUTCOMES:

Upon completion of this course, you will be able to:

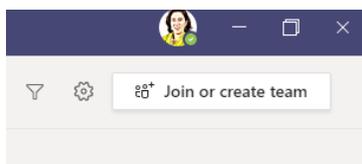
1. Identify and explain pervasive social cultural understandings of disability, body and movement;
2. Establish links between historical, social and cultural trends and the development of disability related professional fields;
3. Reflect on and investigate your own understandings of movement, body and disability and how these were shaped by social cultural conditions;
4. Explain different ways in which societies have responded to the "disability problem";
5. Recognise and explain how different professional cultures have contributed to, reinforced or challenged wider understandings of disability;
6. Design and facilitate seminars/webinars to foster a critical appreciation of movement cultures and design empowering frameworks and practices for professional practices;
7. Work collaboratively;
8. Design and regulate your own learning journey.

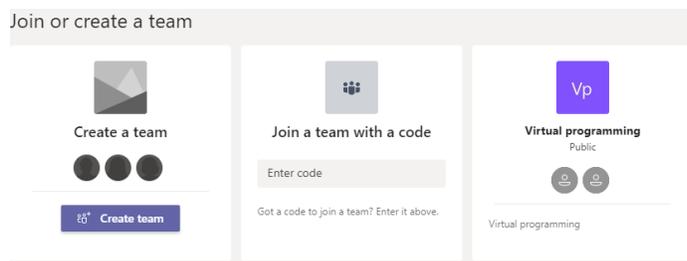
COURSE TOOLS AND MATERIALS:

As the course will be partially developed online and partially in-person, a computer/tablet/ smart phone with audio and video capabilities and access to the Internet are required. Additional course materials will be posted each week on the OWL course site. I will also be encouraged to contribute to the development of a repository of relevant resources for each lesson. Software: We will be using OWL and MS Teams as the main digital tools.

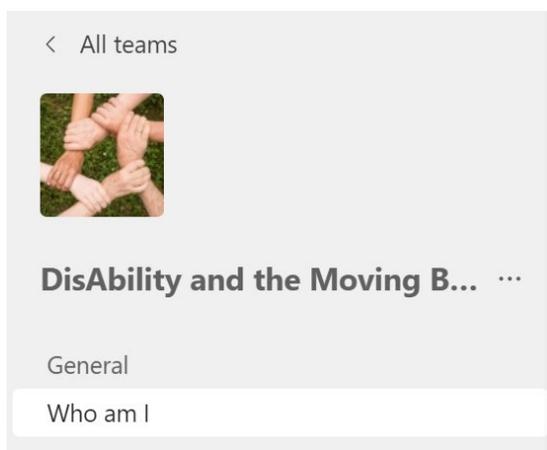
YOUR CLASSROOM

Your virtual classroom space is located in MS Teams (collaboration, informal communication, lesson tasks) and OWL (access the lessons, quizzes, gradebook...). If you do not have the software on your desktop, download it from [here](#). Once installed, open MS Teams, select *join or create team* at the top right and input the **s8orzf5** code in the box ***join a team with code***. You will then be a member of the course in MS Teams. Once you do this, please introduce yourself in the [Who Am I](#) channel.





On the left bar, click the button **Teams** and you should be able to see the box for your course:



Student Teams: On week 4, teams of 4,5 students will be formed to develop the student-led workshops. You will be invited to name one of your teammates.

COURSE SCHEDULE:

The following table offers a **provisional** thematic/ activity map for our weekly lessons. A lesson is composed of all the activities connected to the weekly theme.

Note that this plan will be updated weekly with more detailed information and may change.

Be aware that effective engagement in the course requires between **6 - 8 hours weekly** (including your own study time and the synchronous session). This number really depends on you being able to set up a study environment free of distractions and interruptions. At the start of the term, **make sure you schedule these hours on your personal weekly calendars.**

Lesson/ Week	Themes
1 9-13 Jan.	Setting the foundations Ways of working together. Presentations and getting to know one another. Planning and preparing the ground for a successful course. Focusing questions: <ul style="list-style-type: none"> Why do I want to learn about disability and movement from a socio-cultural perspective?

	<ul style="list-style-type: none"> • What is my starting point? Uncovering my own perceptions of disability. <p>Exploring my own personal connections to the topic.</p>
2 16- 20 Jan.	Foundational concepts: <ul style="list-style-type: none"> • Body (and Embodiment) • Movement • Disability
3 23- 27 Jan.	Body, Identity and Embodiment
4 30- 3 Feb.	Evolution of Socio- cultural- Political approaches to the disability “problem”: The disability models of understanding Teams 1-7 to prepare their workshops (Submit plan on Friday, the 3 Feb.)
5 7- 11 Feb.	Student-Led Workshops
6 14- 18 Feb.	Test 1: Foundational concepts and Disability Models of Understanding 1 st Support Session for the final individual case study project
Reading week: 20- 24 Feb.	
7 27- 3 Mar.	Sociology of the Body, Health and Illness: The Disability “Industry” Submission of initial idea for the individual case study project and an annotated bibliography of 6 sources (3 rd of March).
8 6- 10 Mar.	Movement cultures: Sport, Rehabilitation Sciences, Adapted Physical Activity
9 13- 17 Mar.	Emancipatory and ethical approaches to Disability “Work”
10 20- 24 Mar.	Test 2 2 nd Support Session for the final individual case study project Submission of an outline for the individual case study project and an annotated bibliography of 10 sources (24 March) Teams 8 -14 to prepare their seminars (Submit plan on Friday, the 24 th March)
11 27- 31 Mar.	Student-led workshops
12 3- 6 Apr.	Course plenary <ul style="list-style-type: none"> • What have we learned? Why and how does this learning matter?

	<p>Submission of final case study research project (6 Apr.)</p> <p>Test for students with accommodations for test 1 or test 2. If you got accommodation for both, this test will be worth 30 points. This test will include all course content.</p>
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EVALUATION

Modes of Evaluation	When?	%
1. <u>Individual Participation and Engagement</u>	Weekly	12
2. <u>Planning, Facilitation, Reflection of a workshop (Team)</u>	Once in the term	20
3. <u>In-class tests</u>	15 Feb. 21 Mar.	15 15
4. <u>Individual Assignment: Case study and creative account</u>		
Idea and annotated bibliography (min. 6 sources)	3 Mar	3
Outline and annotated bibliography (min. 10 sources)	24 Mar.	5
Individual Assignment: Case study research project	6 Apr.	30

Below, you find a general description of each method of assessment. Detailed guides for each assignment will be delivered in a timely fashion throughout the course.

Note that your evaluation does **NOT include midterms or exams**, so weekly engagement and high-quality participation in all pedagogical activities is extremely important.

All assignments stated above are to be submitted as WORD documents (when applicable), using the assignment tool on OWL, by 11.55 pm, on each due date.

1. **Participation/ Engagement (Individual)**. Attendance to the in person sessions is compulsory. Active participation in online and in-person activities is awarded with 1 point p/week. *If you have an academic accommodation that justifies your absence, the 1 point for attendance will be granted upon submission of a small lesson task. You can self-report a class absence **once** in the term.*

2. ***Team workshops (planning and reflection)***. In teams randomly created, you will collaboratively design an Intellectual Empathy workshop to engage peers in discussion and reflection on a specific topic related to one of the course themes. The IE lab plan must be submitted the previous Friday and the TEAM reflection (1000 +- 50 words) must be submitted the latest one week after the event. The team will be asked to declare a % for to the contribution of each team member. If participation is uneven amongst team members, the individual grades will also be proportionally distinct.

If you're unable to develop and deliver this assignment (and have academic accommodation or self-report), you will be asked to develop and deliver a workshop individually.

3. ***In-Class Tests***. The in-class tests include two sections. Section 1 is composed solely by multiple-choice questions and Section 2 is composed by 1-3 short-answer questions and/or 1 long answer question. If you had academic accommodation for test 1 or test 2, you will complete the makeup test on the 5th April. If you had academic accommodation for either or both test 1 or test 2, you will complete the make-up test on the 5th April, which will be worth 30 points. Also note that the makeup test focuses on the whole course content.
4. ***Individual case study and creative account (1600 +- 100 words)***

The final individual assignment invites you to scrutinize the professional area you are most interested in. The goals are:

- To uncover, describe and critically assess the ideological assumptions on impairment and disability explicit or implicit in past and/or current knowledge and practices;
- To creatively imagine how you can be an agent of positive change within that professional space, by making use of skills of critical thinking, grounded in concepts and learning developed throughout the course.

Formatting: All formatting (information [here](#)) and referencing of written assignments must follow APA guidelines. Learn about APA referencing styles and rules [here](#). **The word count for all assignments excludes the reference list (this is the list at the end of the paper, not the in-text references) and title page. Documents must be double-spaced and formatted using a font size no smaller than 12 points.**

Plagiarism: Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

All required assessments may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All assessments submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Late policy: All assignments are due on the date and at the time indicated. Late assignments will be penalized at a rate of **1% for each hour** after the deadline. No assignments will be accepted more than four days late.

Participation: Participation in this course implies active engagement with the proposed lesson tasks, including (for example) participation in online tasks, contribution to small and large group discussions and intellectual empathy labs. The specific expectations for each unit will be communicated weekly.

Communication: To communicate privately with the teaching team, use the *private chat option* on MS Teams.

Any important announcement from the teaching team will be shared via the Announcement tool on OWL and deadline reminders will be sent to you via email.

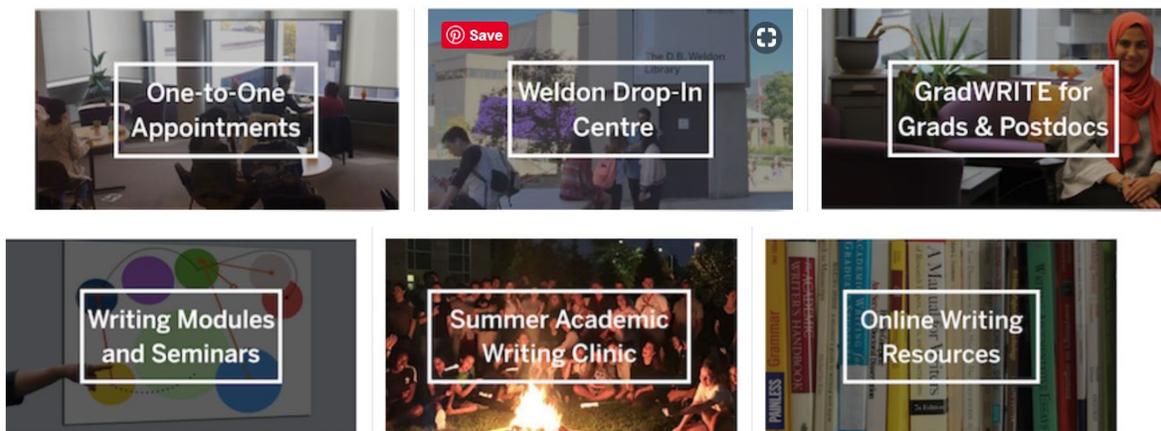
The teaching team will respond to your query/ contact within 2 working days (48 hours). Saturday and Sunday are not working days, so, if you send a query by Friday, expect a reply by the following Tuesday. Make sure you use MS Teams as instructed to ask and answer questions that may be helpful to others.

Use of Recording Devices and Course Content Course: Instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like OWL and MS Teams. Students do not have the right to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for any reason, inclusive of nefarious purposes (e.g., for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Troubleshooting:

Technical/ software/hardware: “I am having technical issues with my computer and I am not sure what the problem is...” you can create a help request in [FHS IT Support](#) or if the issue relates more to online learning software (OWL, Teams or other) go to [FHS Online Learning Support \(Students\)](#).

Help with Writing Skills: “I will need to write some papers this term and would benefit from improving my writing skills” or “I would like some helpful feedback on writing quality...” you can contact the [Writing support Centre online](#). They have (the images below are not hyperlinks):



Illness: “One of my main assignments is due in two days and I feel really ill...”, you can action an academic consideration to be granted some accommodation. You do that in [Request for Academic Consideration](#).

Academics: “I would benefit from some advice regarding my **academic experience, engagement and success...**”, you can explore the resources available on [Academic Support and Engagement](#) or contact the [HS counseling staff](#).

General Course Notes:

Contingency Plan for an in-person class pivoting to 100% online learning

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

Student Code of Conduct: You are expected to comply with the [Code of Student Conduct](#) at all times and when dealing with members of the instructional team. The purpose of this Code is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

Course Website: The OWL website and the Microsoft Teams' hub will function as the privileged space for communication between all participants in this course. Important resources, dates and announcements will be posted regularly, so please check these spaces regularly.

Grades: The mark attained is the mark you achieved, and the mark assigned; there is no rounding to the next grade level, or 'giving away' of marks. Please, do not ask me to do this for you.

Assignment objectives and rubrics will be shared with you in advance. Should you have a concern regarding the grade you received for an assignment, **you must wait 24 hours from the receipt of the grade to approach the instructor or TA. Please request an appointment and prepare in writing, with evidence, the reasons for your concern. Note that calculations errors (which can occur) must be brought to the instructor's attention immediately, with enough information for it to be promptly corrected.**

Academic consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g.,

argument with a friend) are not normally an appropriate basis for a self-reported absence;

- Must communicate with their instructors no later than 24 hours after the end of the period covered by SMC, or immediately upon their return following a documented absence;
- Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [Academic Calendar - Western University \(uwo.ca\)](#)

Support Services

There are various support services around campus, and these include, but are not limited to:

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness:

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre at <https://www.uwo.ca/campusrec/> or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](#) for a complete list of options about how to obtain help or Thames Valley Family Services (<https://www.familyservicethamesvalley.com/>), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](#). It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

Grading Policy

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between 74 and 78%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with School policy.

Common Concerns Guidelines

The table below summarizes a list of common student concerns and how they are to be resolved. If you have a concern that is not listed here, then please use the private chat in MS Teams to communicate with your instructor.

<u>Concern</u>	<u>How to address concern</u>
Course administrative matters	Read through the course outline or leave your question in the MS Teams GENERAL channel, if the question cannot be answered from information in the course outline.
Course content questions	Refer to the OWL Resources (notes, calendar, etc). Leave your question in the MS Teams GENERAL channel or use the private chat if the issue is of private nature.
Grade disputes and requests for appeals	<p>A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters.</p> <p>Visit the following website for guide on submitting an appeal: https://uwo.ca/fhs/policies/appeals.html</p>