

THE UNIVERSITY OF WESTERN ONTARIO

SCHOOL OF HEALTH STUDIES/ SCHOOL OF KINESIOLOGY

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

WINTER 2022

Instructor: Dr. Carla Filomena Silva

Office: Arthur and Sonia Labatt Health Sciences Building (HSB), Room 345

Email: csilva42@uwo.ca

Office Hours: Drop in: Mondays 4.30-5 in the Live Sessions Channel on MS Teams

Private: Please, send me a private message (via MS Teams) to book a 10 min. slot to chat.

Blended format: Synchronous Sessions; Independent tasks online (OWL/ MS Teams)

Date/Time: In- person/ Synchronous session: Mondays 2:30-4:30pm (MS Teams and/or FNB 2220)

Attendance to all synchronous sessions required and expected

Teaching Assistants: Dennis Osei-Nimo Annor (doseinim@uwo.ca)

Shokoofih Abbasalipour (sabbasal@uwo.ca)

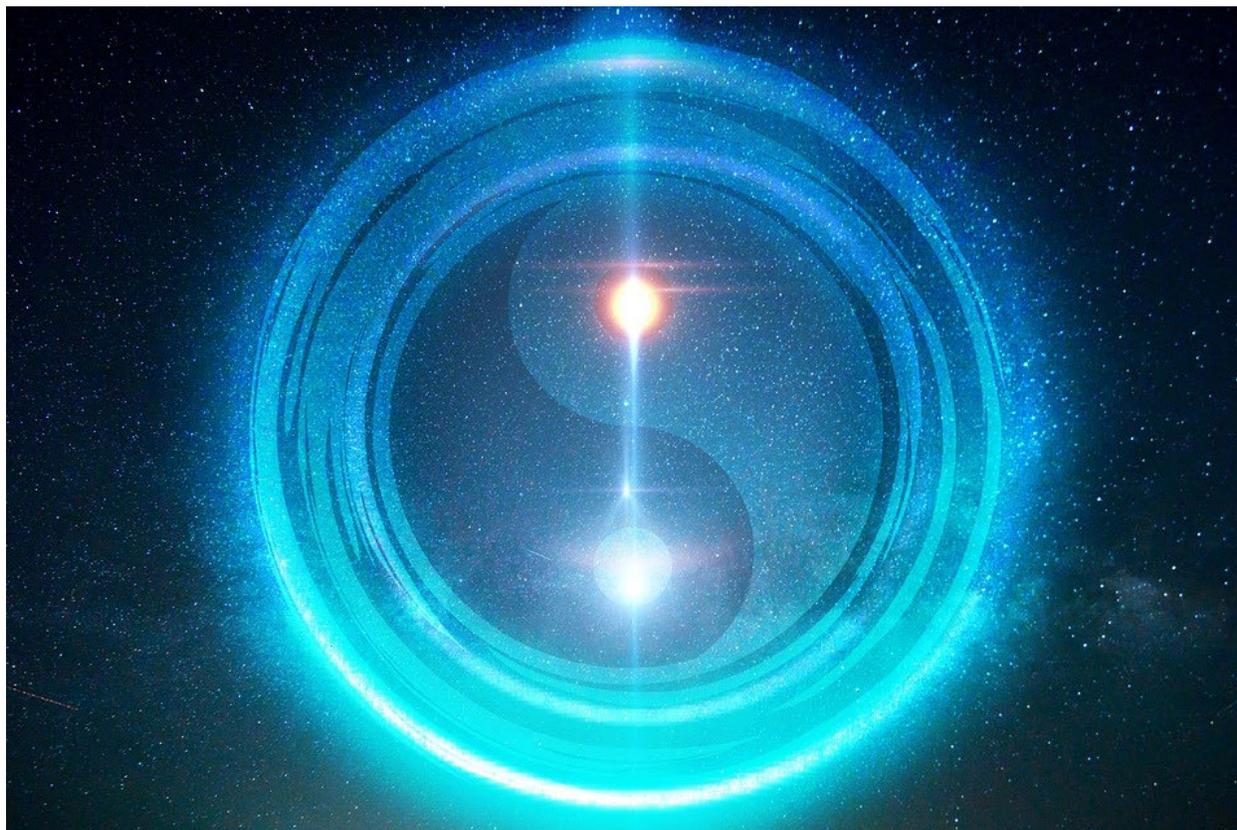


Image by [mohamed Hassan](#) from [Pixabay](#)

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 the understanding on each theme.

COURSE OBJECTIVES:

- To develop a critical understanding of the socially constructed nature of understandings on 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:

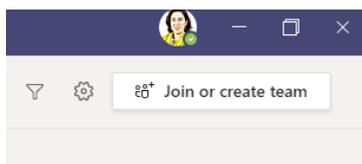
1. Identify and explain pervasive social cultural understandings of disability, body and movement;
2. Establish links between historical, social and cultural trends and the development of disability related professional fields;
3. Reflect on and investigate your own understandings of movement, body and 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.

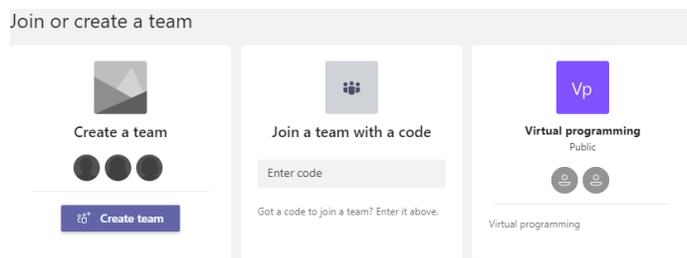
COURSE TOOLS AND MATERIALS:

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.

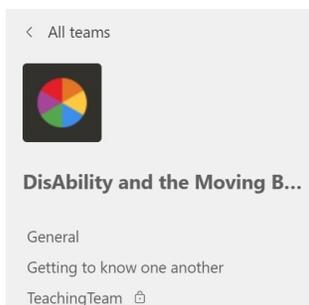
YOUR CLASSROOM

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 **edxjn9k** 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 [Getting to know one another 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 students will be formed to develop the student-led seminars. You will be 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 around 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 13-14 Jan. No Synchronous Session this week	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? • What is my starting point? Uncovering my own perceptions of disability. • Exploring my own personal connections to the topic.

2 17- 21 Jan.	Foundational concepts: <ul style="list-style-type: none"> • Body (and Embodiment) • Movement • Disability
3 24- 28 Jan.	Body, Identity and Embodiment Guest lecture by Dr. David Howe (https://www.uwo.ca/fhs/kin/about/faculty/howe_d.html)
4 31- 4 Feb.	Evolution of Socio- cultural- Political approaches to the disability “problem”: The disability models of understanding
5 7- 11 Feb.	Test 1: Foundational concepts and Disability Models of Understanding <ul style="list-style-type: none"> • Teams 1-7 prepare their seminars
6 14- 18 Feb.	<ul style="list-style-type: none"> • Student-Led Seminars • 1st Support Session for the final individual case study project (date and time to be decided through Class pool) • Submission of initial idea for the individual case study project and an annotated bibliography of 6 sources (28 Feb.)
Reading week: 21- 25 Feb.	
7 28- 4 Mar.	Sociology of the Body, Health and Illness The Disability “Industry” Guest lecture by Dr. David Howe
8 7- 11 Mar.	Movement cultures: Sport, Rehabilitation Sciences, Adapted Physical Activity
9 14- 18 Mar.	Emancipatory approaches to Disability “Work”
10 21- 25 Mar.	Test 2 <ul style="list-style-type: none"> • Teams 8-14 to prepare their seminars • 2nd Support Session for the final individual case study project
11 28- 1 Apr.	Student-led Seminars <ul style="list-style-type: none"> • Submission of outline for the individual case study project and an annotated bibliography of 10 sources (4 Apr.)
12 4- 8 Apr.	Course plenary <ul style="list-style-type: none"> • What have we learned? Why and how does this learning matter? • Submission of final case study research project (8 Apr.)

EVALUATION

Modes of Evaluation	When?	%
Individual Participation and Engagement	Weekly	15
Planning, Facilitation, Reflection of a Seminar (Team)	Once in the term	17
In-class tests	7 Feb. 21 Mar.	10 20
Idea and annotated bibliography (min. 4 sources) Outline and annotated bibliography (min. 8 sources) Individual Assignment: Case study research project	18 Feb. 4 Apr. 6 Apr.	1.5 (for submission) 1.5 (for submission) 35

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

Plagiarism: 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 and Engagement: Participation in this course implies active engagement with the proposed lesson tasks, including (for example) contribution to small and large group discussions and engagement. Class attendance is compulsory.

The specific expectations for each teaching unit/week will be communicated weekly.

The teaching assistants gather weekly information on each student's attendance, participation and engagement.

Communication:

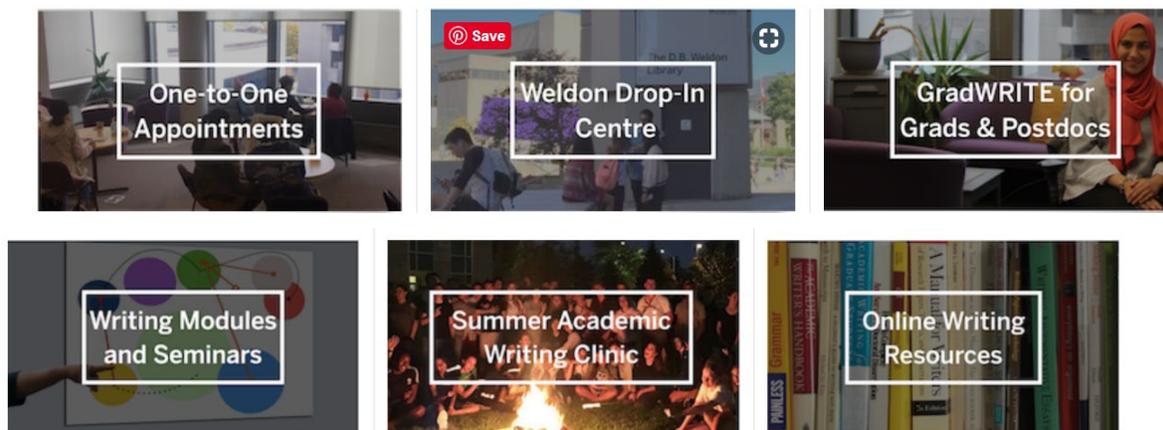
	Private (to a person or a group of peers)	Whole Class
Peers	Private chat on MS Teams	Post on the General channel.
Instructional Team	Private chat on MS Teams	MS Team's General channel for informal communication OWL announcements for all important announcements and reminders.

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 \(Students\)](#). If you have lost internet connection use the data on your phone to do this or to work as a hotspot for your other device.

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 counselling staff](#).

GENERAL COURSE NOTES:

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 fulfill 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) *Submitting a Self-Reported Absence form, provided that the conditions for submission are met;*
- (ii) *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*
- (iii) *For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling 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 either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities.

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the [online Self-Reported Absence portal](#). This option should be used in situations where the student expects to resume academic responsibilities within

48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- c. The duration of the excused absence will terminate prior to the end of the 48-hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfill the academic expectations they may have missed.

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: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Support Services

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

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombud's Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness:

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several online and on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support

physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: https://uwo.ca/health/mental_wellbeing/education/module.html.

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 72 and 76%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade to bring the class average in line with School policy.