

Disability and the moving body: a social-cultural understanding
 Winter 2024

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NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

Calendar Course Description (including prerequisites/anti-requisites):

In this course, you will be challenged to uncover and question normative social and cultural understandings of 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.

Because this is a 4th year course you are advised to have previous experience with advanced courses that have a social scientific foundation.

You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.

Statement on Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

My Course Description

In this course, you will be challenged to uncover and question normative social and cultural understandings of 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.

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 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 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	Foundational concepts: <ul style="list-style-type: none"> • Body (and Embodiment) • Movement • Disability
3	Evolution of Socio- cultural- Political approaches to the disability “problem”: The disability models of understanding
4	The ideology of ableism
5	Test 1: Foundational concepts and Disability Models of Understanding <ul style="list-style-type: none"> • Teams 1-7 prepare their seminars
6	<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	Sociology of the Body, Health and Illness The Disability “Industry”
8	Movement cultures: Sport, Rehabilitation Sciences, Adapted Physical Activity
9	Emancipatory approaches to Disability “Work”

14- 18 Mar.	
10	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	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	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.)

Required Course Material:

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 Evaluation:

Modes of Evaluation	When?	%
Individual Participation and Engagement – (students will actively participate in class as well as weekly online tasks that are required to be completed each week)	Weekly	15
Planning, Facilitation, Reflection of a Seminar (Team)	Once in the term	17
In-class tests – A missed test without appropriate documentation will result in a zero (0) grade. Students will be offered an opportunity to write a makeup test, provided that they have received academic consideration. Makeup tests may not be offered in the same format as the original test.	Week 5 Week 10	10 20

If you miss a test you will be required to sit it.		
Idea and annotated bibliography (min. 4 sources) Outline and annotated bibliography (min. 8 sources) Individual Assignment: Case study research project	16 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

Course/University Policies

1. The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

2. 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, in the [Academic Calendar](#) (westerncalendar.uwo.ca).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers 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 papers submitted 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 Western University and Turnitin.com (www.turnitin.com).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being

sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

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.

3. Use of Electronic Devices

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

Personal Response Systems (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

4. Academic Considerations and Absences from Lectures and Assessments

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive

testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

5. **Contingency Plan for an In-Person Class Pivoting to 100% Online Learning**

In the event of a situation that requires this course to pivot to online content delivery, 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

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

6. **Online Proctoring**

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

7. **Grades**

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 13th, 2023 (for first term half-courses)
- November 30th, 2023 (for full-year courses)
- March 7th, 2024 (for second term half-or full year courses)

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

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks.

Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses)

8. Support Services

Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

There are various support services around campus and these include, but are not limited to:
Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

9. Student Code of Conduct

The purpose of the Code of Student Conduct 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 <https://www.uwo.ca/univsec/pdf/board/code.pdf>