

<b>Asignatura</b>	<b>Body Matters: Experiences <i>about and with</i> the Body.</b>				
<b>No. De Catálogo</b>		<b>ID Curso</b>			
<b>Créditos Académicos</b>	2				
<b>Tipo de Asignatura</b>	Electiva				
<b>Departamento Académico</b>		<b>Unidad Académica</b>	Facultad de Enfermería y Rehabilitación.	<b>Programa Académico</b>	Fisioterapia
<b>Horas de Trabajo dispuestas para el desarrollo de la asignatura</b>	96	<b>Horas de Trabajo con acompañamiento directo del profesor</b>	32	<b>Horas de Trabajo independiente</b>	64
<b>Prerrequisitos</b>	N/A		<b>Correquisitos</b>	N/A	

## 1. GENERAL DESCRIPTION

There are many researches, reflections, theories, and disciplines that ask for the same question: what is the meaning of “the body”? At the postmodern times we are living in, the body has re-emerged as a once forgotten site of distinction and a continuing source of desires, feelings, doubts, questions, relations and many more aspects of human beings. As Higgs (2014) mentions, this “somatic turn” is a recent interest within social sciences and humanities in the body as an active site for meaning – making.

This course is not intending to give a strong background in those social aspects related to the social studies of the body since it is a big field of study, but to point out the strong relationship between the body and the individual. Bodies count, not as numbers, but as people as a core proposition in varying states of health, disease, disability, life and dead. **Bodies matter** for more than this: in their manifestation of physical form that give people some characteristics —as height, weight, physique, and overall appearance —they provide vivid evidence of how we literally embody the world in which we live. Thereby, each body produces not only patterns of health, disease, disability, death, but also of communication, interaction, behavior, and all those patterns are understood as an important part in any social organization in society.

In this course, we will discuss the relationship between the body and each field of study, considering some core concepts related to the principal topics that social studies develop around the body. This course will give the student the possibility to create his/her own ideas about the importance to understand the body as a material expression of all humans centered in the institutional ideas that give more importance to the person than to the knowledge itself.

At the end of the course, the students will have bigger ideas of the body as multidimensional and complex aspects of each person where their bodily experiences are different and unique. This knowledge is going to support their professional background because when students understand that their career is related to the humanity through their bodies, they will be more sensitive with the kind of



relation that a professional create body to body with people and with the today's society they are working for. A society where materialism, violence, pain and loss of justice have been more important than welfare, relief, love and peace.

"Body Matters" because in this course, the students will become interested in proposing reflections, new perspectives and some embodiment techniques to act in their daily life, changing some ideas and applying them to their own life.

## **2. GRADUATE SKILLS**

<b>GRADUATE SKILLS FOR GENERAL PROFESSIONS</b>
Understands its aim of study as an enhancer of human development by recognizing the transcendent dignity of the person.
Understands the profession under concepts of service and social responsibility as an autonomous and self-regulated exercise of his knowledge and professional practice, as well as under the laws that regulate each profession.

### 3. CORE PLANNER

EXPECTED LEARNING OUTCOMES <sup>1</sup>	THEMATIC UNITS <sup>2</sup>	DIDACTIC STRATEGIES	ASSESSMENT
Recognize the complexity of the term "body", applying this terminology in the analysis of their professional development, taking into account the respect for human dignity that characterizes the graduates of the Universidad de la Sabana.	<b>Body Meanings: theories, philosophies and self-experiences.</b> <b>Personal perspectives</b>	Class presentation, course rules, writing essay process.	All students must assess the possibility of take of new challenges in this class. The evaluation is not a note, is a conversation the teacher will direct in order to understand the
	<b>Embodiment / The Mind – Body problem.</b>	<b>Moment 1:</b> (Seminar, discussion, cooperative activities talk about Videos and lectures) 30 minutes  <b>Moment 2:</b> questions and answers, ideas to apply the lectures in life and to construct the final narrative. 30 minutes  <b>Moment 3:</b> Workshop: (in all classes, the students will participate	<b>In class</b> At the beginning of all classes, one student will be selected to guide the discussion. This student is going to have the responsibility to introduce the topic and give turns to the students to participate in the discussion. The evaluation will be of participation in class.
	<b>Body in education: Embodied learning.</b>		<b>Independent work</b> All the students must create as a final evaluation, a product that show their ideas about body. This product is going to be created along the semester and implies the uses of
	<b>Body to communication and body language.</b>		
Design critical reflections about the possible implications that the knowledge about the body, can bring to their professional practice.	<b>Body and current society: civic life</b> <b>Body and health.</b> <b>Body in Sports</b> <b>Body in Arts: dance, theater and painting.</b> <b>Body in violence and peace.</b> <b>Body, nutrition, and gastronomy art.</b>		

<sup>1</sup>[https://ctl.byu.edu/sites/default/files/writing\\_guidelines\\_learning\\_outcomes\\_0.pdf](https://ctl.byu.edu/sites/default/files/writing_guidelines_learning_outcomes_0.pdf)

<sup>2</sup> <https://www.thoughtco.com/what-is-a-thematic-unit-2081360>

EXPECTED LEARNING OUTCOMES <sup>1</sup>	THEMATIC UNITS <sup>2</sup>	DIDACTIC STRATEGIES	ASSESSMENT
Create interdisciplinary discussions about the possible professional actions developed in response to the needs of the population, understanding that the body is the scenario of interaction for those possible actions.	<b>Body through politics and economy.</b>	in different activities that are going to motivate the topics through practical exercises that invites the students to feel and recognize their bodies). 60 minutes	narratives that the students show to the teacher and the classmates as a final exam.
The student will be able to communicate effectively both formally and informally through speaking and writing, in order to facilitate the creative expression of the ideas constructed in the class.	<b>Diversity through Body (disability, transformations).</b>		The narrative is writing that connects ideas, concepts or events. This narrative is going to be created in an extension of one or two pages where the student connects any topic or theme from the class, related to their own experiences.  In addition, with the narrative, the student must create a short video o sketch that shows the general ideas from the narrative in a creative way (the student is free to choose the style) different ideas about the body in different situations.  In both activities, the workshops and the seminar, the participation of each student will be assessed through their interventions (communication abilities)
	<b>Body and Culture.</b>		
	<b>Body and History.</b>		
	<b>Body and gender.</b>		
	<b>Narratives of Bodies: aging, childhood, Teenagers and adults.</b>		
	<b>Body and environment</b>		

#### 4. EVALUATION

PERIOD	PORCENTAGE	EVALUATIVE STRATEGIES DISTRIBUTION
I	30%	Draft / Outline of a narrative / seminar and workshop participation
II	30%	Planning the narrative and video / seminar and workshop participation
III	40%	Presenting narrative and video / seminar and workshop participation

#### 5. BIBLIOGRAFÍA

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