

EAO teaching and scholarship implementation notes

Brian Culp, Associate Professor Wellstar College

Again, thank you for allowing me the opportunity to take part in this experience in addition to this trip being memorable, it was timely given the recent events occurring in the United States. Briefly, I will outline how I will use this trip to enhance my teaching and scholarship.

Teaching

My teaching has incorporated discussions of diversity and social justice since I began my career. Recently I have begun to incorporate discussions of refugee populations and how their status and matriculation to North America will impact health, physical activity, and mobility. The question of creating infrastructure that takes into account these changes in order to help support these new groups is an important one. Also, for the specific work that I do in training kinesiology and health related professionals to work with youth in schools and communities, I feel that future professionals should be empathetic to the plight of others.

Specifically, I feel this should happen through an on-going process as future professionals understand that they need to be *cultural negotiators*. Cultural negotiators are persons who help students explore their own and each other's cultures in a variety of ways with the intent of enriching their education. These persons are to be holistic in their views of youth and understand that youth have physical, emotional, cultural, and spiritual characteristics within them. In training these professionals, they acknowledge that there is not one vision of how youth learn, and when faced with a lack of knowledge themselves, they take steps to eliminate their deficiencies. This approach also implies that as future professionals become more comfortable in their roles, they create meaningful connections with youth that are transformational.

Further, those who are cultural negotiators understand the contextual situations, previous content learned, and background experiences of youth with whom they work. In planning, they first conceptualize larger concepts before developing methodologies by which to instruct and introduce higher-order thinking skills. After this, they engage in reflection that examines issues that could affect their practices. In being active leaders who solve problems in an effective manner, they understand of the role of "outsider" and "insider" and how these designations could influence physical activity and health choices for youth.

Much as with the case in Europe, refugees arriving in North America navigate their past experiences while learning the norms, customs, values, and behaviors in a new place. Quite often they deal with racism and xenophobia, which undermines their ability to advocate for their health status and leads to heightened levels of stress. In order for my students to develop a greater understanding of this, I created upon returning after our trip a Global Cultural Project for use in my HPE 2000- Contemporary Issues in Health and Physical education.

In short, with help from the library, I am requiring students to look up health, physical activity, social, and sport practices to create a demographic profile of the country. They are required to use print and electronic sources to expand upon their findings and provide facts. Students are required to discourse in a paper on the challenges that their particular country faces in respect to health and access to facilities for physical activity. Finally, students will give a presentation on their project and how they think their lives would differ if they lived in that country.

While we cannot make students travel, I believe we can make the world a little smaller to spur critical thinking, draw parallels to current situations, and imagine solutions. While I have done projects in a class like this in the past, the EOA experience has enhanced this new project and has challenged me to think about how I teach in a much more systematic way.

Scholarship

The EOA experience has been helpful for me proposing developing lines of scholarship related to kinesiology. Recently, I was selected to give the Delphine Hanna Lecture for the National Association for Kinesiology in Higher Education. The lecture will be entitled: “Illegitimate” bodies in legitimate times: Life, liberty, and the pursuit of movement. Among the topics to be discussed in this lecture:

Reframing of western world philosophy pertaining to physical activity	“Future Shock”	Social justice
Biopower and the impact on immigrant populations	Technology and the impact on Kinesiology	Physical justice
The framing of “brown” bodies as commodity	The diversification of communities	Purpose of movement in high need communities
Interminority racism	Indigenous communities and universities	Ecojustice

In addition, I will use this work in continuing to provide a framework for looking at health disparities among newcomer groups in North America.