



# Polyphonies of the body in Professional Training. And the wave travels further





# Polyphonies of the body in Professional Training

And the wave travels further

Harold Viafara Sandoval Mónica Cristina Pérez Muñoz Sandra Parra Hinojosa (Editors)

(Translation) Rosalía Ramos de Recio

Santiago de Cali, Colombia, South America 2020 Polyphonies of the body in professional training. And the wave travels further

Polyphonies of the body in professional training. And the wave travels further / Hárold Viáfara Sandoval, María Cristina Pérez Muñoz, Sandra Parra Hinojosa (Editors).-Cali : Editorial Bonaventuriana, 2020

136 p

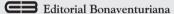
ISBN: 978-958-5451-62-1

1. Body Language 2. Body and Disabilities 3. People with Physical Disabilities 4. Social Inclusion 5. Human Body - social Aspects 6. Body and Culture 7. Behavior 8. Sign Language 9. Non-verbal Communication I. Viáfara Sandoval, Hárold II. Pérez Muñoz, María Cristina III. Parra Hinojosa, Sandra IV. Tit.

302.222 (D 23)

P767

#### © Universidad de San Buenaventura Cali



Polyphonies of the body in Professional Training. And the wave travels further

© Editors: Harold Viafara Sandoval, María Cristina Pérez Muñoz, Sandra Parra Hinojosa

Translation: Rosalia Ramos de Recio. Magister in Linguistics and Spanish from the Universidad del Valle.

Official translator and interpreter, License No. 0594-11 from the Ministry of Justice and Foreign

Affairs. e-mail: rramosderecio@gmail.com

Translation support: Karla Klein. B.A. in Foreign Languages from the Universidad del Valle.

Master's student in Teaching English as a Foreign Language from the Universidad Internacional Iberoamericana in Puerto Rico. e-mail: karlakhristinaklein@gmail.com

University of San Buenaventura Colombia

© Editorial Bonaventuriana, 2020

University of San Buenaventura Cali, S.A.

Editorial Office: Calle 117 No. 11A-62, Bogotá - Carrera 122 #6-65, Cali

PBX: 57 (1) 520 02 99 - 57 (2) 318 22 00 - 488 22 22

e-mail: editorial.bonaventuriana@usb.edu.co - http://www.editorialbonaventuriana.usb.edu.co

The author is responsible for any information contained in this book. No part of this book may be used or reproduced in any manner whatsoever without written permission by Bonaventuriana Editorial.

© All rights reserved. University of San Buenaventura.

ISBN: 978-958-5415-62-1

Digital version

Legal deposit completed (Law 44 of 1993, Decree 460 of 1995 and Decree 358 of 2000)

Cover Disign: Ximena A. Rosero R. Layout: Silvier Oscar Robledo Ocampo

Printed in Colombia, 2020

#### Universidad de San Buenaventura Cali

Friar Ernesto Londoño Orozco, OFM.

President

Friar Antonio José Grisales Arias, OFM

Secretary

Friar Francisco Lotero Matiz, OFM.

Vice-president for the Evangelization of Cultures

Wálter Mendoza Borrero

Dean of the School of Education, 2018

Harold Viafara Sandoval

Director of the Program of Alta Dirección de Servicios Educativos (Madse) (Master's program in Senior Management of Educational Services) and the Grupo de Estudios sobre Cuerpos y Educación (Gesce) (Group of Studies on Bodies and Education) e-mail: director.maestriadtadireccion@usbcali.edu.co

- harvisa@hotmail.com

Carlos Aberto Molina Gómez.

Director of the Research group Alta Dirección, Humanidad-es y el Educar-se - (Giadhe).

Claudio Valencia Estrada

Director of the Publishing House

# Institución Universitaria Escuela Nacional del Deporte (IUEND)

José Fernando Arroyo Valencia President

Patricia Martínez

(Acting) General Secretary

Roger Stiven Micolta Truque Academic Vice-president

Claudia Anyeli Cárdenas Vásquez

Education and Pedagogy Unit Coordinator

# **Contents**

Preface	9
Presentation	11
Wave one Bodies and the difference	15
Bodies and Disability. The abnormal body and the processes of formation	17
The body beyond what is tangible: dissertations about the function-dysfunction dilemma	24
Introduction	24
Development	24
Essentialist Paradigm	26
Materialist Paradigm	27
Postmodern Paradigm	27
Conclusion	29
Art in Signs - From the body to culture	30
Body	30
Culture	31
Art	32
The Workshop	32
Conclusion	33
Wave two	
Bodies, Institutions and training	35
Training a body technologically	37

Background	69
Development	69
Focus group 1: Action Lab II (Fine Arts)	70
Focus group 2: Acting Lab III (Fine Arts)	70
Phase 1: from the score to the action	70
Phase 2: from the action to the score	72
Where does the melody of the body go?	72
Conclusion. Some findings along the way	73
Mathematics in motion	74
Introduction	74
Learning through the body	75
Methodology	76
Phase I. Diagnosis	76
Phase II. Planning	76
Phase III. Development and implementation	77
Phase IV. Evidence and results	79
Conclusión	80
Wave four	
Building the file	81
Input to some documents to approach studies on education,	
body and physical education practices	83
Studies on education,	
body and practice of physical education	84
Works of general theoretical referents	87
Hygienism, medicalization, nutrition	88
Body practices and physical education	88
School doctor and school Red Cross	89
Food, consumption and aesthetics	89
The Body and educational institutions	90
Studies on pedagogy and education	90
Journeys of the Group of Studies	
on Bodies and Education (GESCE)	
Personal (Corporal) milestones	
Hygienist Period.	95

Biomedical Period	96
Period of Body improvement	98
Period of technological instrumentalization:	
technology as part of the body	99
Period of body design	100
Features of construction of a methodology	102
Constitution of the file	105
Instrumentation of discursive registers	107
Moment of dispersion	108
Delimitation moment	114
Slaves of the surgery room	116
Bibliographic References	119
Preface and Presentation	119
Wave one	119
Bodies and the difference	119
Wave two	122
Bodies, institutions and Training	122
Web References	124
Wave three	125
Teaching through the body	125
Wave four	
Building the file	126
Web References	135

# Preface Establishing Networks

The Study group on Bodies and Education (Gesce), that is associated with the research group Alta Dirección, Humanidad-es and Educar-se (Giadhe) of the Master's Degree in Educational Services at the University of San Buenaventura Cali, is formed by teachers graduated from the Master's <sup>1</sup> and its Director who through the research project motivated us to get on the wave of thinking in another way and from another place the issues about bodies and education. The group started with weekly meetings during which readings were made and theoretical reflection spaces were created whose conclusions were presented in different national and international academic events and included in diverse publications in agreement with Colombian, Mexican and Argentinian universities.

This book arises, precisely, from the Second Encounter of Educators' Dialogs:

"Polyphonies of the body in professional training", organized by the university institution, Institucion Universitaria Escuela Nacional del Deporte (IUEND). It gathers a set of reflections on the body carried out within the framework of the meeting and is proposed as a way of structuring a network of academics and researchers about the body, with the purpose of taking the wave to different spaces of reflection and problematization. You, dear reader, can begin to immerse yourself in it, from the hand of Claudia Anyeli Cárdenas Vásquez, manager of the event, who then puts us in context.

Mónica Cristina Pérez Muñoz Universidad de San Buenaventura Cali

<sup>1.</sup> Francisco Julián Herrera Botero, Rodrigo Acevedo Gutiérrez y Mónica Cristina Pérez Muñoz.

# Presentation

# Initiating a Journey through the Body

Making the presentation of a publication is an honor, but at the same time a commitment. It is to assume that the prologue or presentation of a text is not insignificant regarding the development that we find inside it. It is a great responsibility and a great task because we trust our good judgment to tell how we thought the "movie" was.

To make the presentation of a new publication is an honor, but at the same time, a challenge. It is to keep in mind that the prologue or presentation of a text is very significant with respect to the development of the topics we find in it. It is a great responsibility and a great task that is entrusted to our good criterion to tell how we thought the "movie" was. On this occasion, we are summoned to refer what happened at the Second Encounter of Educators' Dialogues "The polyphonies of the Body in the Professional Training", a space where we approached topics that arose from the debates of a group of educators about this topic, and research in progress or its results related to the body's perspectives.

However, "to tell the movie" we must reflect about how we reached this point of encounter and dialogs about the body. With this purpose, we will go back in time and will present some background facts. From the year 2011, the university institution, Escuela Nacional del Deporte, has been working on the diffusion of its Institutional Educational Plan and on the appropriation on the part of the educational community of its key elements expressed in its pedagogical model. These are elements that characterize and identify it as an educational institution and their academic pertinence in relation to the body, its movement in its expressions. With this purpose, the institution entertained, invited and convinced its faculty to acquire, transmit and imprint the institution's hallmark—Sports—and to support their educational pillars, that is, humanistic education understood as educating students to learn to live in this world with the other, integral training as personal and professional development and social responsibility, and flexible education as

the adaptation to new learning and emphasis on competencies, new concepts and working manners for social life (Parra, 2014).

In this process of entertaining-inviting-convincing, it was discussed how to generate spaces of encounter and activities of reflection about matters related to our work based on curricular and pedagogic areas. So in this coming and going was born what we know today as Educators' dialogs, an encounter of educators for educators.

Therefore, for the semester of 2016-1 the First Encounter of Educational Dialogues took place and the body was approached as the central theme, an election that responded to the interest of the educational community. The school's hallmark is sports, but further than that, it is understood that the body is a concept, or an implicit or explicit mechanism around which the knowledge of the academic programs is built; and for this reason, it is fundamental to dialog and reflect about it.

To approach the sphere of the body, it was proposed to do it from the different disciplinary perspectives of the institution. A dialog was necessary not to look for unification of concepts but to have the possibility of encountering each other and going through different fields of knowledge giving meaning to what has been done through time achieving the structure of a system of consensus, dissent and networks in a discourse-practice that has been marginal at the local instance. In this encounter, it could be observed that there is no attribute of the body that allows us to speak about it as a whole, and neither is there any nature that informs us about an intended finality. The body is constructed and that construction refers to a use, a necessity, an experience. However, on many occasions its construction has been left aside in some areas of training, without giving it the significance that it deserves.

During the daily talks with the Educators, the need for a second encounter, whose topic would be the place of the body in education and in institutions, arose because the body does not matter; it does not appear; it is not considered a constituent part that can be potentiated. However, the body is taken into account when the desire is to discipline or punish, notwithstanding the fact that many disciplines that nourish education define the body as a territory of experience and culture, as it was aforementioned.

The second Encounter of Educators' Dialogs took place on June 6, 2017, with the expectation of going beyond the "limits" of our institution, this time with the content of "Polyphonies of the body in Professional Training" whose purpose was to share, views, theories and applications of the body notion, which from our study programs explain to us and take us to discover the body as a constituent element of the whole being that we are, starting from multiple nuances.

I invite the readers to enjoy this new "wave" where we appreciate views from perspectives such as sports, health, disability, education and art. They are sinuous,

undulating movements which have started from academic reflections, friends' and colleagues' projects and research who have today joined these dialogs and attempt to unravel an decant the mysteries of the body, the way they perceive and assume it, and it is a constituent element of the subject. My fellow travelers, I invite you to glide on the body's waves and the difference; the body, the institutions and learning and teaching through it. I only have to thank those who have initiated this journey to take us on a trip of contexts and reflections. Good wind and good wave!

> Claudia Anyeli Cárdenas Vásquez Escuela Nacional del Deporte Cali, Colombia pedagogia@endeporte.edu.co

Wave one

Bodies and the difference

# Bodies and Disability. The abnormal body and the processes of formation<sup>2</sup>

Mónica Cristina Pérez Muñoz³
Universidad de San Buenaventura Cali.
Grupo de Estudios sobre Cuerpos y Educación (Gesce)
(Group of Studies on Bodies and Education)

monicaespecial@amail.com

"A body that has been looked at, valued and taxonomized as useless, subnormal, crippled, disabled, handicapped, lame, impaired, and incapacitated speaks to you. Physicians, saints, athletes, companies, nations, priests, armies, department stores, shop windows, factories, television, prisons, architects, governments, parliaments, literature, tailors, planes, schools, the Red Cross, gymnasiums, and asylums... hate us; and what is not hatred is fear. Fear that the abject bodies may be the mirror of what you do not want to see: fragility, death, vulnerability, the impossibility of being without them. The monstrous body is dynamite for the walls of normality, individualism, productivism, capitalism, patriarchy and soccer on Sundays. Our reality is a matter of diversity; it is a history of discrimination, of oppression, of domination against difference. Nothing about us without us"

ACTS OF SPEECH: THE REVOLUTION OF THE BODIES"

ANTONIO CENTENO

<sup>2.</sup> This article arises as a reflection derived from research in development on Policies, discourses and practices on educational exclusion/inclusion in education in Colombia from 1990 to 2010. A view from disability, carried out within the framework of the doctorate in education program of University of San Buenaventura Cali Campus.

<sup>3.</sup> BA Degree in Special Education from the University of Manizales - Specialist in University Teaching by the Santiago de Cali University. Master in Senior Management of Educational Services of University of San Buenaventura Cali - Member of the Group of Studies on Bodies and Education (GESCE) Cali, Colombia - Teacher of the Master's Degree in Higher Education Services - Student of the Doctorate in Education of the University of San Buenaventura Cali - Teacher of an elementary school in the public educational institution CEAT General in Piero Mariotti, Yumbo, Colombia.

Historically, disability has been explained in different ways, which have conditioned the ways of participation in society. These looks transcend time and permeate the inclusion processes of today. It is necessary to see beyond the medical, academic and therapeutic discourses, to give way to real participation and to fight for an ethics of inclusion.

Explanations of the disabled (abnormal) body have been proposed from the supernatural, religious, medical and social perspectives. In each period, new ways of naming arise and new laws, and medical, therapeutic, academic, social and cultural discourses that condition the disabled's way of life and their possibilities of being in the world. These views drag a central element: the reference is the body. A body that defies social and natural laws; a body that Foucault called the human monster, which combines the impossible and the forbidden (Foucault, 2008); a body that predisposes and conditions its possibilities of existence and incarnates in persons with disabilities, in institutions and in contexts, practices of exclusion, segregation and subalternization, since when explanations are reduced only to a fragmented body, the answer is just as fragmented.

There are many attitudes rooted in the disadvantage that tend to intimately attribute it a large number of difficulties and, at the same time, to saddle it with characteristics often of an almost supernatural nature (Vanoni, 2014, p.29).

Psychiatry as a regulatory discipline of normality and the science of public hygiene and social protection (Foucault, 2008) diagnosed and classified the "abnormal individual" in order to lock him and correct him for being the carrier of a state of risk and social danger. The purpose of confining him, in addition to isolating him from the social space, was to cure him, to him domesticate and normalize him. The subject is locked up and hidden in homes, in asylums, in leprosariums and shelters.

After this medical-hygienist model, special education emerges as an institutional response in relation to difference. It is based on a pedagogical-therapeutic narrative that seeks to correct and incorporate the "abnormal Individual" to society. The Political economy noticed the need to ensure public health and moralize marginal population. At that intersection, charities and patronages collaborated with Justice and the State in correcting and educating juvenile delinquents, in receiving orphaned children, in providing surveillance of homeless people and in teaching the deaf and blind. Thus, institutionalized exclusion practices are generated and the difference is considered a medical-pedagogical problem which causes that the individual to be disqualified as a person with rights.

With the International Declaration of Human Rights of December 10, 1948, equality of rights is promoted without any distinction, thus marking an important milestone at the educational level in the processes of integration and subsequently of inclusion. Article 26 states:

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (UN, 1948).

The change of mentality, based on human rights, generated numerous social movements such as the Movement for Independent Living that sought the vindication of the rights that had been violated to the minorities reduced to segregation and exclusion in other times, as well as the consolidation of human rights and of the movements of integration and subsequent educational inclusion. All in favor of improving the living conditions of people with disabilities and generating opportunities for participation and better opportunities.

In the sixties, the integrationist movements questioned and problematized the traditions of differential pedagogy that assisted and put under guardianship the deviant and abnormal childhoods. Integration takes strength under the principle of normalization.

Normalization is the utilization of a means which are as culturally normative as possible, in order to establish and/or maintain personal behaviors and characteristics that are as culturally normative as possible. (Wolfensberger, 1972, p.45).

Integration under this principle should, "[...] respond to the need to provide optimal conditions under which devalued individuals can acquire socially valued characteristics, through imitation and exposure to normative roles" (García, 2010, p. 98). Integration brought the subject with Special Educational Needs (Warnock report), which includes not only the disabled, but also immigrants, refugees, ethnic minorities, the sick, etc.

From the segregated schools to the "normal" ones, to those that impart the culture, the values and the contents of the dominant culture; from the schools for the black population to the white population, from gypsy schools to those of the non-gypsy, from the schools of women to those of men, from the schools for the workers to those for the bourgeoisie and from the special schools to the normal schools" (Parrilla, 2002, p.13).

This model constituted a way to recognize differences and equal opportunities in terms of access to education, but the right to receive answers to the own needs was not guaranteed. It also contributed to the maintenance of inequalities. Nor-

malization is identified with a process of "assimilation" in which the acceptance of the minority depends on its abilities to become acceptable (García, 2010).

From initial neglect and marginalization, we passed to special education, and given the segregation that it generated, we passed to normalization and integration of people in a less restrictive environment, which finally led to the educational, labor and social inclusion of individuals based on environmental modifications (Verdugo, 2003, p.6).

The antecedents of inclusion refer to the Jomtien Conference (Thailand, 1990) and the Declaration of Salamanca (1994), which proposed the elimination of exclusion in schools and a change in the approach of integration based on the individual, who even though had to adapt to the school, now emphasis was being made on the participation of the community. Quality and equity in access to education were also highlighted for all people (with or without disabilities). This new movement—the one of inclusive education—displaces the subject in need and conceives it as a subject of possibilities and rights. It is the institution that must adapt to the diversity of the students, guarantee their accessibility to the curriculum, the free development of their potentialities and the educational quality.

Inclusion is thought of as a duty that must be, based on the formulation of the universal and specific rights set forth by the Colombian Constitution, based on a mechanism of democratic and egalitarian participation. The included subject is conceived as a subject capable of achieving his personal development if he has the possibility of being within the system.

However, at present the educational inclusion is not carried out in the way it was projected. One of the possible reasons is the representations of people with disabilities and the different conceptions and imaginaries, which in many cases become barriers for the participation of this population.

The school seems refractory to the changing forces, which, with insistence, do not stop invoking it, directing its discourses and questioning it. Its resistance is paradoxical and astute: it changes words so as not to change its practices; it re-encodes the discourses that disturb it on the archaeological ground of its foundational normalism (Vega, 2008, p.2).

The idea of the disabled as less human, an almost child, an almost animal, persists in the daily practices of educational institutions; and they understand these bodies as recipients of assistance and help. Why? Faced with an extreme otherness, as disability, each one tries to understand it from its own cultural framework and integrate it into its own world vision (Villoro, 2002, p.6). This would occur for two reasons:

1. The body of disability has not stopped being the object of treatment. It is sought, in the first place, to restore its health; if this is not possible, to replace its deficiency; if this is not possible either, the psyche of its possessor would be

treated therapeutically so that it assumes its deficiency and "adapts". Hence, it continues to be assumed based on the logic of the healthy and the sick, which does not allow us to understand difference as authentic and as another way of being.

2. In most cases, people with disabilities embody and internalize an image of themselves as awkward, ugly, unproductive, sick, bad, lacking in ability, in need of assistance and compensation, who depend on the good heart and the goodwill of those around them. This generates in the individuals a dependent mentality colonized by deficit by not allowing them the vision of life projects that go beyond disability.

From this perspective, we can affirm that we are politically included and represented in an educational, social, economic, political and cultural system that in its discourse recognizes and values difference, names it and legislates about it; but in practice homogenizes, generalizes and uniforms it according to certain standards.

All the individuals with limitations of different nature, sensory, physical, cognitive, motor or learning are homogenized in the term "disability" in the legislation. The difference is not verified in the Colombian regulations, by ignoring that all children and young people with disabilities are different; that those who experience visual limitations have different needs to those who have auditory, cognitive or physical limitations (Moreno, 2010, p.29).

In the policies of inclusion, despite having different pedagogical orientations for each condition of disability, the legislative framework is the same for everyone. In addition, "[...] it does not assure them equality, understood as the freedom to choose what they want to be and do, while not recognizing a differentiated treatment because of the characteristics that distinguish them "(Moreno 2010, p.202).

Inclusive efforts have revolved more around the differentiation and categorization, than around the real recognition of the other in terms of equal rights and differentiation in the ways of accessing these rights. "Many times children with problems are tolerated 'democratically' by the school. This tolerance represents a form of abandonment that comes from the lack of expectations of the teacher regarding the student's learning "(Vega, 2008. page 55). Equally,

[...] the other, as someone to be tolerated, tolerance does not call into question a social model of exclusion; at best, it tries to expand the rules of urbanity with the recommendation to tolerate what is annoying. Tolerance is naturalization, indifference to that which is strange and excessive comfort in the face of what is familiar (Duschatzky 2000, p.9).

In the case of disability, inclusion should be considered at first as an option; that is, whoever wants to be part of a didactic process in an educational institution, can do so with all the conditions that it requires and not simply as a process of socialization and a way to occupy time. The institution that assumes the inclusion processes must guarantee all its students the possibility of learning and developing their potential.

Inclusion International, an organization made up of people with intellectual disabilities and their families, undertook the study of inclusion processes worldwide and recorded their findings in a global report published in 2009 and entitled Better Education for All: when we are also included. In it, they clearly state what inclusion means:

For us, education is neither a policy, nor a system nor a career. As it is for other people, basic education is one of the only opportunities we have to get to build a good life in the communities where we all belong and where we are welcomed as citizens. The vast majority of us simply is not given this opportunity (University Institute for Integration in the Community -Inico, 2009, p. 154).

In a second instance, these inclusion processes must understand disability not only from the medical and academic perspectives, but also from within. That is, to know what each type of disability consists of; not to label, exclude or minimize the needs, but to recognize that there are different ways and rhythms of relating to the world, of learning, of expressing oneself. It is to replace the look of lack and deficit by the look of the different abilities to appropriate reality. Literature offers us a context of meaning to understand with other words what it really means not to look from the deficit:

#### A thousand ears

I lost my hearing at seven but I'm not deaf.

I have wanted to explain that I have a thousand tiny ears spread all over my body, that I hear more than you imagine, that a fresh smell in the air whispers to me that it's going to rain, that a hand touching my back screams that it loves me, that a sweet look sings to me the best of songs and that a child when he pulls on the sleeve of my shirt demands that I look at him, that I play with him.

I have extressed all of this, but they do not hear

I have expressed all of this, but they do not hear and I with deaf people they cannot communicate. (GUTIÉRREZ, 2010).

People with disabilities are not identical among themselves; each of them is linked to the world and to others in a unique way, they have their preferences, feelings; they are subjects of desire. Their desire is rarely taken into account in daily life; there is always someone else choosing for them, deciding as an act of vigilance. Reducing their being to a state of the body, it is perceived in a plane without depth, without being thought of as in the condition of a full subject, who contains something else: his unique being, to offer and discover (Vanoni, 2014, p.18).

To look from within, it is important to take into account in each person with any disability:

- The historical tradition: rejection, exclusion, stigmatization, medicalization.
- The biographical conditions of each one: sex, age of appearance of the limitation and level of commitment, socioeconomic level, support networks and family relationships, among others.
- The social and cultural relationships; beliefs and possibilities of participation in their context.

In this way, we tend towards an ethical view of inclusion in terms of life project; and for this, it is necessary to know the current policies and legislation regarding educational inclusion. This is important in two aspects:

First, to verify that our performance is within the norms, and we do not violate any right; on the contrary, we seek to guarantee them by making use of the resources provided by the law. Second, to empower the people included and their families in the claim for their rights, supports and benefits which they have by law; in addition, compliance with their duties makes them active participants in the success of their educational process. Being inclusive and making the school accessible to all is not synonymous with paternalism, ease, low expectations or lack of demands. It is to have a broad view of different ways of evaluating, monitoring learning, making curricula flexible, curricular adaptations, and flexible didactics, which allow converting the classroom into a heterogeneous space of possibility and transcending the traditional homogenous and exclusive view.

To finish, we cite *Inventing the Enemy*, by Umberto Eco, which allows us to reflect on the way we establish relationships with the others and how each one of us is the tormentor of the others:

On the one hand we can recognize ourselves only in the presence of another, and on this principle the rules of coexistence and docility are governed. But, more often, we find that other unbearable because somehow it is not us. So, reducing it to an enemy, we build our hell on earth. When Sartre locks three deceased, who in life were not known, in a hotel room, one of them understands the tremendous truth: you will see that nonsense. Real nonsense! There is no physical torture, right? And, nevertheless, we are in hell. And there is no one. We remain to the end alone and together. It is not like this? In short, someone is missing here: the hangman, [...] They have made a personal economy. That's all [...] The executioner is each one for the other two (Eco, 2012, p. 39).

# The body beyond what is tangible: dissertations about the function-dysfunction dilemma

Jaime Eduardo Sabogal Toro Institución Universitaria Escuela Nacional del Deporte (IUEND) Santiago de Cali, Colombia. jaime.sabogal@endeporte.edu.co

This paper aims to facilitate a set of reflections around the body from different epistemological perspectives. This exercise is executed by adapting the fable The Animal School by George Reavis (1940), to later make the simile with the phenomenon of disability and how it is understood through time and from different paradigms that are constructed from the epistemological positions specific to the developments of science and historical moments.

#### Introduction

In the framework of the Second Encounter of Educators' Dialogues "Polyphonies of the body in professional training", that took place at the University Institution Escuela Nacional del Deporte (IUEND) on June 6, 2017, an approach to the problem of the body in relation to the different epistemological positions that are woven around the dilemma function-dysfunction is presented. It should be noted that the aforementioned dilemma is not addressed from the function-dysfunction model used historically by the kinesiology therapists for evaluation, but from the verbal or imaginary representation to which both terms lead us, that is, their most elementary conception.

In this order of ideas, what will be developed next is an approach to disability beyond the tangible body, to configure it based on the social, cultural and political body through reflections woven around a fable, and how it leads us to analyze the dilemma from a historical and epistemological perspective.

# Development

To begin, an adaptation will be made to the fable The School of Animals, by George Reavis, in which the task of climbing a tree is assigned to a cat, an elephant, a seal, a snail, a fish, a monkey, a bird and a toad.

Based on the mandate of man to animals, could we establish what is the problem situation? Is the cat functional or dysfunctional? Is the elephant functional or

dysfunctional? Is the seal functional or dysfunctional? Is the snail functional or dysfunctional? Is the fish functional or dysfunctional? Is the monkey functional or dysfunctional? Is the bird functional or dysfunctional? Is the toad functional or dysfunctional? Finally, where is the problem? In the instruction? In the context? In the animals? In the activity?

To resolve this situation, professions that have theoretical and epistemological elements that allow them to approach a possible solution or understanding of the problem. Within the theoretical components we find our own concepts, frames of reference and intervention models. Regarding the epistemological component, we have the positivist position, the historical-comprehensive posture and the socio-critical position. For purposes of this presentation, the situation presented will be addressed based on the epistemological component, since it allows us to identify the place from which the knowledge is constructed (the researcher's relationship with the object or phenomenon to be investigated) beyond the purely theoretical (books, articles, gray literature, etc.).

From a positivist epistemological perspective, the researcher or who directs the activity of climbing the tree, will evaluate the animals based on the existing measurement scales to qualify the functionality when doing the task. Similarly, the interaction will be based on the observable and measurable and that the evaluation can be replicated in other contexts. This position develops its process through the quantitative method; therefore it tends to lose sight of some elements related to subjects and cultural, social, political and economic aspects.

From the historical-comprehensive epistemological perspective, the researcher seeks to understand how the objective and subjective conditions of animals allow them to climb the tree. It also aims to trace in history the reasons for climbing it, and what the qualitative attributes that develop throughout the different periods are. This position carries out its process through the qualitative method, by means of which the subjectivities and the particularities of each animal are taken into account.

From the socio-critical epistemological perspective, power relations are made explicit and not only the researcher has the final say on the analysis of the phenomenon but also the other voices are visible, in this case those of the animals. Therefore, this position struggles to highlight and modify problem situations in which social inequities overwhelm the rights of people, which in the case of the fable are related to the unfairness of the task when not all have the same possibilities. This position can sustain its postulates with qualitative as well as quantitative elements, although it is the power of the argument that finally allows recognizing the critical aspect. Here, animals play an active role in defending their rights and in recognizing their differences when executing the task. Therefore, it is essential to recognize the personal, social, political and economic conditions that lead to participation and the right to live with others.

The intention of presenting the different epistemological positions through the fable of the animals is to analyze how phenomena are not only described by the theory but from the view of the observer and his position in front of what he is observing. In this sense, the discussion about the function-dysfunction dilemma transcends the tangible body and places us in the social, political and economic body.

Based on the above, we will extrapolate the analysis of the fable of animals from different epistemological positions, to the social phenomenon studied by health sciences such as disability is. In the same way that the subject expects all animals to climb the tree, at present it is intended that all human beings are equally productive in all the spheres that surround us throughout life, and anyone who does not reach a level of functionality represents a problematic situation that has been studied historically, which allows us today to analyze its evolution in paradigmatic terms and understand it based on the different positions. Based on the premise that disability is a complex problem, a synthesis of the key paradigms in the understanding of this phenomenon will be presented below.

### Essentialist Paradigm

This paradigm is related to the positivist position and the need to generate mechanisms of measurement and standardization of tests and evaluations that may allow classifying the phenomenon or the study situation. It focuses on the person more than on the social factors that surround it.

According to this model, disability is understood as an essentialist issue; that is, centered on the individual and his body as a physical structure, in which causality is linked to the disease starting from the construct of the normal body; therefore, the approach is made through conservative policies of medical assistance or charity". (García and Fernández, 2005)

Due to the need to classify, name and assign a label to this population group, in the 1980's the term "disability" was adopted by the World Health Organization (WHO), through the classification of Impairments, Disabilities, and Handicaps (ICIDH) through which a linear relationship is made among the terms of deficiency, disability and handicap. Deficiency is understood as the alteration of a function or body structure that leads to a disability, a word that designates a decrease in the ability of a subject to carry out activities, which implies a social disadvantage or handicap (Chaná and Alburquerque, 2006). This classification is still framed in the biomedical model since disability is situated as a consequent process of disease (Victoria, 2013).

However, during the years of application of the ICIDH limitations are evidenced in both the terms and in their classification (Chaná and Alburquerque, 2006), which shows how the concept of disability is interpreted and used for discriminatory

purposes, due to the fact that disability is placed directly on the individual (abnormal body). The analyses of this classification show that society has failed to adapt people with disabilities; therefore, it is understood that it is not the subjects who must adapt. On the contrary, changes must be promoted from the community of people, thus setting in motion a social perspective (Chaná and Alburquerque, 2006).

### Materialist Paradigm

This paradigm is related to the understanding-historical position, because it takes as determinant elements the different historical constructions and the social, economic and political factors that give meaning to the phenomena that are going to be studied.

In this paradigm, disability is conditioned by social and economic determinants established by the context. Unlike the essentialist model, in this model disability is given by a social construction that also functions as a label that promotes social marginalization (García and Fernández, 2005).

In 2001, WHO restates the categorization proposed in the ICIDH and proposes the international classification of Functioning, Disability And Health (ICF), with the aim of promoting a unified and standardized language to define health and the states related to it (Chaná and Alburquerque, 2006). This classification frames three fundamental concepts that will no longer have a direct relationship among them but a bidirectional one. Thus, the ICF proposes that the concept of disability flow from the interrelation between the deficiency in the structures, the bodily functions, the limitation that it may present for the development of activities and the restriction of the individual to participate in a vital situation. The contextual factors that are explained as personal, namely, sex, age, ethnicity and environmental factors, as well as those that start from the context in which the individual operates directly are also attributed to these concepts (Chaná and Alburguerque). 2006).

This new concept of disability is posed from a social perspective and considers the characteristics of the environment as causes or factors that generate disability. The ICF explains the concept of disability through the social model, whereby disability is seen as the result of the person's interaction with the environment; that is to say, that disability is not caused by itself but appears at the moment in which the individual interacts or participates in a certain context (Padilla, 2010).

# Postmodern Paradigm

The postmodern Paradigm has an intimate relationship with the socio-critical perspective that unveils power relations and makes the analysis of phenomena more complex from the social, political and economic perspectives.

The postmodern paradigm considers disability from more complex aspects, such as recognition and participation in public spaces and the interaction in political, economic and labor life. For this proposal, it is important the understanding of the use of language and the change of the norms and values of disability (García and Fernández, 2005).

In Spain, the Independent Living Forum (ILF), a movement constituted by people with disabilities, criticizes the ICF and in 2005 proposes a new concept called functional diversity (Rodríguez and Ferreira, 2010).

According to the ILF, the medical rehabilitative and social models of disability have negative and discriminatory content in their concepts. On the one hand, when making an etiological analysis of the concept, disability includes deficit, lack, or less capacity, compared to people who do have the capacity, thus identifying a conception that alludes to an exclusively negative qualification of the subject; and therefore, promotes discrimination (Rodríguez and Ferreira, 2010).

On the other hand, the concept, according to the ICF, evaluates disability on the basis of the individual's deficiencies in comparison with what is stipulated as health, and of those who present limitations in the activity and restrictions to participate in a "normal" life, a concept proposed according to a structuralist vision that normalizes certain social and cultural situations (Rodríguez and Ferreira, 2010).

In contrast to these assumptions of the normal and the abnormal that involve the perception of disability, the ILF promotes the concept of functional diversity that disability assumes as a situation of diversity in which people are contemplated and understood based on their performance and particular capabilities. Recognizing the difference allows us to give way to opportunities for a dignified and equitable life (Rodríguez and Ferreira, 2010).

For its part, Sen (as cited in Carvajal, 2013) proposes to study ability and situates this concept as the opportunity for individuals to participate in political life. "Ability" includes, then, a perspective of freedom; that is, the freedom of individuals to exercise power in the political field.

In relation to the above, it has been stated that if the difference is recognized as an aspect that integrates each individual; it would not be necessary to refer to disability as a label to identify only a specific population. On the contrary, all individuals would be in conditions of equity for the simple fact of recognizing themselves as different (García and Fernández, 2005).

Starting from this last paradigm, a group of students of occupational therapy, carried out under tutoring a meeting called "The Body: the object of reflections in the field of disability", with the support of the Institution Universitaria Escuela Nacional del Deporte (IUEND) and Handicap International.

In this space, Handicap International presented its calendar "Breaking down barriers: for the right to a full life":

This campaign consists of two artistic pieces (an articulation between art and social claim) that question the subtle practices of discrimination and social exclusion to which people with disabilities are subjected on a daily basis. The first: the development of the monologue "Tentacles", presented by the leader with physical disability Natalia Moreno, who cleverly traces her life retrospectively to critically show the most subtle forms of social exclusion. And the second, the presentation of twelve photographs in large format as a gallery with twelve people with disabilities that show their aesthetic and beautiful naked bodies (Handicap, 2016).

This space allowed the academic community to problematize the issue of disability beyond the physical body and to listen to other voices and visions about the phenomenon of disability. Next, some of those voices will be presented:

My body ... transgressor and rebellious. My body ... beautiful, erotic, attractive and desirable. My body ... as real as any other (Natalia Moreno, Colombia).

- Love, happiness and hope are accessible regardless of any difference (Dejan Ivanovic, Serbia).
- My body ... something perfect made by God despite the scars made by man (Luz Dary Landázuri, Colombia).
- Stripping the memories of a life that breathes freedom (Jhon Éider Gómez, Colombia).

## Conclusion

In relation to the analysis of the phenomena there is not a single answer; everything depends on the observer's place and position; in this case, of the researcher. Therefore, in the approach to the body the following premises must be taken into account:

- The body beyond what is tangible allows recognizing conditions and social determinants that facilitate recognition of the others from their place and not to pigeonhole them within the precepts of "normal".
- It is necessary during professional training to make emphasis not only on the theory of the profession but on epistemology and on the importance of research and production of new knowledge.
- It is important to recognize that in health sciences not only the morphological, physiological, histological and neurological body is studied, but also it is studied from the sociological, anthropological, economic and psychological perspectives, disciplines that facilitate the understanding of the different events in health and the study of health-disease processes.

# Art in Signs – From the body to culture

Francisco Javier González Rodríguez
Pontificia Universidad Javeriana, Cultural Expression Center,
Art in Signs Workshop - Cali, Colombia
fgrealizadoraudiovisual@gmail.com

"Culture makes man more than an accident in the universe".

ANDRÉ MALRAUX

There are multiple visions and points of view in relation to sign language and the deaf community. One, in particular, recognizes sign language as the natural language for a large number of deaf people, who, being users of that language, are part of a linguistic minority and, therefore, of a cultural minority. It is, then, a community with its own and authentic cultural identity that coexists and shares physical spaces of the city with the listeners; cultures that are close in the city, but distant by abysses of communication and language; spaces and chasms that from many visions are difficult to overcome; however, artistically, a real approach is possible.

This paper collects the reflections of the workshop "Art in signs", offered by the Cultural Expression Center of Pontificia Universidad Javeriana. These reflections are framed in a language of inclusion that points to the construction of a bridge between the deaf community and the hearing community through art. The workshop has two teachers, one of whom, Catalina Peña Toro, being a deaf person performs the function of delivering sign language to attendees. The reflections that lie in this document focus on three main concepts: body, art and culture.

### **Body**

Historically and culturally, the concept of the body is approached from an infinity of approaches; However, most of the time the reflections are based on the body, mind and spirit triad. Although sometimes they are presented under other names, these three concepts are repeated over and over again.

By the body we understand everything that is present, palpable. The senses are the way we perceive that physical world and sensations such as cold, heat, wind and desire; they are palpable elements and belong to that corporal world.

The mind contains the imagination, the memory, and language; the fantastic, the unreal, the past, the future, the dreams, longings, ideas and reflective concepts. The spirit, in general, transcends the inexplicable, what we cannot reason or feel: the divinity, the metaphysical, and the sublime. Feelings like love - the soul mate - tend to seem unreal or irrational and only the spiritual can contain or explain

The question that arises is about the habitability of the being in the body, in art and culture. When we refer to each one of them, we most likely do it in terms of possession and not in terms of being. In this way we express concepts like "I am working on my body" or "that song makes my mind relax" or "when I die, my spirit will leave my body". It is clear that the way of evidencing and naming them accounts for a distant relationship with each one of them. If I have a mind, a body and a spirit, then what am I?

Undoubtedly, all three inhabit the body, but not that body that contains the material and the physical elements, but a Body (with a capital letter) that contains the physical, spiritual and mental body. Even if at the moment of death, they separate or simply transform or vanish, while we are in this world it is in the Body that the three live and coexist (Gómez, 2014).

#### Culture

If the triad--mind, body and spirit-- that inhabits the Body is the starting point for the construction of the identity, culture would be the way it is constructed. It is through it that we mold the being and define ourselves as part of a community. We are inheritance, we are language and art; we are what our ancestors left us, what our parents instilled in us and what our society gives us as our own. The Language-- the tongue we speak-- assumes a large part of the role in the definition of culture and thus of identity. I am Body, I am culture (Angulo, 2012).

For a great number of deaf people, sign language is the natural language. It is through it that they build their identity as a community, just as listeners do it from their mother tongue. Laborit (1994) explains it in a masterly way:

The simplest concepts were even more mysterious; Yesterday, tomorrow, today. My brain worked in the present. What did the past and the future mean? When I understood, with the help of signs, that yesterday was behind me and tomorrow ahead of me, I made a fantastic leap. An immense progress, which can hardly be imagined by those who hear, accustomed as they are to hearing from the cradle the words and concepts repeated tirelessly, without even realizing it (pp. 7-8).

From the socio-anthropological perspective, they are seen as a linguistic minority and therefore as a cultural minority. This, in addition, is a source of identity, since many of them identify themselves as part of the deaf culture, as it is expressed by Pérez (2014).

#### Art

The deaf culture exists. An example of this is the workshop "Art in signs", where it can be seen that the deaf community is a deaf *culture*, based on its own language and the other factors that influence it are also part of Cali's culture and the Latin, and Colombian culture. It is not a culture in total distancing from that of the listeners.

The deaf culture lives and cohabits in the midst of our culture. It occupies the same spaces of the city and has many aspects in common with our culture, but at the same time there are gigantic abysms that are not even close to the universe of the listener. A clear example lies precisely in art. The songs, novels and films that our collective imagination builds do not permeate the deaf culture. Thus, for many Colombians, the children's round *Rice with Milk* belongs to this social imaginary; many deaf people ignore its existence.

Art is a clear sign of separation between the deaf community and the hearing community, but at the same time a space in which deaf and listeners can build solid bridges between them (Ladd, 2011) or become a means of interpreting or translating songs (from the hearing to the deaf). Likewise, the strong similarities between contemporary dance and sign language poetry evidence that both cultures – close and sometimes distant- dialogue through art and each, with its own culture, shares city spaces.

## The Workshop

The workshop "Art in signs" seeks to generate artistic, cultural and social proposals that unite the two cultures, based on experience, sensation, imagination and creativity.

Along with the teacher Catalina Peña, we propose sensory, communicative and creative activities around art and the Colombian sign language. It is based on the need to experience, to live in the own Body the communicative experience in sign language; the senses in unity and in function of relating to the otherness. At this point the linguistic achievement is not so important. A gesture, a caress or a hug are enough to communicate. Experiencing language without any meaning, allows the participant to let the communicative and sensory diversity pass through the Body.

In a second instance, the activities seek signification and resignification. The gestures, the vocabulary and the grammar of the sign language complement the first sensory experience. At this point, the assistant not only finds in the sign language a communication code, but also discovers the multiple expressive, sensory and poetic possibilities that language offers. Here it is necessary to make clear that the deaf teacher, as a natural user of the sign language, is in charge of transmitting it.

The cycle closes with a composition, a creation itself. A poem, a song, a scene or a painting are pretexts for embracing composing in sign language. At the end of each workshop there are several artistic proposals according to the interests and affinities of each one. The final result is the product of a pedagogical and sensory experience that starts from the Body and feeds culture.

#### Conclusion

To propose pedagogical processes that recognize and bring cultures closer is an urgent need in a world crossed by multiplicity of them. It is from their own Body that individuals find possibilities of empathy and communication with that otherness.

### Wave two

Bodies, Institutions and training

### Training a body technologically

Francisco J. Herrera Botero
Member of the Group of Studies on Bodies and Education (Gesce)
Cali, Colombia
fjherbo@hotmail.com

Man, in his eagerness to solve problems or satisfy needs, has manipulated his environment and the materials that are found in it. Throughout time, there have been practices that show a specific interest, whether to worship gods, as in ancient Greece through the Olympics, or to maintain the body in ideal conditions for war. An article in the newspaper El País, related to an exhibition in the British Library about the history of the Olympic Games, (Image 1) states:

It is a journey through the iconography of posters, seals, stamps and other publications with which the Olympic Games have been evolving throughout its modern history. The exhibition is a sample of the process of aesthetic transformation not only in the Games themselves, but also in our way of understanding beauty and harmony in design. (newspaper El País, Spain, 2002).

Image 1. Postcard from 1948 belonging to a private collection



Source: El País newspaper, 2002

The changes were not only evident in the aesthetic considerations, but also in the elements used (Photo 1).

At present, bicycle manufacturers in the world base their innovations on the use of aluminum and carbon ... Currently, all of them are innovating in mechanical changes, but they are already moving to electronic changes. These work through servo motors and a battery that goes inside the bicycle (El Tiempo, 2015).

Photo 1.
Efficiency, speed and comfort: the bet of bicycles



Source: El Tiempo, 2015

We could consider that the elements around this body are endowed with "natural" or "artificial" attributes thanks to which powers and micro-powers are executed, that even force legislation on one's own body and its accessories. In September 2012, WIPO<sup>4</sup> in an article by Jochen M. Schaefer, legal adviser to the World Federation of the Sporting Goods Industry (WFSGI), states:

The sports industry is a very broad business that ranges from the sale of sports food and souvenirs to the sale of rights of sports broadcasting and sponsorship agreements. In this industry there are numerous stakeholders, from clubs, leagues and sponsors to broadcasters and, of course, manufacturers of the equipment that makes high-level sports possible: the sporting goods industry. This is how links are created between the body and corporations such as Speedo, which developed the Fastskin3 cap and the Fastskin3 Super Elite glasses, and the tennis racquet manufacturer HEAD, which developed the YouTek™ Instinct IG Series racquet that features innovative technology Innegra™ (WIPO, Magazine, 2012). (Photo 2)

Technology occupies the top in relation to the design of the attire of athletes. It is the case of the uniform of the cyclist Nairo Quintana (Photo 3), designed with

<sup>4.</sup> Global forum related to intellectual property services, policies, cooperation and information. It is a self-financed organization of the United Nations with 189 member states.

the help of a 3D scanner. The intention is to find the perfect aerodynamics and fit to achieve maximum performance, especially in the tough tests against the clock (El Tiempo, 2015).

Photo 2. The Under Armor® biometric compression shirt measures different aspects of performance during sports activity

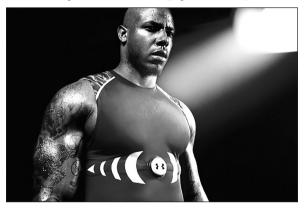


Photo 3. The clothing of the Colombian cyclist is designed with the help of a 3D scanner



Source: El Tiempo, 2015

On the other hand, as stated by Miguel Ángel García, general director of the Spanish Federation of Sports for People with Physical Disabilities (FEDDF), "One of the great merits of the constant technological advance in relation to the world of sport lies in the opening of possibilities for people with handicaps or physical disabilities". In addition, current technologies seek to recover the athlete's body after it has been subjected to high levels of wear. Today, with shockwave technology, the institution that renders health care services (IPS) to the National School of Sports recovers the youthful talents of América de Cali (Photo 4).

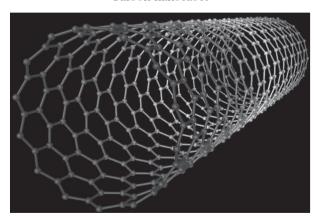
Nowadays, technology is highly involved in the sphere of the body, to the point that, according to the SciDev,<sup>5</sup> it is already at the level of nanotechnology, with an enormous potential for health care, from the more efficient distribution of the medications, the diagnosis of diseases with greater speed and sensitivity, and the distribution of vaccines via aerosols and patches (Image 2).

Photo 4. Recovery with shock wave technology



Source: National School of Sport, 2017

Image 2. Carbon nanotubes



Source: El Tiempo, 2015

<sup>5.</sup> World leader in reliable, authoritative news, opinions and analysis on science and technology for global development.

It is possible to think of a near future in which natural processes are a thing of another epoch, and the limit dividing man and machine is blurred to the point that the most conservative thoughts fall short. At the 2012 Olympic Games, Óscar Pistorius (Photo 5) became world news, as recorded by the newspaper El País, of Spain, in 2012:

Finally, Oscar Pistorius will play the Olympic Games. He will also do it in two races, in the 400-meter race and in the relays of the 4x400, and thus reach his great goal: to be not only Paralympic, but also Olympic. The South African athlete runs with two carbon fiber prostheses in his legs, which were amputated below the knees when he was eleven months old, and until now he had not managed to participate in an Olympic competition.

Photo 5.
Pistorius, in an image taken in London in September 2012



Source: El País, Spain, 2012

The sports industry also puts its eyes on the possibilities offered by technology, whether it is visualizing the games in real time, selling the spectator's location in the stadium through a virtual reality application, <sup>8</sup> preventing injuries thanks to a

<sup>6.</sup> Indie video game designer who implanted an NTAG216 chip in her right hand.

<sup>7.</sup> Close contact technology.

<sup>8. 3</sup>D Digital Venue. https://3ddigitalvenue.com/

wardrobe able to find asymmetries temperatures that indicate overloads or injury risk in athletes. On many occasions, this last data is taken as a secret element to be above the capabilities of the competition. This is recorded by the newspaper El Mundo, of Spain, in its publication of October 21, 2015:

How much does it cost to Barça the rupture of Messi's ligament? And even more. could it have been avoided? Questions like these lit the bulb of young Pedro Gómez when he was still studying at the University. The injuries of the players of First and Second Division of soccer imply losses of 188 million Euros in wages to the year, according to a study of the startup co-founded by this entrepreneur. Its technology based on thermography, artificial vision and data analysis allows anticipating the muscular damage of a whole team in just one hour and thus adapting the training of each player to prevent a greater evil.

The use of high-tech sporting elements which reduce the possibility of injuries by subjecting the bodies to higher levels than those naturally endured, gives the possibility for companies such as Vicis, Adidas and Nike, among others, to promote a range of sporting goods, from helmets, tennis shoes and protectors, to garments and accessories for inside and outside the court. The powers and micropowers that underlie such significant events in professional sports are far from being superfluous and give countless possibilities to human beings because by educating a body and reflecting on it, we seek to strengthen sporting spirit and not to winning.

<sup>9.</sup> Thermohuman http://www.thermohuman.com/

# Contrasts of the perception of being healthy and body mass index by age and gender, in secondary school adolescents from an educational institution in the city of Cali

Diego Fernando Orejuela Aristizábal Viviana Amparo López Ulchur Sandra Parra Hinojosa María Nancy Rubio Silva Escuela Nacional del Deporte, Sports Program

Santiago de Cali, Colombia diego.orejuela@endeporte.edu.co

This study, is based on the contradiction that occurs between the body mass index (BMI) by age--indicator of the body dimension--and the self-perception of the subjects about this indicator. It is known that the situation becomes more complex when it occurs in secondary school adolescents. The analysis is made from a study carried out with 181 grade seven students from a school in the city of Cali. The relationship between what is perceived by the students about their body or physical image and their body composition is inquired. For methodological purposes, it should be clarified that the classification of the percentile of body mass index (BMI) by age is taken, adapted by Arias and Quiñones (2011) and the question referring to the lifestyle questionnaire of Rodríguez, Goñi and Azúa (2006) "How do you think you are healthy?"

The results present findings in relation to the feeling about being healthy contrasted with the nutritional status (BMI).

#### Introduction

In the fields of health, sports and nutrition, as in other areas, the body dimension indicator most taken into account is the body mass index (BMI) by age and gender. This indicator may go against the self-perception of individuals about their own body dimension. Self-perception is more complex in adolescent students in full biological, psychological, morphological and social development, as expressed by Gálvez, Rodríguez, García, Rosa, García-Cantó, Pérez, Tarraga and Tarraga (2015). One thing is the way the person perceives his body and another how he defines, classifies and evaluates it based on sciences (nutrition, sports, health, among others) in order to deal with the idea of his body.

A reflection of the above is observed in the study Description of some characteristics of body composition and lifestyles of seventh grade school children from a normalist educational institution in the city of Cali, carried out by teachers from the Escuela Nacional del Deporte in 2015. In this study, for the measurements it was used the BMI (weight in kilograms/size squared in meters) classified from percentiles for age and sex, according to the World Health Organization (WHO) in 2008, and the questionnaire for physical self-concept (CAF) (Rodríguez, Goñi and de Azúa, 2006), which gives privilege to a question related to the perception of the image (body and health) of the students. As a result, out of one hundred and eighty-one students evaluated on their body composition, one hundred and one were classified below normal weight by age and gender; fifty-six were classified over normal weight by age and sex and only twenty-four were in the ranges denominated normal by age and sex, according to the World Health Organization (WHO, 2008). However, the one hundred and fifty-seven students considered unhealthy perceive themselves as healthy and are satisfied with their body composition. Of the twenty-four remaining students who were in the normal range, five did not consider themselves healthy or were satisfied with their body composition, compared to the other nineteen who were in that range.

#### Some conceptual considerations

The considerations on the study carried out in Cali lead us to review some theoretical positions based on the BMI in relation to health based on physical activity.

To begin, it is highlighted that the BMI is a concept adopted by the WHO and defined as an index that relates the weight in kilograms with the height in meters squared (weight / height²) in a person. In addition, there are classifications determined by ranges described in malnutrition, risk of malnutrition, low weight, normal weight, overweight and obesity. Likewise, in order to define the appropriate weight of the subject in relation to its size, percentiles according to age and sex are located to determine said classifications (Casanueva, Arroyo, Kaufer-Horwitz and Pérez-Lizaur, 2001).

With regard to health related to sports and physical activity, this index is based on how normal is the weight of the person for sports practice and how appropriate it is for your health based on the bodily aspect. From this, in the health sector and in the official discourses of the WHO, dimensions or measurements of the body are presented to determine pathologies such as dyslipidemias, obesity, overweight, diabetes and hypertension, among others. These conditions begin to be alarming in the population band of schoolchildren and the difference between the self-image and the WHO measures-evaluations is problematic.

Next, we present the positions of some authors that configure the BMI and its relationship with health.

Videra and Reigal (2013), relate and differentiate the three dimensions according to sex, but also establish significant differences between these relationships, which influence development and well-being during adolescence. They emphasize more subjective well-being, for which and in relation to the cognitive aspect, the approach should be from life satisfaction. The reflection is given in multiple aspects that include the conceptions of daily life, the aspirations and if there is satisfaction with the life they are leading. In this sense, the basis of life satisfaction rests on the self-image as well as on the personality traits, which are decisive for giving satisfaction orientation. The self-concept is vital for the development of the personality and the relationship with others. It must be taken into account that adolescence is a time of general and specific self-conception that occurs irregularly due to changes in chronological, biological and psychological age.

Other studies, such as that of Balsalobre, Sánchez and Suárez (2012), show evidence that among the biological changes of adolescents there is an increase in height and weight, among others. Adolescence is defined as the beginning of puberty that marks the end of childhood and ends with the full development of the organism when the adult stage begins. In this period, the psychological changes are materialized in the identification of the self and in conflicts related to independence.

Arguments such as those of García, Burgueño, López and Ortega (2013), propose the importance of analyzing the parameters of obesity as a public health problem, which is associated with psychological and social disorders such as low self-esteem, feeling of inferiority, null control over impulses, depression, antisocial attitudes and inactivity. It is clear that the importance of a high BMI associated with a low self-concept is also shown on a large scale.

Many of the studies cited only provide the BMI as an indicator of body composition, which for the present analysis is a valid indicator to analyze corporality. The authors conclude that by not being physically fit the subject tends to low self-concept, which also applies to obesity and to adolescents with normal weight.

The body image is integrated from the different subjective assessments that arise at an early age and are arranged in society to generate their conditions, which, in parallel, is denoted in a subjective and socially determined development, thus developing the evolutionary and cultural aspects of the infant, according to Romero, Márquez, Bernal, Camberos (2014), citing Raich (2004).

The study by Fernández, González, Contreras and Cuevas (2015) shows that the women evaluated do not want to be big or gain weight, this is based on how much thinness and the body mass index are indicators of beauty, because the lower be the

BMI, the greater the feeling of well-being. They perceive it from the size of their body, which resembles the aesthetically thin model imposed socially. The authors point out that women who are near this model feel better, perceive themselves as more attractive and have high self-concepts.

The studies show that the body is an indicator that facilitates the analysis of health status, lifestyles and nutritional aspects, as proposed by the WHO in relation to BMI.

The object of the present analysis is conceptually based on the relationship between self-image (as "feeling healthy") and on the results of body composition, in school-children of an educational institution in Cali, according to data of an institutional project of pedagogical practice of the Faculty of Sciences of Education and Sports of the Institución Universitaria Escuela Nacional del Deporte (IUEND).

#### Method

In this section mention is made of the instruments and measurement scales used in the study, Description of some features of body composition and the lifestyles of grade seven school children from a teacher-training educational institution in the city of Cali, which begins the discussion and analysis of what is presented in the present work.

The reference study is descriptive, since the following was studied:

- 1. The body mass index (BMI), which is equal to the weight in kilograms divided by the height in meters squared, classified from percentiles for age and sex (WHO, 2008).
- 2. The habits of life measured from a standardized questionnaire applied in the six groups of the seventh grade, in a population of 181 students (evaluations and surveys). The results were analyzed according to the answer to the poll questionnaire about life habits (Rodríguez, Goñi and de Azúa, 2006), which gives privilege to a question related to the perception of the image (body and health) of themselves: "How do you know that you are healthy? that measures the subject's belief about how he feels about his health and how he visualizes his body image. The measurement is made according to the Likert rating scale, where 1 corresponds to "not healthy at all"; 2 to "somewhat healthy"; 3 to "quite healthy", and 4 to "very healthy".
- 3. The data was analyzed with the statistical program SPSS (v.21.0 of SPSS Inc.).

#### Results

Below, some results obtained in the study of the school-adolescents of the reference are shown.

#### Body mass index by age (BMI / age)

In the description of the BMI for the 181 seventh-grade students, the reference ranges are taken for the percentiles of the BMI-age, according to the WHO, adapted by Arias and Quiñones (2011). In these results we have: in malnutrition forty-five students (24.9%); at risk of malnutrition thirty one students (17.1%); in low weight thirty students (16.6%); in normal weight nineteen (10.5%); in overweight twenty-five (13.8%), and in obesity, thirty-one (17.1%) (Table 1).

 Table 1.

 BMI percentile / age classification

Percentile Classification	Frequency	Valid Percentage
Malnutrition	45	24,9
Malnutrition Risk n Malnutrition Risk n	31	17,1
Low Weight	30	16,6
Normal Weight	19	10,5
Overweight	25	13,8
Obesity	31	17,1
Total	181	100,0

#### Description in frequencies and percentages in relation to the question "How do you think you are healthy?"

For this question, 181 students of the six seventh-grade courses, 2.8% (five students) answered that not healthy at all was their perception; 41.4% (seventy-five students) perceive they were somewhat healthy; 28.2% (fifty-one students) perceive themselves to be quite healthy, and 27.6% (fifty students) perceive themselves as very healthy. The general predominance of the response is shown in somewhat healthy and very healthy (Table 2).

Table 2

Clasificación	Frecuencia	Porcentaje válido
Not healthy at all	5	2,8
Somewhat healthy	75	41,4
Quite healthy	51	28,2
Very Healthy	50	27,6
Total	181	100,0

## Analysis of the perception of how you feel or think you are healthy and the BMI / EDADVV percentile classification

Out of a total of 106 students five (2.8%) are below normal weight for their age and they perceived themselves as not at all healthy. Forty-two (23.2%) perceived

themselves to be somewhat healthy; thirty-two (17.7%) perceived themselves as quite healthy, and twenty-seven (14.9%) perceived themselves as very healthy. We have, then, that fifty-nine students, representing 32.6% of the total, perceived themselves to be quite healthy and very healthy; despite that they are below normal weight. On the other hand, it is observed that of the students who are overweight or normal none of them perceived themselves as not healthy at all. On the contrary, twenty-five (13.8%) are located in somewhat healthy; fourteen (7.7%) are located in quite healthy, and seventeen (9.4%) in very healthy. Likewise, from what is determined in the percentiles for age according to the BMI, it is observed that 106 students (58.6%) are below normal weight by age and 56 (30.9%) are above. The rest (nineteen students representing 10.5%) is in normal weight (Table 3).

Table 3.

Perception of how you feel or think you are healthy and BMI/age classification (below normal and above normal weight)

Clasificación	Below normal weight	Normal	Above normal weight
Not healthy at all	5 (2,8 %)	0 (0,0 %)	0 (0,0 %)
Somewhat healthy	42 (23,2 %)	8 (4,4 %)	25 (13,8 %)
Quite Healthy	32 (17,7 %)	5 (2,8 %)	14 (7,7 %)
Very Healthy	27 (14,9 %)	6 (3,3 %)	17 (9,4 %)
Total	106 (58,6 %)	19 (10,5 %)	56 (30,9 %)

The previous results lead us to take into account, according to Casas et al. (2015), how the significant relationship between body weight and self-concept occurs based on general perceptions, in which those who are in normal weight reach the highest scores. In the study of Cali's schoolchildren, there is an increase in the perception of feeling healthy (somewhat healthy, quite healthy and very healthy) regardless of body composition.

García, Burgueño, López and Ortega, (2013), based on the parameters that measure the conditions of body composition, determine that subjects with results below the allowed ranges in terms of nutritional status (BMI, percentages of fat, lipid mass index) have a better self-concept. The reference study shows similarity, since those who are at the normal weight level state that they are entirely healthy.

On the other hand, Rodríguez et al. (2006), point out the importance of psychological states associated with the maintenance of a healthy lifestyle and indicate the possibility that an unhealthy lifestyle (sedentary lifestyle, exaggerated consumption, inadequate nutrition) generates negative self-perceptions. The study shows a direct relationship between a low self-concept and the feeling of being healthy or not, but it does not relate self-concept to body composition from the nutritional state.

This contrasts with the study of Cali's schoolchildren, which shows that the answers do not always have a direct relationship between what is perceived and what you have from the BMI. This indicates that self-perception and the conditions of body dimension are subjectively different from what should be in the normal ranges of corporality, based on the health sciences.

#### **Conclusions**

- 1. It is relevant that for the adolescents in the study the state of health according to the BMI is not important, because the answers of those who are not in a normal state according to the WHO, indicate that they are perceived healthy according to their body imagery.
- 2. In some students their imaginary and the conceptualization of the classification coincide. Schoolchildren with normal weight show a higher level of self-perception, an aspect that could favor a more balanced development of their personality.
- 3. For future research, not only must the perception of being healthy based on the BMI be taken into account, but also other indicators related to life habits, health conditions, physical activity and body image.

## Well-being in the quality of higher education: a first approach to Colombian students' power over the body

Rodrigo Acevedo Gutiérrez.

Member of the Group of Studies on Bodies and Education (Gesce)

University de San Buenaventura Cali.

Cali, Colombia.

raq101ster@gmail.com

From the perspective of a stable and lasting health, whose immediate consequence is better life for the human being, sports and physical education have been associated with activities that improve the body. However, from the angle of educational biopolitics, these activities are considered a way to exercise power at the institutional level rather than a way to keep the body in a healthy state. The university is in itself a context where guidelines are determined to form an integral system of student education, which compromises not only the designs of the academic programs as such and their execution, but the need to contain activities associated with the body; Colombia's law 30 of 1992, calls this University Welfare.

However, between the seventeenth and eighteenth centuries there was an important phenomenon: the emergence, we should say the invention, of a new mechanics of power, which has very particular procedures, that is completely novel instruments, a very different apparatus and which, I believe, is absolutely incompatible with sovereign relations. This new mechanics of power falls, first of all, on the bodies and what they do more than on the land and its product. It is a mechanism that allows bodies, time and work to be extracted more than goods and wealth. It is a type of power that is exercised continuously by surveillance and not discontinuously through systems of canons and chronic obligations. It is a type of power that supposes a tight grid of material coercion rather than the physical existence of a sovereign and defines a new economy of power whose principle is that both the forces subjected and the strength and effectiveness of those who subject them must be increased.

(Foucault, 2000, page 43, cited by Noguera, 2012).

#### Introduction

Is the body constituted from the institutional norm, or is the institution of the norm constituted from the body? To answer these questions it must be taken into account that the educational legislation of higher education in Colombia establishes a series of criteria that put the university educational institutions in tension in what concerns the quality of education, and it institutes a series of parameters

so that a regular student may be admitted, enroll, stay and be inserted into the productive system of the country. This is how there are factors associated with the continuous improvement of a higher education institutions that are visible in the programs of academics: research, planning, teaching-learning, social projection, university welfare, management and resources (Sánchez, 2013). However, the student who accesses higher education finds himself with a series of educational policies that in addition to guiding the care of his body become basic conditions for the integral development of the would-be professional. Although the conception of higher education is based on intellectual development, in the same way, for higher education entities a "healthy body" is very important (Sánchez, 2013).

Regarding the above-mentioned, this document makes a first approach to the power over the student's body exercised by higher educational institutions in Colombia without going beyond recognizing a series of state and institutional rules that govern and guide this development. This approach is based on a documentary review of the norms and exercises, characteristic of the institutions, related to university welfare and the body; from this, three questions are arise which are addressed below.

#### Is awareness about body care beginning in Colombian universities?

The body finds in education a sensitive communication channel for its space and its action, in conditions that reveal its sensitivity and feeling. It is in this space of action that teaching the unspeakable and communicating subtle elements is done in a context of revelations (Lebreton 2010) and this is when the body enters disciplinary and control environments in education.

Although in academic programs sports are not focused on training high performance athletes, it is clear that they contribute to the integral development of the students with regard to their social insertion in the university context and to the generation of own values instituted by each institution. This comes to light in sporting events such as inter-university games; and they are a competitive academic stimulus for the students.

The first sporting encounter between universities took place in 1958 with the first university sports games held in Bogotá. In this decade a series of facts considered key in higher education appeared, such as the founding of six private and four public universities, and the creation of organizations such as the Colombian Institute for Technical Specialization Abroad (ICETEX), the National University Fund (FUN) and the Colombian Association of Universities (ASCUN).

Another important event for higher education arose from Decree 274 of 1957, issued by the Military Junta that governed the country at the time; by means of this decree, the national university sports games were created:

#### **DECREE 274 OF 1954**

(October 30)

By which the National Sports University Games are created

The Military Junta of the Government of the Republic of Colombia, in use of the faculties stipulated in article 121 of the National Constitution, and

#### TAKING INTO CONSIDERATION

That it is necessary to stimulate university sports action by carrying out official programs of national competitions of a purely sporting nature;

That university sports activity has not received enough attention in Colombia. For this reason, It is essential the organization of an event in which Colombian students' transcendental enthusiasm culminates every year,

#### IT IS DECREED

Article 1. Starting in the year 1958, the Ministry of National Education, through its Sports Section, will hold annually the National University Sports Games, during a period of the year that consults the interests of the students of the universities of the country.

Article 2. the Sports Section of the Ministry of Education is authorized to summon, within the first three months of 1958, an Assembly of Delegates of the universities of the country, in order to study and approve the regulations of the sporting events created by the present Decree.

Article 3. The host of the First National University Sports Games will be the city of Bogotá, and in the future it will be rotated in accordance with the election made by the Assembly of Delegates, which will meet every year on the occasion of the Games.

Article 4. The budget for the Office of Sports of the Ministry of Education will be added from now on and from the effective date of 1958, to the indispensable assignment to attend the expenses of preparation and development of the National University Sports Games, created by the present Decree, which is in force from the date of its issue and repeals whichever provisions may be contrary to it.

To be Communicated and published

Given in Bogotá, D.E., on October 30, 1957.

Major General Gabriel Paris G. Chairman of the Military Junta Major General Deogracias Fonseca Rear Admiral Rubén Piedrahíta A. Brigadier General Rafael Navas Pardo Brigadier General Luis E. Ordóñez.

Source: Official Gazette. Year XCIV. N. 29551.

December 30, 1957.

In the opinion of researchers on this subject, this fact became the trigger of what followed later in the matter of participation of university students in physical and sport activities, which at the present time is known like university welfare.

Education strives to be, in its own right, the instrument through which, in a society like ours, any individual can have access to any type of discourse; it is known that education it follows, in its distribution, in what it allows and in what it prevents, the lines that are marked by distances, oppositions and social struggles. Every educational system is a political way of maintaining or modifying the appropriation of discourses, with the knowledge and powers that they entail (Foucault, M., cited by Castro, 2004, page 67).

If we assume the certainty of Foucault's words, the discourse of educational welfare at universities is aimed at maintaining power over the body in relation to discipline and the way of behaving socially. Similarly, the conditioned body is not a product of the human being, but its own production of qualities in interaction with others (Lebreton, 1992).

## 2. Does the quality of higher education take into account the student's body for its continuous improvement?

At this point it is important to highlight the emergence of legislation that governs higher education in terms of its structural and academic organization. Thus, Decree 128 of 1977 and Law 08 of 1979 establish the parameters to harmonize higher education in the country.<sup>10</sup>

In 1980, higher education begins to outline a condition, that would eventually become evident, as part of its academic discourse about its quality; and in this sense, the provisions of the Ministry of Education establish an organization of post-secondary education. In this way, chapter III of Decree 080 of 1980 establishes in its article 162 the following:

"Article 162. The programs of social welfare are the set of activities that are oriented to the physical, mental, spiritual and social development of students, teachers, officials and other persons linked to institutions of higher education. In order to provide acquisition Institutions, to the extent of their economic capacities, will devote at least two percent (2%) of their current income to them.

The foregoing indicates which section of the organization of the higher education institutions should contain the development of welfare programs for students. Inn this same line, the Constitution of 1991 expresses in article 52 the following: "The

<sup>10.</sup> Law 08 of 1979. Article 1º. In accordance with the provisions of numeral 12 of article 76 of the National Constitution, the President of the Republic shall be granted extraordinary powers for the term of one year, counted from the date of enactment of this Law, for the following: 1. To define the nature of the Post-Secondary Education System, both public and private, in order, among other things, to unify the rules and the programs so that there is harmony between all the educational centers of the system and the authorities in charge of the orientation and monitoring of the functioning thereof; (...).

right of all people to recreation, to the practice of sports and to the best use of free time" is recognized. This takes shape in Law 30 of 1992, article 117:

"Institutions of higher education must advance welfare programs, understood as the set of activities that are oriented to the physical, psycho-affective, spiritual and social development of students, teachers and administrative personnel." Similarly, articles 118 and 119 of this law direct the provision of 2% of the budget for these programs, as well as for sports arenas and scenarios to carry out permanent activities.

Likewise, the National Council of Higher Education (CESU), through Agreement 03 of 1995, article 1, states that "[...] university welfare programs must cover the entire community that makes up the institution [...] taking into account the diversity of conditions of each person in particular [...] ".

[...] ". In this same line, Law 181 of 1995 (or Sports Law) determines the type of organization to take on the sporting challenge of the country and configures it to a university-specific status. With Decree 2566 of 2003, university welfare is presented as a minimum condition of quality in higher education:

#### Chapter I

#### Conditions of Minimum quality

#### Article 1. Conditions of minimum quality

To obtain the qualified registration, higher education institutions must demonstrate compliance with conditions of minimum quality and specific characteristics of quality. The minimum quality conditions are the following:

- 1. Academic name of the program.
- 2. Justification of the program.
- 3. Curricular aspects.
- 4. Organization of training activities for academic credits.
- 5. Research training.
- 6. Social projection.
- 7. Selection and evaluation of students.
- 8. Academic staff.
- 9. Educational means.
- 10. Infrastructure.
- 11. Academic-administrative structure.
- 12. Self-evaluation
- 13. Policies and strategies for carrying out follow- up to graduates.
- 14. University welfare.
- 15. Financial resources.

These conditions give continuity to what was created in 1951 by the Military Junta in terms of the body's management, in terms of what refers to sports and in terms of the individual's well-being. The discourse is changed due to an educational policy focused on institutional quality.

## 3. Is the discourse of higher education on university welfare a condition of the institution or fulfillment of the norm?

For Foucault, any discourse is a "[...] set of statements that come from the same system of Education" (Foucault, M., cited by Castro, 2004). Discourse conditions the context in which it is generated and, therefore, gives existence to a fact. In this sense, the body of the university student has been subjected to previous norms. The discourse that is present in the different institutions of higher education exhibits a motivating panorama for the community in general:

#### 1. A policy oriented towards the integrity of the human being:

University welfare promotes a healthy university policy. We promote habits for healthy life, the prevention of risk and the promotion of responsible attitudes towards the human being and the environment, for the integral formation, the dignity of life and the consolidation of the UPB community (https://www.upb.edu.co/es/bienestar. June 01, 2017).

#### 2. Sports and health are emphasized:

The Directorate of University Welfare coordinates activities that contribute to the integral formation of the university community of La Sabana. With this objective, activities are developed in the fields of culture sports, recreation, art, family, social projection, environment, health, nutrition and citizens' culture. To carry out these activities, the Directorate has the support of the Student Fund, Cultural Development, Prevention and Health, Sports Coordination, and Your Friendly Line. (http://www.unisabana.edu.co/bienestar-universitario/nosotros/. June 1, 2017).

#### 3. The quality of life of the members of the educational community:

University welfare is a transversal axis of university life, where the conditions for the well-being of people and the promotion of their development is a right and a duty of all the members of the community, present at all times and instances of life (https://www.ugc.edu.co/index.php/bienestar-universitario June 01, 2017).

It corresponds to the Welfare Center to promote physical and psychological health for the integral improvement of the quality of life of the people that make up the Educational Community, as well as to advise teachers and students in the development of teaching and learning processes. (https://www.javerianacali.edu.co/el-centro-de-bienestar May 31, 2017).

#### 4. The integration of art, culture and sport:

The University offers graduates human development, culture, sports and recreation programs, as well as the institution's sports facilities, at special schedules. (https://www.javerianacali.edu.co/el-centro-de-bienestar. June 1, 2017).

#### 5. Productivity and identity:

The university is responsible for generating appropriate conditions for its human group to feel recognized, valued and integrated with the educational and training components of the institution, which arise from its Institutional Educational Project. Our Institutional Educational Project understands University Welfare as: "... the set of institutional conditions necessary to achieve the highest satisfaction from the Academic community's members, through the development of projects, processes and methodologies, tending to the continuous improvement of the organizational climate that increases the levels of productivity, the sense of belonging and the strength of the institutional identity. (http://www.endeporte.edu.co/26-corporativo/servicios-especiales/121-bienestar-universitario. May 31, 2017).

#### 6. The strategy to achieve the mission and vision of the institution:

[...] has recognized the University Welfare System as a strategic sector of great importance for the fulfillment of the institutional mission. This system is aimed at creating, maintaining and consolidating a university environment characterized by an intellectual, ethical and aesthetic environment in which the community can participate in cultural, curricular and extracurricular, sports, recreational and health activities, and university life in and outside the Institution. (http://vicebienestar.univalle.edu.co/. May 31, 2017).

#### 7. Integration of institutional values:

We are an interdisciplinary team that works for the construction of an ideal environment for the development of the educational proposal of the University [...]. We are committed to the creation of values through the generation of processes of participation and coexistence, and to the social and university projection of integration among the different areas of the University and the environment." (http://www.icesi.edu.co/bienestar universitario/. May 31, 2017).

While universities strive to show the student alternatives of well-being, it is clear that the person's own representation underlies according to the human being's world views (Lebreton, 1992) and how they are arranged through policies.

#### Final reflections

At the beginning of the present article, Michel Foucault was mentioned in relation to a mechanics of power that, among other things, also acted on the body. In this sense, the power establishes four types of techniques: production (which allow producing, transforming and manipulating objects); of meaning or communication (which allow the use of signs and symbols); of power and domination (which

allow to determine the behavior of others), and self-techniques (those that allow individuals to perform certain operations on themselves: operations on the body, on the soul, on thought, etc.) (Castro, 2004).

This approximation, although it has the purpose of reviewing the bio-political actions of higher education, subject to the body, raises questions about the way these actions have been constructed and exposes in a tangible way that the activities that take place at the universities and higher education institutions are governed by rules and instructions.

The current normativity of higher education in the country expresses to a large extent the need for an integral but highly competitive educational quality with regards to the professional and social insertion of the would-be professional. In this way, a discourse that is not only academic but also that can attract young people to improve their quality of life is generated.

However, the bio-political context that initiates a beneficial state for the students' bodies is framed both in time and in the Latin American environment. The body loses its rebellious essence, condemned to be subdued by punishment and spiritual sovereignty and becomes an urgent component of education. Insinuating the cultivation of physical beauty, the care of attributes and aesthetics to the university student makes more attractive the profile with which an individual would like to become a professional (Pedraza, 2004)

Finally, Colombian universities are governed by the current Law 30 and by the guidelines that the National Accreditation Council gives with respect to educational quality. This, in short, is a power, according to Foucault, that increases the forces subjected and the strength and effectiveness of the one who subjects them.

## Is there polyphony of the body in the academic training of the students of the professional sports program of Escuela Nacional del Deporte?

Libardo Córdoba Rentería
Sandra Parra Hinojosa
Institución Universitaria Escuela Nacional del Deporte
Santiago de Cali, Colombia
libardo.cordoba@endeporte.edu.co
sandra.parra@endeporte.edu.co

#### Education and body

In this paper, we try to reason around some visions about the body in relation to the pedagogical model of the University Institution Escuela Nacional del Deporte and its influence on the training of students in the academic program of professional sports, for this it is necessary to analyze the definition of pedagogy contained in the Institutional Educational Project and to observe the congruence of the epistemological practice of academic education with the proposed pedagogical model.

#### Introduction

The present reflection is based on an exploratory academic discussion carried out by a group of people with academic training in different disciplines, who currently work at the University Institution Escuela Nacional del Deporte (professionals in sports, pedagogy and sociology). Consequently, the importance of the body in relation to the academic training of the students of the professional sports program is discussed.

This reflection is based on the fact that the body is subject to multiple interpretations. The law, for example, expresses the following:

There is no law that is not written about bodies. The very idea of an individual isolable from the group is established given the need, for criminal justice, of bodies on which to inflict a punishment and for marriage law, of bodies on which to mark a price in transactions between collectivities. From birth to death, the Law "appropriates" the bodies to make them its text through all kinds of initiations (ritual, school, etc.) (Certeau, 1996, pp.152-153).

Similarly, for reflexive sociology (Bourdieu, 2005) the habitus consists of a set of historical relationships "deposited" in the bodies of individuals under mental and bodily patterns of perception, appreciation and action. Without the body we could not perceive or have interaction, since the body is integrated and not a sectioned Cartesian body. That makes our actions to have a particularity that can differentiate us in our daily practices. The body has a social perception of the own body. According to Foucault (1999)

"[...] the human body is, as we know, a production force, but the body does not exist as such, as a biological article or as a material. The human body exists in and through a political system. Political power provides a certain space for the individual: space to behave, to adopt a particular position, to sit in a certain way or to work continuously. Marx thought, so he wrote, that work constitutes the concrete essence of man. I think that's a typically Hegelian idea. Work is not the concrete essence of man. If man works, if the human body is a productive force, it is because it is forced to work. And it is bound because it is surrounded by political forces, trapped by the mechanisms of power (pp. 42-43)

Talking about the body does not only imply mentioning motor aspects involving large muscle groups. Likewise, it is thought based on the social sciences, which makes it possible to enrich the notions of the body, particularly according to the theoretical currents of monism and dualism.

Approaching a conception of the body in relation to the academic training of the students of the professional program in sport of the University Institution Escuela Nacional del Deporte (IUEND), implies starting from the context of modern culture, which implies entering into one of the subjects most controversial of social sciences. The controversy becomes more acute when this fact is approached based on the concept of the body, since it entails new practices and visions of it.

One of the main precursors of modernity is the mathematician and philosopher Rene Descartes, who generates a new vision of the world from the deductive method, whose principles are the philosophy of reason and mathematics. This method is summed up in four aspects: evidence, analysis, synthesis and enunciation.

"The culture of modernity was born in Western Europe; and it is also a complex cultural perspective that structures values, knowledge, cultural contexts and social phenomena" (Treviño, 2000, p.9). It is worth noting that there is no unitary concept developed by sociology that accounts for this historical period, which begins to take shape between the sixteenth and seventeenth centuries, but is widely present in the eighteenth century.

The generality of classical sociologists and modern philosophers converge in describing the changes of the most significant cultural contents of the moment - forms of knowledge, social order, politics, ethics, aesthetics, customs and new relations of coexistence -, to argue them and to show how their imposition is favored in the colonized countries and how from western Europe this new notion of society and an incipient conception of the body is exported (with the exception of Marx).

With this new vision of the world, faith is questioned as an agreement of truth based on the philosophy of reason, which has as one of its fundamental components the search for natural laws that govern the forms of knowledge and the behavior of people, so both encompass a new concept of man and body.

One of the main thinkers of Enlightenment Jean-Jacques Rousseau, promulgates in his text Emile or Treatise on Education that the child must be in contact with nature and do physical exercise outdoors, horse riding, dancing, learn the use of weapons of defense, ball games, and physical activity in general. Education must go hand in hand with hygiene and healthy living.

For the historian Carl Diem, physical exercises were cultural in their origin, since they revolved around religious ceremonies—acts of faith—to pay homage to the body. Although for many centuries the Catholic and Protestant churches looked with some suspicion at the cult of the body that sports competition implied, nowadays they have finally accepted the presence of modern sports and have even promoted it given its component of corporal discipline.

Sports as a human activity has varied representations, which historically implies various symbolic meanings, since it is described by different disciplines (history, philosophy, pedagogy, sociology, law and physical education, among others), institutions (European Charter of Sport, Dictionary of the Royal Spanish Academy) and authors such as Cagigal, Coubertin, Diem, Mandell, Legnavieja and Parlebas, among others.

The numerous definitions, the authors and the aforementioned institutions show traits in common when defining sports; these focus on motor practice, a competitive form, an institutionalized character and a regulated form, characteristic values of modernity.

Consequently, sports are a product of modern culture linked to aspects such as rationalization, specialization, bureaucratization and the search for a record. Elías and Dunning (1992), affirm that modern society acquires a sportive condition when physical activity is institutionalized and practiced in private clubs, in everyday contexts and in educational institutions. With this condition, the body is rationalized and protected statutorily

The history of sport in Colombia is related to the conservative hegemony which prevailed in the first three decades of the twentieth century, a time when some sports disciplines appear. To refer to sports as a way of including Colombia in modernity, we must start from Law 80 of 1925. In this regard, Alfonso (2012) specifies:

"It can be affirmed that Colombian physical education began in November 1925 with the promulgation of Law 80 of that year. Its importance is vital, and it is the

basis and origin of school and university physical education, associations of stadiums, championships and games and, why not say this, the genesis of the National Institute of Physical Education, the first teacher training entity in this field. In fact, the law created the need to train teachers, by ordering making a national plan for compulsory physical education at primary, and secondary schools and at the universities; in addition, it stated that the technician should give intensive courses for the preparation of teachers" (p.130).

It should be noted that at the beginning of the 20th century, calisthenics, gymnastics and physical education were treated in the same way before this law. The concept of physical activity was not used in the Colombian environment (Alfonso, 2012). Likewise, it is worth mentioning the vision of imperfection of the elites on the body of Colombians, in order to face modernity.

The educational project is the plan that was accepted more rapidly and in which there is more confidence to transform individual and social conditions and reach modernity in Colombia. The vision as trainable of the modern body is concretized in the discourse of the elites in two curricular visions. A vision tending to the improvement of the race and a vision that departs from the hygienist discourses, which is specified in the Law 80/1925. This law begins to be implemented in 1936 when physical education acquired the condition of profession and the National Institute of Physical Education (INEF) was created. Its purpose was to train teachers, coaches and instructors to teach in educational institutions and guide aspects related to health research and the physical development of Colombians. Its first graduating class graduated in 1937; however, this institute disappeared in 1969.

To continue the training of professionals in physical education, the University of Antioquia created the first national academic program in 1969. From that year on, physical education programs began to be offered at universities such as Pamplona University, Pedagogical University and the Technological University of Colombia, Uceva, University of the Coast, Universidad del Valle and Universidad Surcolombiana, among others. Apparently, sports coaches had no place in universities since their work is purely empirical, which is why the Colombian Institute for Youth and Sports (Coldeportes) saw the need to create in the 1970s an entity of provincial and national order to train and rank the coaches. This event can be related to the origins of the University Institution Escuela Nacional del Deporte (IUEND), because in the campus where it is now located, a training center is created whose mission is to offer courses and seminars to qualify sports technicians who, in addition, can have the option to enter Coldeportes' National Ranking. By the middle of this decade, it becomes the National School of Coaches

Escuela Nacional del Deporte (iuend) was born as a higher education institution of a technological nature through Decree 3115 of 1984 issued by the Ministry of Education, as a subordinate of Coldeportes. At this time, it was assigned its present name. The first class graduated in 1988 (eighteen technologists). Subsequently, with

the approval of Law 181 (Sports Law) in 1995 and its Article 82 and the changes made to Law 30 of 1992, the administration of Escuela Nacional del Deporte processed before the ICFES (Colombian Institute for the Advancement of Higher Education) the change of its educational character from Technological Institution to University Institution which was approved. In 1995 the first academic program of Sports and Physical Activity was offered.

We cannot refer to academic training without establishing a relationship between curriculum and pedagogy. In the present case (Institución Universitaria Escuela Nacional del Deporte), the curriculum is defined as "[...] a way of organizing knowledge, as social practice and a cultural production. Based on this, the institution is guided by a comprehensive and flexible curriculum "(Escuela Nacional del Deporte 2009). Remember, also, that the Institutional Educational project establishes the curricular structure with a directionality and intentionality for "[...] the training of the human being through a comprehensive and flexible institutional curriculum, in which teaching, research, social projection and institutional well-being are articulated, maintaining the interdisciplinary and participatory nature." (Escuela Nacional del Deporte, 2006).

The curricular reality is in permanent construction, which implies that the curriculum is dynamic and not static. The curriculum must be interpreted in accordance with the historical context and in the present case within the framework of the promulgation of Law 80 of 1925 related to the meaning of the sport-body link through the curriculum.

The notions of body and movement are closely related. The former is, perhaps, the one that has promoted the bitterest philosophical debates. Throughout history, the notion of body has been defined from the tension between the dualism, which separates the material reality (the anatomical-physiological body) from the immaterial (spirit, soul, mind) and monism, in which the human being is considered as an indissoluble unit and not as an integrated set of parts. To this concepts the social conceptions that analyze the social and cultural construction of the body and its meanings are united (Sánchez, 2001).

To the previous ideas the pedagogical currents, which start from the conception of pedagogy understood as a discipline whose object of study is education, are added. This is defined as a discursive production destined to regulate and explain the production of knowledge (Gamboa and Rivera, 2014) (Table 1).

Table 1. Goals, development and content of knowledge over time

	Traditional Model	Romantic Model	Behaviorist Model	Cognitive Model	Socialist Model
Aim	Form the character of students, through will, rigor and discipline, towards the humanistic and ethical ideal.	General Development of Modeling of a technical-productive behavior related to ethics.	Modeling of a technical-productive behavior related to ethics.	Modeling of a technical pacess of the individual and cal-productive behavior to the higher level of incompleted to ethics.  The maximum and to development tellectual development, ment of the student's abilications conditions	The maximum and multi-faceted development of the student's abilities.
Development	Understanding the development of innate qualities through discipline.	Understanding the devel- Natural, spontaneous and opment of innate qualities free. through discipline.	Represented by the acquisition of concepts, codes and skills.	Progressive and sequential and it is progressive, driven by Mental structures are qualitatively and hierarchically differentiated.	It is progressive, driven by the learning of science.
Contents	Classical disciplines and faculties of the soul.	There is no previous programming, only what the student requests.	Technical knowledge, codes, skills and competences as behaviors	Technical knowledge, codes, skills and competences as behaviors	Scientific, technological and polytechnic.
Teacher-student relationship	Vertical. The teacher isthe sole authority	The teacher is an assistant to the student; a friend of his free expression.	The teacher is the execut- It is facilitator, creator of ing intermediary between the environment, stimuthe program and the stulator of experience for the dent. Parceled transmission of knowledge.	The teacher is the execut- It is facilitator, creator of ing intermediary between the environment, stimuthe program and the sturator of experience for the dent. Parceled transmis- advancement of higher sion of knowledge.	Student and teacher give and receive instruction.  They complement each other and are trained in association.
Method	Academicist of transmission. It is developed under discipline. Students are the receptors, and they learn through imitation and repetition. Their main pattern is the teacher.	Elimination of obstacles Establishment of instrucand interferences that inhibit free expression, in lated in a precise way as order to allow the development of children training.			It uses strategies according to the content, scientific method, level of devel- opment and individual differences. Emphasis is placed on productive work

For the purpose of establishing, between the pedagogical discourses and the body, conceptions, which are evident throughout the academic practice of the training of the students of the program of Escuela Nacional del Deporte (IUEND), we will start from the conception of the curriculum in the institution.

For IUEND the curriculum is a "[...] way to organize knowledge, as a social practice and a cultural production. Based on this, the institution is guided by a comprehensive and flexible curriculum "(IUEND, 2009). The Institutional Educational Project establishes the curricular structure with a directionality and intentionality for "[...] the education of human beings through a comprehensive and flexible institutional curriculum, in which teaching, research, social projection and institutional welfare are articulated, maintaining the character interdisciplinary and participatory "(IUEND, 2006).

In this order of ideas, the IUEND promulgates a critical social discourse that must tend towards the education of integral and flexible human beings framed in the monistic philosophical current. However, it is observed, in academic practice and in its relationship with the conceptions of the body, a speech of traditional style; because, in fact, the epistemology of professional training in sports points towards a rationalization of the body. The work basis is executed on the basic motor skills that are divided into conditional capacities (strength, endurance, speed, flexibility) and in coordinative capacities (differentiation, coupling, balance, change of orientation, rhythm). The basis for the improvement of a sports discipline is the method of repetition.

#### **Conclusions**

Students get to know the body, but not in a broad and integral sense but biologically, physically and chemically; and scarcely socially, because the curriculum is not oriented in that sense.

The curriculum and the traditional pedagogical action are the predominant devices to train as a professional in sports because teachers master the set of practices conducive to knowledge starting from an institutionalized technical language focused on transmission, in which students are the recipients and they learn through imitation and repetition, whose main pattern is the teacher.

The body is constructed according to the curriculum in a dualistic way that corresponds to the traditional pedagogical model, as opposed to the discourse of the socio-critical pedagogical model established by the institution. For this reason, the curricular and pedagogical device prevents students from expanding their vision and living the notions of the body.

There is discussion about an integral education, but there are no curricular and pedagogical devices or spaces tending towards the achievement of integral training. Therefore, actions and extracurricular activities must be implemented which conceive the body integrally.

### Wave three

Teaching through the body

## From the score to the action; from the action to the score. Contributions of the musical grammar to the construction of a scenic grammar

Jackeline Gómez Romero Paula Andrea Ríos Ramírez Instituto Departamental de Bellas Artes Cali, Colombia. makerule80@gmail.com

This article presents a review of the point in which the research process is, from the score to the action; from the action to the score. Contributions of the musical grammar to the construction of a scenic grammar, namely, to inform the reader of the methodology addressed, the findings of the focal groups from the Provincial Institute of Fine Arts and Icesi University and their perspectives and projections in time.

## The actor's body as a trigger for the communicative effect on the viewer

The scene is the space in which the ephemeral occurs. A theatrical or dance performance is a physical phenomenon that occurs when the actor or dancer executes an action or choreographic sequence with his corporality in front of the spectator's eyes. As a physical phenomenon it ceases to exist in front of the eyes of the spectator, but it remains in his head once he leaves the scenic building. But why does it last? What is it that makes the ephemeral experience remain in the memory of the spectator? The answer could be the communicative action.

The communicative action occurred consciously between actor and spectator (sender and receiver) and the aesthetic fact, as "message", has an effect on the viewer's experience as the final recipient of the action. The purpose of the communicative experience is to organize the other's gaze, to produce a political perspective or a

politics of the gaze. The theater play proposes a singular use of the organization of the gaze, which demands: meeting, body poiesis and expectation. (Dubatti, 2016). The Body poiesis or corporeal creation is in charge of the body of the actor, who codifies a series of signs and symbols and imprints an order that allows the viewer a particular reading. The coding and ordering of language (corporal, articulated language) in a specific context, is the deliberate action that the actor (and the creative team) makes for the direction or orientation of expectation and propitiates an area of conscious experience of which the audience does not leave unharmed. It is, then, the actor's body the agent and the vehicle through which the aesthetic fact is materialized in the physical time-space and mental time-space of the viewer.

The actor conceives three fundamental elements for the scenic creation: mind, corporality and energy. The mental element implies the reasoning on the materials that are going to be used in this creation, not only in the technical aspect but also in the communicative and especially sensory effects that the actor will give the viewer with those materials: the power to decide, select and order. Corporality translates materials into conscious movement and action, transforms them into nonverbal and verbal language, unveils the implicit senses and gives them an intention, configures a metaphorical construction, a world parallel to the world, with its own rules, in the body of the actor (Dubatti, 2016) and makes them tangible in the eyes of the other who is seeing, this thanks to the specific training of the actor that allows him, from the study of the action, to codify the language from the perspective of sense and perception. Energy operates as a mobilizer of action as physical and mental forces. It implies for the actor to control his corporality, the action, the sense, the intention and the communicative effect that he wishes to generate. So, when we refer to the body of the actor immersed in the aesthetic fact, we do it with a broad sense that involves multiple operations. It refers to an expanded consciousness that ends in a body that receives experience at different levels: unconscious, subconscious and conscious. The aesthetic fact is a body-tobody encounter between actor and spectator.

It is the conscious study of the action in the body of the actor that concerns this document, to stop in the construction of the action, in the origin of the impulse and in its completion; the micro-actions contained in the general action executed by the actor is what is investigated and analyzed in the actor's practice. For this, this research will use the resource of music, and it is the score as a system of notation and its grammar composed of symbols of numerical value, which will provide the tools to consciously analyze thoroughly the execution of the scenic action.

This project belongs to the category of research and has as its hypothesis to explore in the study of musical grammar, and more specifically, in the study of the score, its symbols of tempo, pitch and dynamics; a methodological parallel for the approach to the writing or grammar of the scene whose main writer is the actor's

body. The purpose of the project is to provide the actor with other technical tools for creation, the study of the action on the scene, the interpretation of the action and the gesture, the improvement of the psychophysical rhythm and the creation of a conscious speech from the musical language.

# **Obiective**

To find in the musical score, as a system of notation, the necessary contributions to the construction of a scenic script that contributes to the creative and compositional exercise of the actor's action and mnemotechnics.

# Background

This proposal is located in principle in the context of artistic training for acting in a dialogue with the area of musical training. The main reference for the research is to continue the research of the educators, who propose the project, in several stages of their professional training in acting, starting with the graduation project for their degree as bachelors of Fine Arts in Acting: The construction of the gestural line in staging: "You do not have to talk to anyone", the graduation project for the Specialization in Dramaturgy, the sequences of movement as a trigger for the construction of the dramatic text, in addition to the work carried out in the courses of Body Training and Acting (LAT), Acting Laboratory (LAE) of the Provincial Institute of Fine Arts and the Experimental Theater Course, of the University Welfare department of ICESI University.

# Development

It is important to recognize that to reach this body-to-body encounter, there is a previous process that frames the exercise of scenic creation. Table 2 presents each phase of this process in which the actor's body is involved in a conscious state:

Table 2. Phases of the process involving the actor

Actor's Discipline						
	*Planning (ideas)	**Brainstorming **Materialization				
Autonomy (decision)	*Composition (construction)	**Selective Exercise **Decision Making				
	*Execution (memory)	**Trail-error				
Audience		**Verification/reconsideration **Presentation: Final receiver				

Once the methodology of the creative process was established, three focus groups were formed: two with the students of Acting Laboratory II and Acting Laboratory III, the curriculum of the study program of BA in Performing Arts and one with the students of Experimental Theater of ICESI University. The term "score" and its meaning in music are investigated and moved to the realm of corporality. Next, the perspective from which the term is approached with the two Fine Arts teams is established.

### Focus group 1: Action Lab II (Fine Arts)

For this laboratory the score is established as a sequence of movement; that is, a structure composed of a series of action verbs, which are tangible measurable and executable by the body of the actor through space (kinesis-proxemics) which contains a starting point, a point of development and a final point of agreement with the approach of the basic classical structure proposed by Aristotle in his *Poetics*, which allows the student an ordering of the scenic material that will be executed. The sequence is configured as a way to specify the actions that are just, necessary and sufficient to tell-narrate in the scene without the use of articulated words (although they may appear later to cover other needs). This challenges the student to consciously design the body discourse, which he must construct in order to poetically narrate his actions on stage. In this phase, the score, as a notation system, is not yet a tool for stage construction since students are expected to have a more advanced level of knowledge about the elements of the musical language as symbols of value and the use of the musical stave for the composition exercise.

# Focus group 2: Acting Lab III (Fine Arts)

This laboratory directly raises the use of the rhythmic score (notation system) for the construction of corporal ideas or scenic formulations of situational type based on the parameters of work on the sequences of movement used in the Acting Laboratory II concerning the basic classical structure: initial point, development point and final point. This exercise is carried out with the musical inputs obtained by the students during the first and second semesters in the Vocal Training Course. This allows, in this particular case of research, to investigate the corporal composition through basic musical writing or grammar: use of the stave, use of the symbols of value and configuration of bars and rests. The initial question for the group of students of the laboratory is how the incorporation of a notation system such as the musical score affects stage writing, if one has the body as the main writer? Starting from this point, the methodology is divided into two phases that allow the confrontation not only of the methods, but also of the manners of writing both in the body and in paper and, above all, the confrontation of the student in his role as creator, always applying the base method of design of the creative process.

### Phase 1: from the score to the action

We start from a simple rhythmic score to be executed by the student-actor through the scenic action. The action is understood as a series of movements that, as a

### **Formulation**

X has an emergency to solve. Resolving it allows a change of state/situation that is decisive to leave the place where he is.

### Define

- Who X is.
- The space where the dramatic action occurs.
- The emergency to solve.
- The initial state of X
- The final state of X as a consequence of the resolution (or not) of the emergency

### Execution rules

- The speech will be restricted to a single phrase that will be determined moments before the exercise.
- The scenic action must be executed in five action verbs (tangible and feasible in the scene). Each action contains a starting point, a development point and a closing point.
- The space in which the character is located is unusual.

# Rhythmic score



With the combination of these two aspects, both in the creative design and in the execution, it is determined, together with the students, that fitting the movement into an apparently rigid structure forces one to be conscious of the use of the body (physical-mental-energetic body), to compose a repeatable movement both in time units and micro-motions. The rhythmic score induces the decomposition of the action in movements and these in turn in micro movements that contain their own laws; they are the cause of a following impulse and the consequence of an earlier one. The score generates the action.

To organize the discussion, a matrix of analysis is made with the students. This matrix is in the processing phase.

### Phase 2: from the action to the score

Unlike phase 1, phase 2 starts with analysis and exploration based on the creative design, the situational formulation and the definition of pertinent actions that are then recorded in rhythmic score format. Here the score appears after the action as a registration method, which as in the first phase, cooperates in the definition of actions and movements that make up the action; however, it is the score, with its units of time, the one that adjusts to the needs of action and movement. The action generates the score.

A second analysis matrix is carried out; but this time, in addition to analyzing the process, a comparative exercise was done of the two phases, their contribution to the construction of the student's scenic grammar and the pros and cons of each methodology at the time of the scenic creation and composition. This analysis matrix is in the processing phase.

# Where does the melody of the body go?

The research aims to establish whether the use of musical grammar in the construction of a grammar for the scene, applies as a method of research and subsequent creation on the conscious study of the action and the body, as its creator and performer and, at the same time, as a method of interdisciplinary recording that allows the actor to dialogue musically with his own doings and thus nurture and expand his creative spectrum.

Other fundamental purposes with focus group 3 of the Experimental Theater Course and the interdisciplinary teaching team of ICESI University, are the systematization of the experience which leads to a creative process, the analysis of the impact of this methodology on the academic experience of their fields of study, and likewise, the carrying out of a comparative study between focus groups 1 and 2 of Fine Arts and focus group 3 of ICESI University, to establish convergent and divergent points

generated by the methodology applied and make visible its importance in students of higher academic education, in performing arts, and in other non-artistic disciplines.

As a medium-term goal, the research team intends to establish an inter-institutional agreement between Fine Arts and the teaching team of Icesi University, since the proponent researchers from Fine Arts belong to this teaching team.

The long-term goal is to apply a variant to the methodology created for musical training, both formally and non-formally, and its impact on interpretation and composition exercises.

# Conclusion. Some findings along the way

The score operates as a working methodology in the rhythmic-melodic preparation of the actor for the understanding of the rhythmic dynamics that the scene demands. It becomes a resource that allows improvement in the selection and precision of an action sequence.

As a grammatical system, the score is seen as another resource for the recording of the scenic practice, which along with body memory (main source of record), the audiovisual resource and the logbook or work diary, becomes a system of personal file and data collection of the actor's memory and a gateway to the actor's memory about his own action. In what refers to the stage action, once executed, it becomes an ephemeral act and requires a psychophysical process to be taken up in time, which if it is left exclusively to the subject of memory, generates gaps in its own execution.

The score as a metaphor for the grammar of the dramatic text, is susceptible of being intervened by the rhythm, the cadence, the dynamics, the musicality of the text, by the findings of meanings of feelings and subtexts (to be approached).

From the pedagogical perspective, the score establishes in the student/actor a conscious body that asks itself from where do I approach the action, what is the action for, and what is the communicative and sensorial effect that I must and want to achieve in the actor-spectator relationship. It allows the migration of concepts from other disciplines to be approached from the conceptual and physical/sensory body. It inquires about other forms of learning that speak of a consciousness expanded over a present body, that is willing, active, and alert for the needs of the scene and that necessarily has repercussions in a reading of the context that is to be approached from the theatrical poetics with the actor's body, as a writer, and returned to the context with a critical look to be read, perceived.

# Mathematics in motion

Sonia María Mina Mina Institución Universitaria Escuela Nacional del Deporte Business Administration. Santiago de Cali, Colombia, sonia.mina @endeporte.edu.co

The results of the Colombian students in the 2016 Pisa tests, in the area of mathematics, show the need to establish mechanisms that generate positive changes in its learning.

Mathematics and movement is a transverse descriptive project in progress, which is offered as a viable proposal to generate better academic results in the subject in question. On the basis that teachers are in charge of dynamizing the teaching-learning processes in the classroom, the project provides pedagogical tools for the teaching of mathematics from body movement. The project is in development since 2014 with the participation of thirty-three teachers from an educational institution that is attended by 1,200 students from pre-school, primary and secondary education, in its two locations located in district 13 of the city of Santiago de Cali. The phases of planning, execution and some evidence of the results to date will be presented next.

### Introduction

When a child relates what he learns to his own experiences, his vital interest wakes up, his memory becomes active and what he learns becomes his own. The teaching of mathematics at this time of life poses important challenges for the teachers who have accepted to transmit, share or be generators of mathematical thought.

Some children and young people present an unconscious resistance from their first years of schooling to mathematics; this becomes more noticeable in high school, when those forces of thinking that invite you to understand everything that surrounds you based on that mathematical sense that was properly exercised in the first years of schooling, are deployed. This is why we must take steps that result in a change in the student's attitude. "We must teach mathematics in such a way that the sensitivity to decipher, to know intuitively when something is true, to be encouraged to find what is hidden, what is not seen, is cultivated" (Reinhardt, 2007, p.45).

If we analyze in detail the situation, we will realize that the change of attitude that is sought in the student is given if the teacher undertakes a path of self-training in the area in question. "The teacher's task points to the education of healthy human beings integral in the development of their personality." (Zapata, 1992, p.27).

According to Von Kugelgen (1960), in the first years of school life, children absorb from adults, like a sponge, all the qualities, whether positive or negative, that are part of the teacher's personality. The child can perceive and apprehend by observing adults knowledge, safety, clarity and veracity if in that process the student learns by relating the contents to experiences in which his own being is involved (body, soul and spirit). A real interest in what surrounds him awakens in him, activates his memory and appropriates what he has learned. For these reasons, adequate knowledge of the topics by the teacher and appropriate pedagogical strategies will guarantee learning.

The current government's policies, outlined by the Ministry of National Education (MEN), which are aimed at achieving Colombia's becoming the most educated country in Latin America by 2025, plan to reform the education sector. To this end, action plans have been drawn up aimed at providing education to more Colombians through coverage and the strengthening of teacher training programs, with a view to contributing to the improvement of education (MEN, 2016).

# Learning through the body

The search for pedagogical strategies aimed at learning and teaching of mathematics is an activity that we have carried out through the training of teachers in different cities of the country since 2012. This experience has led to research about multiple intelligences and their application in the teaching-learning process of this subject; and it has been found that if it is incorporated into the dynamic pedagogical processes in which the body is involved, students achieve better results in their learning processes.

The project that is reported is aimed at developing mathematical skills in teachers of an institution in the city of Santiago de Cali, through body movement. According to Rodríguez, Martínez, Morales, Monroy, Rangel and Monroy (2007), human beings are intelligent and learn to relate to the world in different ways through the use of "multiple intelligences", when they put into action the ability to solve problems, adapt or compete. The purpose of the project is to show that, with the additional use of body intelligence, students can learn mathematical concepts more quickly and enthusiastically.

Movement determines the development of human beings and is a fundamental element in the development of the brain. Through it, decisive skills are learned for the recognition and appropriation of laterality (right and left) and spatial and temporal locations.

It has been shown that children who develop their body intelligence and fluently perform activities such as running, jumping, dancing, building, assembling or playing sports, learn more easily mathematical concepts related to proportions, quantities, percentages, measures and volumes. These concepts are elements present in the mathematical contents of students of different levels of schooling. "In the simple actions of the child over physical objects are the roots of his logical-mathematical thinking. They allow the child to structure mental operations applied to specific situations "(Rodríguez et al., 2007, p 56).

# Methodology

The methodological process of this project that is in progress has been divided into three phases:

### Phase I. Diagnosis

A first meeting was agreed with the teachers who wished to participate in the project, in order to gather information about the needs and expectations of the group around the proposal to relearn mathematics from movement and teach their students what they learn during the meetings.

The survey that was carried out showed the educational level of the participating teachers, their relationship with this subject during their school process and the areas of mathematics that, in their pedagogical practice, showed greater difficulty, both in teaching and in understanding, as well as the current involvement of the students to some sports practice.

The result of this survey to the twenty-four teachers, who started the project in 2014, showed that 12.5% of them had graduate level; 45.8% had a bachelor's degree; 29.2% had higher teacher-training education and 12.5% were technologists.

22.6% of the teachers had a high command of mathematics, 56.6% a medium level and 20.8% a low level. 73% of teachers did not practice any sport.

The subjects proposed by the teachers to work on them included contents of arithmetic, algebra and geometry for the preschool, primary and secondary levels (Table 3).

# Phase II. Planning

In accordance with the proposals and the needs of the institution regarding the improvement of the quality of education, the following specific objectives were established:

- To develop mathematical skills which involve thinking, feeling and body movement in the teachers of the institution.
- To offer teachers methodological strategies for the teaching of mathematics through body movement.
- To create spaces in which evidence and results of experiences that allow a better learning of mathematics are shared.

Table 3. Topics proposed according to levels

Pre-school	<ul> <li>Mathematical logic from the learner's everyday life</li> <li>Motivation towards mathematics</li> <li>Logical-mathematical knowledge</li> <li>Seriation, cordiality, laterality</li> <li>Spatial notions</li> <li>Geometric shapes</li> <li>Length and size notions</li> <li>Games to learn numbers; mental agility for four- and five-year old children</li> <li>How does mathematics affect children's reading &amp; writing process?</li> </ul>
Primary Education	<ul> <li>Teaching multiplication tables.</li> <li>How to develop skills in solving problems?</li> <li>Teaching division.</li> <li>Percentage.</li> <li>Operations with decimals.</li> <li>Fractions and their basic operations</li> <li>Motivating children towards mathematics</li> <li>Decomposition of numbers in units, tens and hundreds</li> <li>Geometric shapes</li> <li>Spatial notions</li> <li>Mental calculation in primary.</li> <li>Notes of length and size.</li> <li>Language and mathematics as tools for the cognitive development of the learner</li> </ul>
Secondary Education	<ul> <li>Operations with polynomials.</li> <li>Factoring Cases</li> <li>Equations</li> <li>Operations with integers</li> <li>Cartesian plane</li> <li>Volume of geometric shapes</li> <li>Linear, quadratic, exponential and logarithmic functions</li> <li>Limits, derivatives and integrals</li> <li>Frequency tables, mode, median, mean</li> <li>Matrices</li> <li>Mental calculation in secondary school</li> </ul>

The last Wednesday of each month was considered as the day to hold the meetings in the premises of the University Institution Escuela Nacional del Deporte (IUEND) with a minimum duration of two hours.

The areas to be worked on in each meeting were selected, based on the sequence, periodicity and interest of preschool, primary and secondary teachers. This looks for transversality of what has been learned to other areas of knowledge.

# Phase III. Development and implementation

Each meeting is structured in a way that involves the feeling, thinking and will of each participant. According to Carlgren (1989), the teaching of mathematics requires working environments in which the student feels identified. The physical and mental characteristics of the individual must be considered according to age to design a curriculum that meets the needs of the student.

At the meetings, in addition to the mathematical contents, diction exercises, rhymes and poems are performed, which, together with movement, allow making learning quick and amusing. "In carrying out movement activities to improve body coordination, it is advisable to perform rhythms hand clapping or with drums which allow for mental counting" (Zapata, 1992, p.93). This support makes it possible to carry out more fluid exercises that strengthen memory.

The ability to imitate that manifests itself in the first years of life is completely unconscious. As this process grows, it becomes conscious and allows the infant to relearn and adapt to new learning processes.

It is known that children imitate what happens around them. Surely all of us have once observed how young children imitate adult gestures: they move their legs, move their hands and clear their throats exactly as they do. At the beginning, imitation is completely unconscious. Little by little it becomes more and more conscious, and they express it when playing. The experiences lived in the streetcar, in the doctor's waiting room, at the school, at the park, are repeated in the game, thus strengthening his memory (Carlgren, 1989, p.70).

Movement dynamics – also called the rhythmic part—allow participants to perform different activities with their bodies in a fun way, which guides them to run, jump, jump, search, select, decide and plan aspects related to the area of mathematics that is being developed.

In the IUEND coliseum the teachers carry out movement activities related to the mathematical contents selected and put into practice with the students of their institution. Afterwards, they go to a room in which the theoretical aspects are developed in the form of lectures, classes or practical workshops, and then, individually or as a group, according to the proposed topic, they carry out exercises that allow observing the clarity and surety of the students in the proposed topic and make proposals to be taken to the classroom. The group of participants is made up of professors from different levels and areas of knowledge. To make their experiences clear, they are interrogated at the end of the meeting with basic questions: how can I teach my students the topic of my subject starting from body movement as a pedagogical tool? And how do I have evidence of the students' progress in using these new strategies?

During the process, teachers participate in recreational-sports activities in order to develop physical skills of coordination, laterality, spatial and temporal control of their body; these tools become important when developing the contents proposed by means of movement.

The dynamics for the teaching of mathematics by virtue of body movement require the use of diverse elements to develop skills, abilities and strengths in the corporal domain. These are canes, balls, ropes and hoops, which used as a playful element, allow exercising the body and provide possibilities to strengthen the sense of balance and exercise coordination in jumping, making turns, balances and displacements, which require the participant's ability to solve certain movement problems with coordination.

The characteristics of hoops allow improvement in general coordination by means of smooth movements and exercising jumps with great ability in fine coordination ... actions like throwing the hoop and placing inside it different parts of the body cooperate in structuring and strengthening body schema (Zapata, 1992, page 39).

### Phase IV. Evidence and results

The project "Mathematics in Motion" that is still in progress, shows the following results:

- Permanence. 70% of the teachers, who started the project in 2014, continue to participate actively in it in 2017, thus achieving a better mastery of the area in question.
- Efficiency. 84.3% of the contents proposed by the teachers (Table 3) have been executed, this has allowed to generate pedagogical strategies in which the body is a primary instrument (File IUEND, 2014-2016).
- Design of pedagogical tools based on body movement. The movement exercises proposed to the teachers of El Porvenir High School in order to provide pedagogical strategies for the teaching of the proposed mathematics topics were redesigned and taught to students of different levels, evidencing with this enthusiasm, joy and better approach to this subject.

Below, fragments of the evaluations written by some teachers of the institution participating in the project are presented:

These trainings were important, because playful activities influence mathematics learning, and it is an opportunity for students who have difficulty. Fourth grade students were taught the recreational exercise "head and tail" (with multiplication tables), a pleasant activity. Students participated actively. It was observed that some students did not coordinate, and it was difficult for them to keep rhythm. Others have good motor skills (Professor Mat1-JR, 2014. File Institution S. Mina, IUEND minutes)

I use the strategies acquired in the school frequently according to the topic that we are dealing with. The most used strategies are those that require physical movement and concrete material. This allows students to relate specifically to the object of study thus achieving comprehension and understanding (teacher Mat3-LR, 2015. Institution File S. Mina, minutes IUEND).

"I have carried out movement activities from the artistic a

"I have carried out movement activities from the artistic area such as folk dance, and I have been able to demonstrate the transversality that can be given to this activities since, mathematically speaking, shapes and representations of different angles with the body are described as body movements are performed . I have also understood that you can determine the area and the perimeter of the shapes formed (teacher Mat5-JCI, 2016 Institution File S. Mina, minutes IUEND).

### Conclusión

The ongoing project "Mathematics in Motion" has demonstrated that the teaching-learning process is a two-way road. To develop mathematical abilities that involve thinking, feeling and body movement in teachers; to provide methodological strategies through movement, and to generate spaces where they can display their achievements, progress and challenges in the implementation of this proposal for teaching mathematics to their students; it is a beginning that shows substantial changes in this subject. A good student is the one who can explain to others what he has learned, so the teachers who have participated steadily in this project will be an important support for the training of other teachers. In this way, the commitment to improve the level of our students in this area will be a reality.

Wave four Building the file

# Input to some documents to approach studies on education, body and physical education practices<sup>11</sup>

Harold Viafara Sandoval<sup>12</sup>

Within the framework of this paper, the reflections revolve around two questions. 13

- What is the conception of the body in the academic concept of the programs?
- What is the intention that underlies the construction of the body in the curricula of the programs?
- 11. This paper corresponds to the paper presented at the Second Encounter of Discussion about Polyphonies of the Body as a possibility in professional training, organized by the University Institution Escuela Nacional del Deporte, Santiago de Cali, Colombia, South America, June 6, 2017.
- 12. He has been a national and international speaker at different academic and scientific meetings. In the municipality of Palmira, Colombia, he is the creator and founder of the Study Group on Prostitution and Commercial Sexual Exploitation of Children (GepescI). On behalf of Colombia, he has been invited by the International Labor Organization (ILO) to Chile to the Meeting of Experts on Domestic Child Labor at the Homes of Third Parties and Commercial Sexual Exploitation of Children and Adolescents (South America). He has a bachelor's degree in History from Universidad del Valle, a Master in Political Studies at the Universidad Javeriana and is a student of the PhD degree in Education of Universidad Pedagogica Nacional. He is a member of the High Management Research Group, Humanity-es and Educar-se (Giadhe), of Universidad de San Buenaventura Cali; Founder of the Group of Studies on Bodies and Education (Gesce) and currently Director of the Master's Degree in Educational Services (Madse), of Universidad de San Buenaventura Cali.
- 13. The elaborations that are presented here have as starting point several academic and pedagogical investigations carried out in Universidad de San Buenaventura Cali and the international research project Body practices of University Students of Cali (Colombia) and La Plata (Argentina), as well as the Ph. D thesis "Bodies, consumptions and education: three dimensions to propose a theoretical debate ", directed by Alberto Martinez Boom Ph.D, Inter-institutional Ph.D program in Education, Universidad Pedagógica Nacional, Universidad Districtal and Universidad del Valle. Bogotá: Universidad Pedagógica Nacional". Colombia.

Based on the above, this document intends, at first, to present a synthesis in relation to some works and studies on education, body and physical education practices; secondly to give an account in a specific way how the GESCE group has been investigating from a documentary methodological perspective; in a third phase, it approaches a provisional historical periodization based on five instances, tendencies or corporal milestones to "understand" those practices of body regulation or "body transformation practices" which historically have occurred in the Colombian case, and the fourth stage illustrates the work where the features of the methodology, on which the research developments of GESCE are based, is presented.

# Studies on education, body and practice of physical education

### Plastic

(Genre salsa, singer-songwriter: Rubén Blades)

She was a plastic girl of those that I see out there, of those that when they shake, they sweat Chanel number three.

Who dream of marrying a doctor because he can keep them better.

They do not speak to anyone if he is not their equal, unless he is a so and so.

They are cute, thin, well dressed, of elusive glance and false laugh.

He was a plastic boy of those that I see out there, with a comb in his hand and a face of "It wasn't me"

Those who as a topic of conversation
They discuss which car make is the best.
Of those who prefer not to eat
Due to the appearance that you have to have
To walk elegantly and thus be able ...
To pick up a plastic girl.

What a mistake!

It was a plastic couple of those that I see out there, He thinking of money, She of fashion in Paris.

Pretending to be what they are not, living in a world of pure illusion, telling their five-year-old son do not play with children of strange color, drowned in debt to keep their social status at a wedding or cocktail.

What a mistake!

It was a plastic city
of those I do not want to see,
of cancerous buildings
and a tinsel heart,
where instead of the sun
the dollar rises,
where nobody laughs, where nobody cries
with people with polyester faces
who listen without hearing and look without seeing.
People who sold for convenience
their reason for being and their freedom.

Hey, Latino... Hey brother, listen friend never sell your destiny for gold and comfort.

Never rest because we have to walk a lot let's go ahead
So together we'll end ignorance that has fascinated us with imported models that are not the solution.

Do not be confused, look for the core and its reason. Remember: Faces we see, hearts we know not (bis).

We see faces, we see faces, damn! but hearts we know not.

We come from dust and we'll return to dust As the song says.

Remember that plastic Melts In the sun.

Study, work and be human first; There is salvation.

But look, look ... do not be confused, look for the core and its reason.

Get ahead, Get ahead ... and so we will continue together and in the end we will win.

But ladies and gentlemen, in the middle of plastic You can also see the face of hope.

You can see the proud faces who work for a united Latin America and for a morning of hope and freedom.

You can see the faces of work and sweat. flesh and blood people who did not vanguish. Of people working, looking for a new road, Proud of their heritage and of being Latinos. Of a united race ... the one that Bolívar dreamed.

### Sow!

Panama ... Present! Puerto Rico ... Present! Mexico ... Present! Venezuela ... Present! Peru ... Present! Dominican Republic ... Present! Cuba ... Present! Costa Rica ... Present! Colombia present! Honduras ... Present! Ecuador ... Present! Bolivia ... Present! Argentina ... Present! Nicaragua without Somoza ... Present! The neighborhood ... Present! The corner ... Present! "

Studies on the body, from broad perspectives, have been suffering from a fast rise that, although it is fruitful, cannot fall under a cloak of novelty, snobbery and even less in a pretense of academic fashion.

That said, it should be noted that a number of circumstances bring forward different movements, frictions, configurations and, why not, warnings, when we dare to reflect on a question that in the first instance could seem close to us, but that involves so many nuances and transformations that at a certain time it moves away from us. I refer explicitly to the body, because since the twentieth century the body has been acquiring a particular importance and it occupies the interest of social scientists, media, health professionals, educators and pedagogues. In short, there are many points of view (Viafara, 2017).

We are talking about a body that is permanently referenced in photographs and magazines, a body that, under the dynamics of consumption, is discussed in various ways. It is the body that is shown in the gym, which is displayed at the bus stop, whose smile is designed. The one that under the rigor of medical knowledge and the use of "validated" technology, loses in a matter of a few hours its original condition by going through the rapid intervention of liposuction, mammoplasty, rhinoplasty, lipectomy or fat grafting. The same body that in the eagerness to retouched it, is exposed to the inexperience of surgeons or witch doctors who apply substances or execute procedures that in the end are lethal for their patients.

We are witnessing a time in which the rapid pace of events does not allow us to clarify the distance between bulimia and anorexia. We are at a time when men become clients of surgeons for hair implants, facial rejuvenation, tummy tucks and gluteoplasties among other procedures, and a body that enters the software to then go to the operating room. A body that does not resist the demands and adjustments of the educational institution and in them gives rise to movements and even confronts the various pedagogical strategies from which it is no longer controlled with such certainty. A body that school architecture seems to catch, but it is narrow and uncomfortable given its multiple and diverse expressions, added to the different consumer practices (Viafara, 2017).

Today we resort to body that before the register and promotion of the media does not resist the temptation of being cautious and incautious. A body that with a university student's clothing is exposed to offers and is marketed under the universal practice called escorts, particular form that in Colombia is called "prepago" ("prepayment") (Viafara, 2017).

Next, some theoretical reflections are presented. From them it is possible to delve into the objects presented by the title of the article: education, body, physical education.

# Works of general theoretical referents

Here it is necessary to consider that in the area of social sciences a perspective of studies on the body is being constructed and disciplines such as anthropology and

sociology make visible an important work (Le Breton, 2004; Gómez and González, 2003; Costa, 1996; Bara, 1975; and Pedraza 1998), with valuable background (Blacking, 1977; Le Breton, 1990; Berthelot, 1995; Shilling, 2003; Barrán, 1995; Boltansky, 1971), in various respects (Turner, 1984); starting from closeness of theoretical-explanatory nature (Sevilla, 2003) or proposals for broad theoretical recognition (Goffman, 1981).

Notwithstanding the above, in the case of sociology some authors agree that

[...] sociological reflection has been less common. But, it must be said that the absence of the body as a particular topic of reflection in social theory has coexisted with its veiled presence. The idea of homo duplex (split human being, split into body and mind) is present in both Freud's social theory (desire versus society), Durkheim's (individual desire versus order of normative consensus), Weber (habit and feeling versus reasoning) and Elias (unrestraint versus emotional control). This matrix of reflection is defined as a "dichotomous model of need versus order", in which the body occupies the space of need (Sierra, 2012, p.20).

# Hygienism, medicalization, nutrition

In this area there is a series of significant works such as that of T. A Borda (1917) School Hygiene and Public Buildings and Schools; Jesús Alberto Echeverry Sánchez (1989) Santander and Public Instruction 1819-1940, and María Teresa López del Castillo (2003) Women's Education Advocates. The first female school inspectors of Madrid (1861-1926).

A couple of significant contributions to approximate a broad view are those of Estela Restrepo Zea The Bums, the Sick and the Senile and Oscar Saldarriaga (2008) From Universities to schools: School Philosophy and the Conformation of Modern Secondary Education in Colombia, 1792-1892, published in Santiago Castro Gómez and Eduardo Restrepo (editors) Genealogías de la Colombianidad. Discursive Formations and Government Technologies in the 19th and 20th Centuries.

Recently the National University of Colombia published an obligatory consultation work entitled El Hospital San Juan de Dios 1635-1895. A history of disease, poverty and death in Bogotá, a work in which the author, Estela Restrepo Zea, presents in an extraordinary way rigorous and highly documented reflections.

# Body practices and physical education

The works of Claudia Ximena Herrera (1999) are significant, Body practices and physical education in Colombia in primary school between 1870 and 1913 and The sin of gluttony, vices and excesses of the sense of taste: relationships between childhood

During the past century, great institutional efforts were made in Latin America to strengthen exercise, corporal and physical education practices. *The work The body in physical education* by Andre Rauch published in 1985, opens a horizon to studies in this field. The same happens with the works of Jean Jaques Barreau and Jean Jaques Morne, the latter with the book *Epistemology and sports anthropology* published in 1991.

Another important reference in this axis is the work carried out by the group of studies on body education, to which Ricardo Crisorio and Norma Rodríguez belong (National University of La Plata, Argentina). In the same way, an interesting work revolves around the research team of Professors Álex Branco Fraga and Marcus Aurelio Taborda de Oliveira, in Brazil.

### School doctor and school Red Cross

To enter this medicine-school binomial, a path is opened from works such as A. Bernal's (1935) *The role of the school doctor* ". Similarly, the Biblioteca Nacional de Maestros (BNM) (Argentina) has a series of significant records along this road.

The school doctor was given access in other contexts based on the following assumptions:

With the development of the LOGSE (Law of General Organization of the Educational System) and the progressive implementation of the educational reform, the school doctor will have to adapt his professional profile to the new challenges and needs of our educational system, taking over important tasks included in the educational projects of the centers. Society in general and the educational community in particular demand from schools higher quality of education, corresponding to the educational administration and to all teaching professionals an active role in the performance of such a large and important task (http://www.educaweb.com/esp/servicios/monografico/orientacion/exp4-a.html)

# Food, consumption and aesthetics

We place in this line the work of Michel Serres (2011) *Variations on the Body and the work* compiled by Pablo Scharagrodsky (2008) *Governing is Exercising. Historical Fragments of Physical Education in Ibero-America.* Faizury Campo Caicedo presented a thesis at the School of Sociology of Universidad del Valle entitled *The Mise-enscène of Bodies Submitted To Cosmetic Surgery* in which she argues that

[...] the social meaning of the "Operated Woman" seeks to understand what she tells us in the language of surgical modification of the female body and what this

group of women does. This objective involves treating this small group, the "Operated Woman", as a "social category"; something like a social group about which it is possible to establish some interpretative generalizations. The model to follow is close to that of works such as The Man of the Renaissance (Garin, 1999) and The Woman of the Renaissance (Niccoli, 1993), in which the study of the life of a character allows interpretations for a "social category" to which said character belongs. In this way, interpretations are achieved about "the intellectual", "the gentleman", "the monk", "the widow", etc. (Campo, 2012, p.1)

In addition to the above, there are works that can be considered classic: Irving Goffman's Presentation of Self in Everyday Life and Stigma: Spoiled Identity; Pierre Bourdieu's Masculine Domination and Luc Boltanski's Uses of the Body.

To this trio works such as those of Michel Biehn Cruel Flirtation and Social Interactions and Uses of the Body in a Gym in Cali by Fernando Ávila Ortiz (graduation thesis) are added.

Significant works in the field of consumption are undoubtedly *The Consumer Society:* Myths and Structures and Culture and Simulation of Jean Baudrillard.

The recent work of Catherine Hakim (2012) Erotic Capital. The Power to Fascinate Others cannot be omitted here.

# The Body and educational institutions

As a starting point in this field, an important work for the Colombian case is that of Carlos Mario Recio *School*, *Space and Body*, published in the Colombian Journal of Education.

Other significant contributions are those of C. Castilla (1872-1873) Wasting Time, published in *The Children's Album* and the writings of Romualdo Guarín (1874) *Teachers' Guide in Normal Schools* and Mariano Narodowski's *Pedagogy and Epistemology*, published in 1996.

# Studies on pedagogy and education

In this field, there is a series of studies that although they do not directly assume the binomial body and education, have served to reflect on it in the school environment. In this sense, it should be clarified that in the idea of giving a scope to this research in the area of reflections on education, the achievements reached by the academics of the research group are retaken here: History of the Pedagogical Practice (GHPP), group of which Olga Lucía Zuluaga Garcés, Alberto Martínez Boom, Humberto Quiceno Castrillón, Guillermo Sánchez, Jesús Alberto Echeverri Sánchez, Alejandro Álvarez Gallego, Óscar Saldarriaga Vélez, Javier Sáenz Obregón and Estela Restrepo Zea are part. In the same way, the contributions of Mario Díaz

Villa are important. Such a pretension, in addition to being very demanding, and perhaps broad, takes as a starting point the recovery of the own thought--Colombian thought--starting from the advances produced by the aforementioned authors as a result of research, general publications and doctoral theses.

Consequently, with this state of the art here exposed, it can be illustrative to point out that the studies carried out from the biological and medical sciences, based on the theoretical conceptualizations formulated by the social sciences, have focused their efforts on explaining an anatomical body, a given body, in the manner of the body conceived by the school. It is possible that inadvertently that set of disciplines has been interested in explaining the freshness of a body, invariable in a certain way, whose modifiability is not perceptible by the dynamics of the current times. Sciences and disciplines that before the gaze centered on corporality, have opened the door to thinking of other lines in the studies on the body, consumption and education, and warn about the possibility of "catching" its mobilities, give an account of them and put into emergency the new forces or tensions which that mobile body is producing, with a face not so lush but rather "strange", thus providing crossroads situations and enabling the opportunity to think of other aspects of research nature.

The above is to indicate how in the present case the research would no longer be located in that same area of reference, that is, epistemological, since it is assumed that addressing the sphere of the body in the current times would have other implications: cultural, symbolic, spatial, etc.

This synthesis, that in no way constitutes a state of the matter or strictly a state of the art about the studies related to education, the body and physical education, proposes a kind of general map that can allow us to enter the subject.

# Journeys of the Group of Studies on Bodies and Education (GESCE)

In the work of the GESCE with a documentary perspective, we have approached a specific type of documents in which we can indicate, preliminarily, the concurrence of three subjects:

- 1. Practices
- 2. Subjects
- 3. Institutions.

In order to track these situations, it was decided to opt for broad documentary search in order to give an account of how this type of practices and consumption had taken place in the daily life of the students of our educational institutions.

For this it was necessary to compose a provisional work axis: bodies, consumption and education.

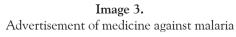
During the search, another type of documents in chronologically different times, marked situations linked to the corporal area starting from advertisements related to health and medicines for the body. The revision seemed to show that at the beginning of the last century the body in Colombia was strangely disguised by a multiplicity of offers, ranging from the BA vermifuge of Fahnestock (El Tiempo, January 1913), to the tonic Ferrovim, which served to invigorate the system (El Tiempo, January 22, 1913). Excessive medications such as Pamala, whose function was to cure malaria and Degesticura of Hix for the cure of diarrhea and stomach ulcers (El Espectador, 1913), would also appear excessively. Likewise, the recommendations came and went and in relation to the pills as it was pointed out at the time:

The medical corps recommends them. Because of their good and admirable results over the course of many years, all doctors prescribe the famous Dr. Bolet's obstetric pills, whose effectiveness in diseases, peculiar to women, is infallible. They act on the womb and the ovaries in a specific way by exerting a fortifying power that is not limited to the tissue of the womb, but extends to the product of conception. Composed as they are by innocent vegetables, their use can, without any inconvenience, extend for a long time. As a testimony we publish one of the many notable certificates that spontaneously have been sent to us. Carlos Arvelo, doctor in medicine and surgery of the University of Caracas, former rector and retired professor, member of the Royal College of Surgeons of London, of Africa's Institute of of Paris, of the Scientific and Literary Athenaeum of Madrid, certifies that "by the use that in my long practice I have made of them and by the reports of other professors, I can assure that Dr. Nicanor Bolet's obstetric pills from Caracas, are in Venezuela an effective remedy in many diseases of the womb and its annexes" (advertisement in the newspaper El Espectador, Medellín, July 3, 1913).

As seen in the advertisement, malaria was attacked in different ways, one of which is shown in Image 3.

Likewise, Scott's Emulsion was present in the lives of Colombians as a medicine widely used (Image 4).

The documents of the time gave account of a set of diseases concerted in conditions of the brain, anemia, chlorosis, weakness, physical decay, dysentery, diarrhea, typhoid fever, paratyphoid fever, flu, moodiness, pallor, pale pallor, malaria, loss of appetite, globular scarcity, colds, catarrhal deafness, periodic suffering of peculiar pains, cough, ulcers, stomach ulcers, buzzing head, etc. (Newspapers El Tiempo, and El Espectador 1911-1930).





Source: El Espectador. July 3, 1913

Countless products, many of which were part of the schools' frst-aid kit, and medicines for children, such as vermifuges, pills, compounds, powders, balms and ointments, were sold by lots in order to act on the infants' bodies.

Image 4.

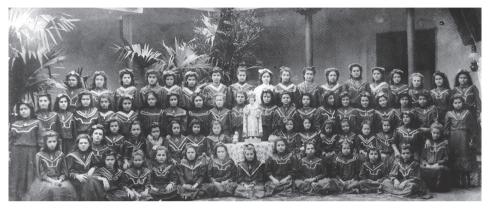
The Emulsion of Scott as a vitamin supplement rich in cod liver oil



Source: El Espectador. July 3, 1913.

The practices of regulation of the body were established in specific manners such as gymnastics; <sup>2</sup>11111111 <sup>2</sup> likewise others were adopted such as the school rows, constituting thus mechanisms of body organization that would eventually generate educational culture (Photo 6).

Photo 6. Students of the Colegio de la Sagrada Familia in 1907



Source: Épocas magazine, No. 93. June 2011

On the other hand, one of the first documents that opened up the range for bibliographic searches about the state of the question, were the documents of service promotion. Both advertisings at first and subsequently classified ads, alerted about certain mobilities (Viafara, 2017).

Image 5.
Advertisement about plastic surgery procedures



Source: El Tiempo. February 2, 1950.

The possibility of body modification focused the discussion on a point different from anatomy or medicine. The debates raised by different authors and disciplines (Le Breton, 2011, Pedraza, 2011, Muñiz, 2010), (Citro, 2009), established the possibility of our attending the construction of a body less and less conceived from the idea of

material support, to one increasingly imbued in design practices, a body that seems to be unlimited or that, at least, could be indicating multiple limitations. A body whose production is materialized in other symbolic sources, aesthetics, cinema, literature and music, among others, making it more distant from the customary patterns of control.

Other documents closer to school life indicated how, from the medical knowledge, services were provided to schools, which appear as users of multiple offers (Viafara, 2017)

**Image 6.** School doctor offer



Source: El Tiempo. February 2, 1950.

# Personal (Corporal) milestones

To understand these practices of body regulation or corporal transformation, which historically have occurred in the Colombian case, we have proposed a provisional historical periodization based on five moments, tendencies or corporal milestones:

- 1. Hygienist
- 2. Biomedical
- 3. Body improvement
- 4. Technological instrumentalization: technology as part of the body.
- 5. Body design

# Hygienist Period

It is a tendency of schools of the late nineteenth century and the first half of the twentieth century. This period has been rigorously studied by researchers such as Herrera (1999; 2010) and Herrera and Buitrago (2012). Based on the above, this research work assumes this period as a time about which significant works have been carried out.

In the first half of the twentieth century, the school would continue to teach children about social times and spaces by performing daily school activities from educational purposes aimed at the progress of the nation, such as morality, usefulness, sanitation, invigoration and racial regeneration, from areas of knowledge named as childcare, urbanity, hygiene; as well as from sports, games, gymnastics and physical education. However, it is around the decade of the fifties, approximately, that these educational aims will be transformed giving rise to the idea of development that will penetrate all areas of society. The new school practices will be directed towards the search for a body with the capacity of an efficient and productive machine. In the second half of the 20th century, man will be considered as human capital (Herrera and Buitrago, 2012, pp. 45-46).

### **Biomedical Period**

It corresponds to the second half of the 20th century and the beginning of the 21st century. It gives account of a historical moment when technological development is incorporated into the life and minds of citizens as something vital and non-renounceable. Here is, of course, the creation of the internet.

Without a doubt, we are no longer in the time of the formulations proposed by Vigarello (2005), as we move towards a corporal consideration in which consumer practices experienced at the end of the 20th century are evident forms of a crossing between advertising, technology and design experiences, especially of the body.

To specify the irruptions of this period, one goes to the notion of corporal milestone, not in the manner of the result, but understood as an event. Rose will make a significant aspect visible (2012):

When the twentieth century came to an end, numerous voices announced that we had entered the "century of biotechnology" an era of wonderful new medical possibilities, but also anxieties. Ten years ago, the world spent \$ 30 billion dollars on sanitary research, of which less than 10% was spent on health problems of 90% of the world's population, a disparity known as the "10/90 gap".

Today, global spending on health research more than triples that amount, 106 billion dollars; However, the amount allocated to the R & D of drugs destined to treat 90% of the world burden of disease has risen by a mere sum of between 0.3 and 0.5 billion dollars (three billion five hundred thousand dollars) mainly thanks to the contribution of private foundations, governments and charities. As a result, the "10/90 gap" not only persists, but in percentage terms exhibits alarming growth in the last decade (p.22).

Based on the figures listed in the previous quotation, it is worth asking what is of interest to health agencies if health, precisely, is the least concern for them.

Many of the biomedical techniques that were mentioned were already known: diagnoses of genetic diseases, reproductive technologies, organ transplants, genetic

modification of organisms. It was said that other techniques were "around the corner" genetic engineering, manufacturing or regeneration of organs in vitro or through the use of stem cells. Such perspectives generated hopes and fears (Rose, 2012, p.22).

With this it is attempted to identify the "appearance" of what could be called "emergent body", which is not torn between disease and health but that when crossing with the proposals of technology and advertising becomes an object of consumption.

During the first half of the 20th century there was great interest in the population's health (Rose, 2012), but it seems that, on the contrary, health as a public social policy became the responsibility of individuals through the body: wellbeing, performance, exercise, gyms, etc. Concern is not exclusively for health, because design is prioritized and a subject with a producer body: the route to its own fatigue. The disease-health dichotomy is not a concern but the individuals' responsibility.

Undoubtedly, these facts affect the processes of schooling and of educational institutions, by virtue of the demands made on the school by the body acceleration and the acceleration of the thought fostered by the dynamics of consumption.

These events show particularities that during the second half of the 20th century and the beginning of the 21st brought to light other elements that involve school life:

- 1. Notion of development.
- 2. The notion of human capital (Herrera and Beltrán, 2012)
- 3. Formalization of the Pan American Health Organization PAHO (1958)
- 4. Improved human being: cybernetic (cyborg) 14 (1960)
- 5. PAHO strengthens its presence in Colombia

Several elements intersect between the end of the first half of the 20th century and the first decades of the second half of the same century.

The period between World War I and World War II has been pointed out as a period of transition of treaties and conventions between nations towards the establishment of international organizations to promote health and well-being. A study by Martin David Dubin (1995), about the League of Nations Health Organization, refers to the existence of a "global biomedical and public health episteme" that between the two world wars would have gained confidence in its ability to reduce the appearance of epidemics and control the spread of infections thanks to a frame

<sup>14.</sup> Term coined by Manfred E. Clynes and Nathan S. Kline in 1960 to refer to an improved human being that could survive in extraterrestrial environments. They came to that idea after thinking about the need for a more intimate relationship between humans and machines at a time when the new frontier represented by the exploration of space was beginning to be drawn.

of knowledge about the etiology and epidemiology of a good number of diseases. Without a doubt, advances in new disciplines such as bacteriology, immunology and parasitology provided hygienists with a scientific creed on which they built optimistic views about the possibility of controlling infectious diseases. But, rather than grant a unique and decisive role to scientific progress, it is necessary to recognize the decisive importance that, in the creation of international health cooperation organizations, the development of trade, the rivalry between the European powers and of these with the emerging power in America, the United States, had and the strategic importance that this country had for trade with Latin American countries (Hernández, 2002, p.16).

The States of the American continent promote different inquiries based on which priority levels are established in health matters.

As early as 1902, the International Sanitary Bureau (ISB) was created on the American continent, called since 1923 Pan American Sanitary Bureau (PSB), called since 1947 Pan American Sanitary Organization (PSO) and since 1958, Pan American Health Organization (PAHO). The idea of summoning periodic meetings of the health representatives of the American countries and creating the ISB arose from the Second International Conference of American States that was held in Mexico from October 22, 1901, to January 22, 1902, by specific resolution (ISB, 1903: Preface). The conference was attended by delegates from Colombia Rafael Reyes and Carlos Martínez Silva; as President of the Republic, between 1904 and 1909 - it corresponded to him to take the first steps to initiate the cooperation of this country with the ISB. The International Conferences of the American States were promoted by the American government since 1890, when the first one was held in Washington, within the framework of the process of sustained rise of the United States to the first place of the world powers, displacing England from that position. The American continent, for evident reasons, was the first objective of the policies aimed at consolidating this rise, and with this purpose, the International Bureau of the American Republics, then the Pan American Union, was created starting from the Conferences of American States, which would eventually lead to the Organization of American States (OAS) (Hernández, 2002, pp. 16-17).

# Period of Body improvement

International Organizations, in this case Unicef, act on the infant's body from a dimension that can be understood based on the control of life: the emergence of changes in the practice of medical tasks; In other words, citizens exercise activities that only corresponded to health professionals.

UNICEF trained and motivated community members to perform simple tasks such as weighing infants, early childhood stimulation and maintaining and operating manual water pumps. These volunteers could act as "barefoot doctors" to provide local services. The few highly qualified professionals, who until then had only used their knowledge in routine tasks, were thus released and were able to devote themselves to supervising volunteer teams. In this sense, the services were more efficient and could be extended more widely without incurring exorbitant supplementary costs.

In 1978. at an international conference held in Alma Ata, in the then Soviet Union, health ministers from all over the developing world agreed to a radical restructuring of their health systems to provide "primary health care" to all their citizens. The crucial service was maternal and child care, before, during and after delivery.

Other equally important services were first aid, child growth monitoring, disease control, family planning, supply of drinking water and environmental sanitation. As with basic services, people would participate in their own preventive care. This basic conception of health care proposed an ambitious goal, "Health for All in the Year 2000" (UNICEF, 2006, p.15).

The population loses in this way the fear to the body and to doctors. This matter that seems trivial focuses doctors' interest on childhood in an environment that was not its environment. The infant is slowly becoming the "subject of attention" of an agent who is not necessarily a medical professional. There is, then, a turn in the point of view before the infant's body.

A series of practices show a possible renunciation to the stability of the body studied customarily by the medical sciences. They begin to be explicitly visible as a design option.

# Period of technological instrumentalization: technology as part of the body

Technology, as a strategy of applicability of the developments of science, is increasingly naturalized as a form belonging to the body. Documentary references give account of a historical moment in which technological development is incorporated into the life and minds of citizens as something vital and perhaps irrenounceable. Here, of course, we find the creation of the Internet in the 1960s with an initial military purpose; it nonetheless, manages to penetrate the lives of people.

The Internet became a means of transmitting unimaginable magnitudes. It allows, for example, with the design of the scheme commonly called www (World Wide Web), which allows the user to consult files in configuration as a hypertext, to expand the possibilities of assuming activities "in real time".

With it the conception of time and space undergoes transformations. The time of physics will no longer be the same; but also the space of geography will have other nuances. It is not strange in the current times to see a phenomenon "in real time"; that is, at the same time and place where it is happening.

Although the expanded use of the Internet occurred in the mid-1980s, its role as a generator of technological and human changes has been singular.

To propose conceptual considerations in relation to this corporal milestone, is to understand the following configurations that have constituted themselves on the body as body-machine, fictionalized from two perspectives: the body modified with the machine and the cyborg body; that is, the development of a "human being endowed with improvements", beneficiary of organic elements characteristic of the body but strengthened with cybernetic devices supported by technological developments.

### Period of body design

Increasing closeness to the idea of the transformation of the body by multiple ways is observed. As a summary, Table 4 synthesizes what has been said.

 Table 4.

 Provisional body milestones in the Colombian case

1900-1945	1945-1970	1970-1990	1990-2000	2000-2011
I Hygienist align- ment	II Biomedical align- ment	III Alignment of body improve- ment	IV Alignment of technological instrumentalization: technology as part of the body	V Alignment of the body design
Body and hygiene	Body and development	Body and modification	Body and technology	Design body

Image 7.

"The Six Millon Dollar Man", a television series about a man-machine.

It was very popular in the eighties





SOURCE: https://www.google.com/search?tbm=isch&q=Six%20Million

These "events" show some particularities that during the second half of the 20th century and the beginning of the 21st century make evident other elements that interfere with school life. Special reference is made to the following:

- 1. The new dimension of time, on which there were already breakthroughs: "Another illusion that has disappeared in the modern interior is that of time. An essential object, the clock or the pendulum has disappeared "(Baudrillard, 2010, p.23). What that situation would be accounting for is a mutation.
- 2. The overvaluation of time: the incursion of speed as a reference variable.

The practical implementation of real time for new technologies is, whether you like it or not, the implementation of a time without relation to a historical time, that is, a world time. Real time is a world time. So far history has taken place in a local time: The local time in France, America, Italy, Paris or anywhere (Virilio, 2005 p.15).

- 3. Speed as a measuring element for bodily activities: related to work (labor), gym routines, body modification practices (aesthetic surgeries) and school activities (school performance and speed of response, given the possibilities, among others, of making information portable).
- 4. Development of technological references with criteria of speed and celerity.
- 5. Advertising as knowledge incorporated directly into daily and school life, where the referents of consumption go from being merely "banal" or "superficial" elements to having an effect on the minds and, in some cases, to delineating learning practices. It is a new situation in which regulations do not correspond to the exclusive world of fashion, examined in fashion sociology studies.

In this perspective, certain practices arise such as cosmetic surgeries, studied from various angles: from beauty as perfection and as a norm (Muñiz, 2010), to body modification (Hurtado et al., 2015), added to other visions based on the body understood as a canvas (tattoos). We find them with recurrence in school environments.

Likewise, in relation to the human subject:

It is not easy to locate it in the space-time coordinates, contrary to what the logic of the Enlightenment pretended. Some fundamental notions have been proposed: individual, person, identity, self, subjectivity, body, singularity. These latter question us from self-production practices. Currently subjects tend to be conceived with roots in the body (Hurtado, et al., 2015, p.11).

It is possible to affirm that the notion of the body elevates it to a problematizing category starting from multiple relationships in the personal, communitarian and collective orders. In this game of relationships, the aesthetic dimension is part, of course, of the framework, which gives it complexity:

The subject now possesses a "cloud" character; that is, he proposes difficulties to the scholar by showing itself as gaseous, opaque, not evident. Perhaps this is because the "agent" should not be sought (only) where we think it is; that is, in the fictional unity that shows us a body, recipient of a soul or spirit, governed by a conscience and

that has the garments of some gender, ethnic group and class. Since Nietzsche, the difference between body and soul was disarticulated and, at the same time, Freud discovered the existence and importance of the unconscious, and thus the study of the subject in social sciences began free of sociologisms, breaking thus the myth of unity (Hurtado, et al. al., 2015, p.11).

In this sense, the triad bodies-consumption-education is situated in a problematic area, understood as a research challenge from which it is important to trace the particularities of what has been built in university students' educational environments.

This is why it results exciting the idea of tracking the emergencies or characteristics of a kind of "body acceleration" which recent times seem to signal; times in which 1. The time of daily life registers new speeds, 2. The times in cognitive and learning perspectives change their rhythms, and 3. The prevalence of the human body is put into latency as it is subject to recurrent changes due to surgical practices, which confronts us with what could be named as the times of "Body dilution"; that is to say, a human body whose organs can be intervened, changed, repaired or supplanted by artifacts that in their constitution are one hundred percent machines.

One possibility of getting into the complications that the aforementioned provokes consists of suggesting some problematic, perhaps hazardous or, why not, rising questions:

- What forces appear between that determined historical education and the other one that is emerging? Or what are the conditions for possibility or for advent that account for historical school education?
- What knowledge turns up with respect to the body when inquiring about the specific consumption practices of university students?
- What does the school want to take care of when it establishes norms about the body and consumptions mediated by the body?
- Is it possible to argue about a not only individual but also collective "making" of the body?
- Are we at a time when the body corresponds to an object produced from various individual or collective options?
- Which of those elements of transformation, modification or body alert pass through the practices of physical education?

# Features of construction of a methodology

Regarding this aspect, the type of work we carry out assumes the following considerations:

- 1. It is a work with the characteristics of a documentary on the basis that
  - [...] documentary research is not only a technique for collecting and validating information, but also it is one of its strategies, which has its own distinctive features in designing, obtaining information, analyzing and interpreting the project; and as a qualitative strategy, it also combines various sources (primary and secondary). Its most characteristic expression is seen in studies based on official and private files, and in works of a theoretical nature that are also based on documents in files (Galeano, 2004, p.104).
- 2. It refers to a work based on the "foci of production of enunciations", which are clarifiable according to a work supported on the archaeological analysis on the sense of making a detailed description of those particular features that generate enunciations.
  - Starting from that patient work of documentary recording and the identification of statements, an analytical work becomes necessary to place on the surface of an initial version--documentary mass--consulted, or in an elaborated version--of the constitution of a file--(Foucault, 2004), those events from which we can think of central problems in the axis of body-consumption-education work. Such inspiration advises the relevance of initiating at least a genealogical work <sup>15</sup>.
- 3. The way to proceed in the documents to clarify the enunciations implies a detailed and in-depth reading, in the idea of revealing their discontinuities, the emergencies, their fractures and their ruptures. For this reason, a descriptive craftsmanship is clearly used in a historical perspective and not by way of explaining these particularities in a consequential way.

As a conceptual support, we turn, at this stage, to works from which contributions can be made that feed these methodological references. I refer to the already recognized contributions of the works of Michel Foucault in the Birth of the Clinic. An archeology of the medical view point, The Order of Things: An Archeology of Human Sciences, Archeology of knowledge and Who are you, Professor Foucault?

Likewise, the contributions of authors such as Roberto González in Myth and Archive: A Theory of Latin American Narrative, are clear in terms of the way to proceed technically in what has to do with the visibility of the enunciations and the final production of the resulting text.

<sup>15.</sup> The genealogy is inscribed in the Nietzschean tradition that articulates the struggles with memory, describes the historical forces that in their confrontation made possible the cultures and the ways of life.

4. The expository way of explaining the past parting from the above methodological considerations, it is necessary to note that in order to explain the present, it is no longer enough to go back to the past in a chaining route; a past full of the truth of a historical science emphasized in the expert explanation of historians and social scientists. Certain warning signs already announced by Nietzsche and endorsed by Foucault, would suspect a route that historically was woven into the time-space filigree. Such suspicion, for its time, signaled an epistemological journey supported by a method that proposed a search for emergencies not sought in homogeneity; that is, in the linearity of historical time or in the graph of historical space. On the contrary, a certain initial intuition that would later form a plane of certainty will be to become the weapon to struggle in the production of new ideas.

Therefore, this type of work, although it does not assume a genealogical approach explicitly, highlights elements that generate closeness to it, in that:

Genealogy is gray; it is meticulous and patiently documentary. It works on scrambled paths, scrawled, often rewritten

Genealogy requires, therefore, meticulous knowledge, large amount of stacked materials, patience. Its "cyclopean monuments" ("Human, all too Human", paragraph 3) must not be overthrown at the stroke of great beneficial errors, but of small truths without appearance, established by a severe method.

In short, a certain fierceness in erudition; genealogy is not opposed to history as the philosopher's deep vision of an eagle in relation to the scrutinizing gaze of the wise; on the contrary, it opposes the metahistorical display of ideal significations and the theological undefined ones. It opposes the search for origin (Foucault, 1980, p.7).

Regarding the constitution of the sources, we have been insisting on the need to update the documentary works. To do this, we resorted to a way of working with research based on the constitution of archives. From our methodological references we accept the following:

- In the documentary investigation the file does not exist, it is not given; it is constructed from the documentary mass.
- Methodologically, this way of approaching the constitution of the archive involves two instances: dispersion and delimitation and in some cases, due to the very necessity of the research problem, the one of expansion.
- The state of art has as its starting point the primary sources; that is, the documents (documentary mass) and not the secondary sources. From those, it is attempted to demonstrate the advances in a certain area of knowledge.

Having made these clarifications, let's see how those elements were configured in the investigation (Viafara, 2017).

# Constitution of the file 16

Constituting the file<sup>17</sup> of this project has meant, on the one hand, to go to a route whose initial moment proposes looking at the state of the art not as a result of the revision of a system anchored in properties of that which is accumulated in a topic or specific problem (librarian modus file), but as the result, in an extended mode of a set of documents that are close or even scattered, that allowed us to address the research problem that is of concern herein.

The starting point was to build or construct a file; this has to do with a central idea according to which the sources of an investigation are not necessarily determined in a precise way; that is, how they are organized and accumulated in the proper patterns of the library, the documentation center or the newspaper library, where the way to consult them or make questions parting from them is necessarily given by an author or set of authors, and a work or set of them, or supported by the arguments of a text or a set of them.

When referring to "constitute or build" the file, we do not allude to the documentary mass (the sum of documents), but to specific practices, so as to then undertake the task of "instrumentation of discursive records", with the idea of showing the specific file of the research project.

Some conceptual contributions were useful, because the introduction by Foucault of the notion of archive in contemporary philosophical reflection, reinforces the radical position of Maurice Blanchot, <sup>18</sup> who launches an affirmation that ends up becoming a slogan: "There is no longer a library, from now on, each one will read at its own pace. The library disappears, it is disappearing, and it has disappeared perhaps in terms of an organized corpus of our tradition "(Blanchot, cited by Morey, 2014, page 189

Such consideration offered the possibility of advancing in the constitution of the archive, since according to such theoretical consideration, it invited us to understand that from now on the library can be organized as each one wants. There are

<sup>16.</sup> This section is part of the research Body, consumption and education: three dimensions to propose a theoretical debate. Doctoral thesis in development of Hárold Viáfara Sandoval, 2017 and of the research report Body practices of university students of Cali (Colombia) and La Plata (Argentina), of Harold Viáfara and Norma Rodríguez, University of San Buenaventura Cali and National University of La Plata, 2017.

<sup>17.</sup> On the notion of archive can be traced the formulations proposed by Foucault in the archeology of knowledge.

<sup>18.</sup> Maurice Blanchot, (1907-2003) acute critic and of enormous clarity since 1941. One third of the reviews he wrote until 1944 were collected in False Steps. It is a writing in which Blanchot permanently questions the possibility of literature, of the writer and of the work, in a reflection crossed by the notions of the neutral, the solitude and the "desobra". (http://www.trotta.es/pagina.php?cs id pagina=15&cs id contenido=10534).

as many libraries as there are subjects and as many libraries as the possible routes through literature, without there being one that can be privileged. Somehow, behind Blanchot's gesture there is the verification of the dissolution of the corpus of our tradition (Morey, 2014).

To lay the foundations for this file it was important to go to new routes. The example of the ways in which this has occurred in the case of literature is clear

[...] Narrative in general, novels in particular, may be the way in which the fugitive state of the statement is kept, a counter-file for that that is ephemeral and marginal. A novel gives to the negativity of the archive, to the banning of the archive, a way of being phantasmagorical, which represents only, especially in modern times, the very power of the archive to differentiate (González, 2011, pp. 69-70).

In assessing the way in which it occurs, it is useful to go to One Hundred Years of Solitude and recognize what underlies the specific way of describing Melquiades' room:

Like the archive, a novel treasures knowledge. Like the archive, that knowledge is from the origin, that is, from the link of its own writing with the power that makes it possible, therefore, with the very possibility of knowledge. In the beginning, that power was the law, but later other origins would replace it, although preserving the seal of that initial pact between power and writing. The modern novel retains those origins and the structure that makes them possible (González, 2011, p.68).

In this case, the file does not proceed through the way of accumulating meaningful documents with historical sense, through the way of a set of arguments that accounts for a reality that also presents a historical moment to the mind.

To advance the archive proposal implied that the term archive comes from the Latin *archivum*, although some propose that it comes from the Greek and refers to the "residence of magistrates". In general, the word is used to name an ordered set of documents that a culture particularly, a society, an institution or a person has drawn up within the framework of his/her activities and functions.

The preponderance of the archive in research of historical nature has earned it special status and legitimacy, but in the same way it has produced an "accumulated" look of respect and untouchability towards it, which has made it possible to admire, respect and use it with fascination.

It should also be noted how this particular way of assuming this type of file calls for an imaginary of spatial or temporal accumulation. From that accumulation (newspapers, books, documents, images, audiovisual pieces) of patrimonial character, an imaginary and a certain way of registering its contents have been built; specific forms and consultation norms have been established and limitations have been formulated against some technological uses (camera, for example). Also, these files

are located, classified and distributed according to certain parameters (I refer to the notion of collection, for example).

The above mentioned shows a line or way of accounting for the archive in its traditional version, to indicate several definite points in relation to that type of archive and the one proposed herein, to inform about the elements that configure the particular way of conceptualizing and constituting our archive. For this, the following aspects were taken into account: specificity of the documents (not of the bibliography); location (a dispersion status), and temporality (possibility of constituting a period).

Thus, a series of evidences was announced by Blanchot and catapulted later by Foucault in relation to the sources that historically had supported the theoretical formulations and the knowledge produced by the social sciences and which, in the same way, guaranteed its status as scientific. Accepting this recommendation implied taking into account different derivations in the conceptualization of the archive. Foucault, for example, bases the notion of archive on the basis of this Blanchotian consideration.

In this sense, a first warning invites us to think about the archive confronted with the notion of a library: "[...] to understand the archive as something that is not the library; as something that appears when the library dies or when the library becomes something else, it becomes fragmented and dispersed "(Morey, 2014, p.190).

In this way, the issues related to the way of constituting the file led to submitting a minimum consideration of each one of them.

Specificity of the documents (not of the bibliography): it is not a question of refining the search in the classic texts of the library, but in primary sources.

Location of documents (a dispersion status): the primary sources were not located in a specific or unique place; they were not related to a documentary axis or center as a guide. On the contrary, they were the result of diverse origins: specific practices or critical or emergent moments that make certain events visible.

Temporality of the documents (possibility of constituting a period): the sources in question, when valued for the role they had fulfilled, recorded at some point a particular event or historical events in relation to the condition of possibility of the object of study, which gave a chronological time of initiation of the period to study and other events that established a "limit" time.

# Instrumentation of discursive registers

At this time the work was devoted to tracking sources from which to problematize the questions that were valued at the time. In this sense, and from a search perspective broad and extended, a set of preliminary documents were found, which will be discussed in detail.

The constitution of the archive is observed in three moments:

- Moment of Dispersion
- Moment of Delimitation
- Moment of Expansion

# Moment of dispersion<sup>19</sup>

Speaking of dispersion calls for a consistent task in documentary search based on two premises: chronological broadness and documentary sufficiency. The first responds to the need to locate the inquiry in a broad period, in the idea of tracking what begins to occur, that is, the fact that initiates a configuration. The second requires the need to track in the time span of the search a sufficient number of documents or discursive records in which approximations are made about what we are asking or the fact that accounts for a specific development.

In our case, as a result of the anticipated premises, the set of documents initially located in a broad period (1900-2015) helped to comprehend in an equally broad manner the developments that were taking place there in the area of bodies, consumption and education (Table 5).

As can be seen in Table 5, the documentary search in the present case has constituted a considerable level of expansion -dispersion-, from which we could find documentary sources that gave strength to the significant research questions of the present work.

In other words, the moment of dispersion corresponds to a kind of search map in which the researcher tries to identify:

- Key documents
- Documents that show emergence
- Documents that show recurrence
- Documents that give account of news
- Documents that account for specific events
- Documents that reveal specific practices, subjects and institutions
- Documents "that make visible" some enunciations.

<sup>19.</sup> In order to avoid recurring quotations, the following clarification is anticipated: this section is an integral part of the research "Bodies, consumption and education: three dimensions to propose a theoretical debate". Harold Viafara Sandoval's PhD thesis in progress.

Lable 5. Classification and documentary characterization of the dispersion moment

Number	Recording of Document	Document Sub-records and definition
Н	Service promotion documents	Advertising ads: they give an account of the information published in the press and magazines, under discursive forms arranged based on the dynamics typical of advertising and marketing; that is, documents in which services are offered or promoted.  Classified ads: correspond to records that make offers or requests.
7	Information documents	News from the press: in this there are reports on events that have taken place in different situations.  Press articles: they approach specific situations or deal with "some detail" about specific issues.
m	Student manuals and regulations	Civic education manuals: documents proposed to establish agendas of good behavior practices in social environments and in educational settings.  Manuals of coexistence in secondary education institutions: documents with which the practices and the relationships of the individuals of the institutions are regulated. They presuppose the presence of underage students.  Student regulations for higher education institutions: documents that regulate the practices and relationships between the institutions' individuals. The presence of underage and older students is presumed.  Physical exercise or physical education Manuals
4	Audiovisual productions (Viáfara, 2012)	<ul> <li>Photographs: They correspond to records or images of individual, group or institutional realities, in which bodily practices are shown as visual elements, which make it possible to problematize an iconographic dimension in time.</li> <li>Songs: This alludes to different musical genres: ballads, rock, salsa, tango, guasca, pop and hip hop.</li> <li>Films</li> <li>Videogames</li> </ul>

Number	Recording of Document	Document Sub-records and definition
τO	Documents of International Organizations	Documents of Inter- They correspond to documents in which prescriptive proposals, agendas or strategies are formulated on a specific national Organizations topic in the international or global scope. International organizations are included: PAHO, WHO, FAO, OCE, UNICEF, UN, ECLAC, World Bank, ILO/CINTERFOR (Inter-American Center for the Development of Knowledge in Vocational Training) 20
9	Jurisprudence documents and legislative acts	Jurisprudence docu- They are documents product of legal decisions (judgments) legislative ordinances laws, agreements, according to ments and legislative the territorial scopes where they are produced.
12	National institutional documents	National institutional Set of documents originated in institutions of national order:  Development plans  Ministers' Reports (documents that make up the annual reports originated from the ministries and addressed to the Congress of the Republic.  Institutional documents  Colombian Family Welfare Institute  Ministry of National Education  Ministry of Culture  Ministry of Culture  Ministry of Culture  Ministry of Culture  Office of the Inspector General of the Nation  Office of the Attorney General of the Nation

Since 1963, the Inter-American Center for the Development of Knowledge in Vocational Training (ILO / Cinterfor) is a pioneer in the management, collective construction of knowledge and the promotion of South-South cooperation in matters related to the development of human resources. It is a specialized Center of the International Labor Organization -ILO- that articulates and coordinates the largest and most prestigious network of entities and institutions, public and private, dedicated to the strengthening of work competencies. This network, formed by more than 65 entities from 27 countries in Latin America, the Caribbean, Spain and Africa, actively collaborates in the permanent updating of the platform of knowledge management that is available to the world of professional training (http://www.oitcinterfor.org/general/%C2%BFqu%C3%A9-oitcinterfor) 20.

Number	Recording of Document	Document Sub-records and definition
<sub>∞</sub>	Documents of institutions of cooperation,	Documents of institutions are as a particular feature to give an account of the actions of entities that under the scheme of support, tions of cooperation, solidarity or charitable activities delineate efforts within the framework of philosophies of "altruism" or "beneficence. The arrives and religious productions and religious productions and religious productions and religious productions.
	communities	communities  - MISEREOR. (German Catholic Bishops' Organization for Development Cooperation)
		- Spanish Agency of International Cooperation for Development - AECID.
		- Argentinian German Technical Cooperation, GTZ.
		- Netherlands Organization for International Development Cooperation - NOVIB.
		- United States Agency for International Development (USAID).
		Documents from benefactor institutions:
		- Child Sponsorship - Plan International.
		- World Vision.
		Documents of religious communities: They present practices supported by a given religious creed, from which actions that operate on the population are generated:
		- Religious Tertiary Capuchin Community.
		- Society of Jesus (Jesuits).
		- Dominican Community
		– Franciscan Order of Friars
		– Basilian Order
		– Jehovah's Witnesses.

Number	Recording of Document	Document Sub-records and definition
0.	Life tests <sup>21</sup>	They are the product diagnostic results allusive to the initial state of infants or people in general, but they also give an account of what is related to individuals' death. For its registration we resorted to the hospital institutions; with this work it was possible to advance in the documentary dispersion. The following are included:  - Pregnancy test - Apgar test - Labor annotation - Live birth record - Physical examination of newborn <sup>22</sup> - Medical note <sup>23</sup> - Medical note <sup>24</sup> - Registration information <sup>25</sup> - Clinical history and evolution - Clinical bistory and evolution
10	Baptism and Birth Certificates 26	Baptism and Birth Cerl It accounts for two specific sources:  - Baptism certificates.  - Civil registers of birth

21. Designation proposed by the students of the Bachelor of Education in Early Childhood of the University of San Buenaventura Cali, Julissa Salazar Baquero and Liz Estefany Pérez (April 2013)

This document reports the findings found in the initial medical assessment of the newborn.

These documents report the findings found in the patient by the nursing staff. They chronologically describe everything done by both the doctor and In these documents the activities and procedures carried out by the doctor are reported, from births, evolution of the patient to treatment and diagnothe nursing staff.

sis, surgical interventions, to the description of the process of death.

This document describes in detail the data of the patient's origin, reason for consultation and hospitalization data.

26. Designation proposed by the students of the Bachelor of Education in Early Childhood of the University of San Buenaventura Cali, Stephania Herman Agudelo and María Isabel Perea Ávila (April 2013).

Number R  11 Social  cords  12 Recor	Records of other consumptions	Social Networks re- Information circulating in the following networks:  - Hi5 - Facebook - Twitter - Instagram - Snapchat - Snapchat - Whatsapp Records of other con- Consumption in large areas.  Substitutions  Consumptions  Consumptions  Consumptions  Consumptions  Consumptions  Consumptions
--------------------------------------	-------------------------------	--

# Delimitation moment<sup>27</sup>

The work of specifying the sources that constitute the archive is not an action undertaken with mere documentary selection, since it requires submitting the documentary mass to several considerations: historicity, pertinence and condition of emergence.

Historicity: it is about assessing how the set of documents constituting the archive allows us to record a certain emerging phenomenon-the problem we have proposed-in a determined particular reality and at a specific period of time.

Talking about historicity implies exploring the ways in which the documents are classified and certified, the rhetoric that governs them, the events they record and the links that put them in interrelation. A kind of theoretical presentation about the origin of the problem underlies the idea of historicity.

Relevance: accounts for a key characteristic of the documents that make up the archive. It involves an exhaustive document evaluation exercise in content and quantity, from which distance points are established among general, "complementary" documents and others that, due to their value and relevance, are considered "crucial".

Condition of Emergence: from this consideration it is sought to identify in the archive those specific documents with which it is possible to show the "events" that give face to the problem that we have proposed to approach. There, going to the contributions, that the School of Annals made in its time, points out a course, because the condition of event implied the possibility that those historical facts that had such a characteristic fulfilled the condition of producing ruptures in a particular conjuncture; that is, marking a certain time, in such a way that it was possible to clearly evaluate the precedents and the consequences.

In a philosophical sense, every event is about perseverance of an alteration in which multiple and heterogeneous, random, singular and productive mechanisms of experiences and subjectivities are combined and operated in a contingent and paradoxical sense. It can be characterized, in the same way, as the articulation of bodies, political and social forces, ways of living, collectivities, and practices; forms of sensitiveness, animal, plant and mineral species, fictions, etcetera. The event should not be confused with the term miracle in religion or theology that occurs surprisingly, outside of human interference and transforms some determining laws. Nor should it be confused with the term, fact, circumstance or event that theoretically implies something that has happened and cannot be altered (Deleuze, 1994, p.23).

<sup>27.</sup> This section is also an integral part of the research Body, education and education: three dimensions to propose a theoretical debate. Doctoral thesis in development of Harold Viafara Sandoval.

These considerations--historicity, pertinence and condition of emergency--were, precisely, some of those that in past times historians would summon to achieve precise approaches to historical documents. The Colombian historian Germán Colmenares to problematize and contrast these elements, indicated in his time:

The Braudelian conception has also had an answer in Michel Foucault. According to Foucault, at the same time that history was inclined towards long duration and rejected the intrusion of a specific event, in certain specific disciplines, such as the history of ideas, of science, of thought or literature, attention was directed towards rupture phenomena. This peculiar conception in the treatment of the temporality of such disciplines is destined to accentuate their autonomy (Colmenares, G. 1987, pp. 10-11).

From the implications that a position must assume, in relation to the approach and treatment of the documentary collection, it is important to take into account how:

[...] whatever the rhythm that a given order of events (spasmodic, serial, conjunctural or of ruptures) imprints on temporality, the historian cannot disregard this dimension. His job is attached to the very notions of change and transformation. For him, the most significant times are those in which a change is operated (Colmenares, 1987, p.11).

Clearly, in our case the center of interest for the treatment of the problem under study is constructed when we identify the moment in which the conditions that formalize a certain unexpected movement (change) are gestated to give way to a fact or phenomenon that has a certain singularity, clearly different, to the rhythm of the events that preceded or happened later.

Said all the above, it is expected that from the argumentative elements presented, vanishing lines will be visualized from which it is hoped some clues will be given to delve into documentary searches in the approach to studies on education, body and practices of physical education. This is, undoubtedly, a necessary path in faculties or academic programs that deal with the historicity of physical education, the appearance of gyms as spaces for specific corporal modulation and the function of physical education in the new times of schools and schooling, among others.

Finally, with these considerations, we continue to make progress in our craftsmanship of academic work in the Group of Studies on Bodies and Education (GESCE), which is part of the Research Group High Management, Humanities and Education (GIADHE), both are the support of the Master in Higher Education Services Management of the University of San Buenaventura, Cali campus. On the other hand, with this exercise the wave continues in its inter-institutional display, with the idea of generating mobility or frictions, if this is the case.

# Slaves of the surgery room

Harold Viafara Sandoval's Lyrics and music February 10, 2003

(Loudspeaker call in a clinic: Miss Estela Voluptuos, please stop by the office!)

It's 4:00 p.m., the surgeon already called you, after three consultations, your body has been well designed Plastic surgery became fashionable.

The natural body
was replaced by the artificial one,
the body of those women
it's no longer genuine ... original
it seems all global
That's why it's so light.

The body already weighs that's what liposculpture is for, and the abdominoplasty; buttocks are enhanced like black women's asses using silicones and butt shaping.

Fat pockets are superfluous in arms and legs that's why you have to remove them that includes the liposuction.

They no longer eat flours to keep thin figures they live with doping salads and what a disgrace!
Naively they forget proteins.

To design global breasts
no problem anymore,
it is not necessary to
Apply hormones like homosexuals do
ask the plastic surgeon
from office 100,
he will do a mammoplasty, grafts
or will apply silicone.

Every week they are on a different diet wanting to lose weight,

and they use anti-cellulite cream already the cult to the body has become the single object.

The "cuchacha"
mixture of an oldie and a girlish
endured forty years
with her butt flat
but her daughter washed her brain
her little daughter;
she's waiting out of the office of surgeon 80
to have him do a butt enhancement

That girl will be Miss Global, she wants to fix her smile do not worry, that in office 20 they make the commissureplasty and if your chin disgusts you the surgeon of office ten will do a chin plasty...

Oh lady, you forgot two things!

Don't forget they

can also improve your

the cheekbones and the septum

and look in the dictionary

what a rhinoplasty and septoplasty are
and just by looking in the dictionary

you will be less plump-cheeked

and will get an aquiline nose.

Already for several of my friends surgery went to the vagina they does not understand what a vaginoplasty is but that tightens up the vagina much do they less imagine what clitoral plastic surgery is but that rebuilds the clitoris they also make implants there and many theses are discussed to place prosthesis.

They invest a lot of cash in body rituals
They diluted and defraud themselves in narcissism wallowing in the imaginary to have a perfect body.

It's nine o'clock post meridian the girl of 18 and the lady of 50 already came out, of office 36 and a don Juan stares at them goes by the 18-year old and stops at the 50-years old side And asks

What's wrong with your neck, Is it not as beautiful as the rest? suddenly the surgeon of room 36 yells come in, come in ma'am I forgot to do the neck lift

#### End

Loudspeaker voice inside a clinic
(a woman says: don't forget
Dear customers that this month
we are promoting neck plastic surgery
to eliminate wrinkles from it,
removing the redundant tissue,
that is, excess tissue).

\*\*\*\*

#### Special thanks

I will not fail to recognize that at all times Noé, my father—a tremendous human being--and Mery, my mother, were there for me; also I always counted on the continuous understanding and company of Sandra López Enríquez and Diana Carolina Viafara López. They remain present following these paths.

# Bibliographic References

#### Preface and Presentation

- BARRERA, Ó. (2011). "El cuerpo en Marx, Bourdieu y Foucault". Iberofórum.
   En: Revista de Ciencias Sociales de la Universidad Iberoamericana, 6(11).
- DÍAZ, M. (2007). La educación superior frente al reto de la flexibilidad. Bogotá:
   Cooperativa Editorial Magisterio.
- DUBET, F. (2006). El declive de la institución. Profesiones, sujetos e individuos ante la reforma del Estado. Bogotá: Gedisa Editorial.
- FOCAULT, M. (2012). El poder, una bestia magnífica sobre el poder, la prisión y la vida: Siglo Veintiuno Editores.
- GARZÓN, O., MENDOZA, W., CALVACHE, O. (2004). "La flexibilidad: eje de una estructura académico-administrativa". En: Revista Científica Guillermo de Ockham, 4(1), pp. 11-28,
- PARRA, S., (2014). Módulo Cátedra Institucional. Unidad de Educación y Pedagogía, Institución Universitaria Escuela Nacional del Deporte.
- OROZCO, G. (2014). Docencia universitaria. Bogotá: Ediciones Unisalle.

#### Wave one

#### Bodies and the difference

# Bodies and disability. Abnormal body and formation processes

- DUSCHATZKY, S. Skliar, C (2000). La diversidad bajo sospecha. Reflexiones sobre los discursos de la diversidad y sus implicancias educativas. Disponible en http:// www.porlainclusionmercosur.educ.ar/documentos/Ladiversidadbajosospecha. pdf
- ECO, U. (2012). Construyendo al enemigo. Editorial Lumen.

- FOUCAULT, M. (2008). Los anormales. Buenos Aires: Fondo de Cultura Económica.
- GARCÍA, C. (2010). Cultura escolar inclusiva en educación infantil: Percepciones de profesionales y padres. Tesis doctoral. Salamanca: Universidad de Salamanca.
- Instituto Universitario de Integración en la Comunidad (Inico). (2009). Mejor Educación para Todos: Cuando se nos incluya también. Un Informe Mundial. Universidad de Salamanca, España.
- GUTIÉRREZ, P (2014). Mil orejas. Tragaluz Editores
- MORENO, M. (2010). Infancia, políticas y discapacidad. Universidad Nacional de Colombia, Facultad de Medicina. Doctorado en Salud Pública. Bogotá.
- ONU. (1948). Declaración Universal de los Derecho Humanos.
- PARRILLA, Á. (2002). "Acerca del origen y sentido de la educación inclusiva".
   En: Revista de la Educación Inclusiva N° 327. Sevilla: Universidad de Sevilla.
- VANONI, E (2014). Cartografías de la discapacidad. Argentina: Editorial Brujas
- VEGA, E. (2008). Anormales, deficientes y especiales. Genealogía de la Educación Especial. Buenos Aires: Centro de publicaciones educativas y material didáctico.
- VERDUGO, M. (2003). De la segregación a la inclusión escolar. Salamanca.
   Universidad de Salamanca.
- VILLORO, L. (2002). El pensamiento moderno. Filosofía del Renacimiento. México: Fondo de Cultura Económica.
- WOLFENSBERGER. (1972). Normalization: the principles of normalization in human services. Toronto: National institute of Mental Retardation.

# The body beyond what is tangible: dissertations about the function-dysfunction disjunction

- CARVAJAL, M. (2013). "El enfoque de capacidad de Amartya Sen y sus limitaciones para la ciudadanía y la sociedad civil". En: Revista Iberoamericana de Filosofía, Política y Humanidades. 16 (31), pp. 85-103.
- CHANÁ, C. y ALBURQUERQUE, D. (2006). "La clasificación internacional del funcionamiento, de la discapacidad y de salud (cif) y la práctica neurológica". En: Revista chilena de neuropsiquiatría, 44 (2), pp. 89-97.

- GARCÍA, R. v FERNÁNDEZ, M. (2005). "La inclusión para las personas con discapacidad: entre la igualdad y la diferencia". En: Revista de Ciencias de Salud, 3 (2), pp. 235-246.
- Handicap International. (2016). Rompiendo barreras: por el derecho a una vida plena. Calendario.
- HENAO, A. (2014). "La inclusión social de la discapacidad como tecnología biopolítica: una reflexión para el trabajo social". En: Revista de trabajo social (16), pp. 157-173.
- PADILLA, M. (2010). "Discapacidad: contexto, concepto y modelos". En: <. (16): 381-414
- RODRÍGUEZ, D. v FERREIRA (2010). "Desde la discapacidad hacia la diversidad funcional. Un ejercicio de dis-normalización". En: Revista Internacional de Sociología. 68 (2), pp. 289-309.
- REAVIS, G. (1940). The animal school: A fable.
- VICTORIA, M. (2013). "El modelo social de la discapacidad: una cuestión de derechos humanos". En: Revista de Derecho UNED (12), pp. 817-833.

# Art in signs. From the body to culture

- ANGULO, J. (2012). "Cuerpo, emociones, cultura". En: Revista Interuniversitaria de Formación del Profesorado, 26(2).
- GÓMEZ, J. (2014). "La visión sobre el cuerpo desde de las tradiciones del lejano Oriente". En: Revista Pistis & Praxis: Teología e Pastoral, 6(2).
- LABORIT, E. (1994). El grito de la gaviota. Seix Barral. Barcelona.
- LADD, P. (2011). Comprendiendo la cultura sorda: en busca de la sordedad. Consejo Nacional de la Cultura y las Artes.
- SCHILLER, F. (1990). Kallias. Cartas sobre la educación estética del hombre (Vol. 8). Madrid: Anthropos Editorial.
- PÉREZ DE LA FUENTE, Ó. (2016). Las personas sordas como minoría cultural y lingüística. Madrid: Universidad Carlos III.
- VIDAL, J. (2007). "La sensibilidad universal: una aproximación al discurso del movimiento de personas con discapacidad". En: Acciones e Investigaciones Sociales, (24), 101-129.

#### Wave two

# Bodies, institutions and Training

### Educating the body technologically

- Diario El Mundo (21 de octubre de 2015). Obtenido de http://www.elmundo. es/economia/2015/10/21/5627540446163fe5228b45f5.html
- Diario El País. (2 de agosto de 2002. Obtenido de http://elviajero.elpais.com/ elviajero/2012/08/02/actualidad/1343924195 952392.html
- Diario El País. (4 de julio de 2012). Obtenido de http://deportes.elpais.com/ deportes/2012/07/04/actualidad/1341406341 175139.html
- Diario El País. (3 de junio de 2014). Obtenido de http://elpais.com/el-pais/2014/06/03/icon/1401815992\_108196.html
- Diario El Tiempo. (27 de octubre de 2015). Obtenido de http://www.eltiempo. com/archivo/documento/CMS-16414515
- Diario El Tiempo. (2 de Diciembre de 2015). Obtenido de La tecnología detrás del uniforme de Nairo Quintana: http://www.eltiempo.com/archivo/documento/ CMS-16447353
- Escuela Nacional del Deporte. (2017). Obtenido de http://www.endeporte.edu. co/noticias/921-con-tecnologia-de-ondas-de-choque-la-ips-de-la-escuela-nacional-del-deporte-recupera-un-talento-juvenil-del-america-de-cali
- Revista OMPI. (5 de Septiembre de 2012). Organización Mundial de la Propiedad Intelectual Obtenido de http://www.wipo.int/wipo\_magazine/es/2012/05/ article 0005.html
- SCIDEV. (2010). Portal de noticias de ciencia al desarrollo mediante noticias y análisis. Obtenido de http://www.scidev.net/america-latina/salud/especial/ nanotecnolog-a-para-la-salud-hechos-y-cifras.html

Contrasts of the perception about being healthy and the body mass index, according to age and sex, of adolescent school children of an educational institution of the city of Cali

- ARIAS, H. y QUIÑONES, A. (2011). Archivos y documentos. Guía del Semillero de Investigación Ciencia, Tecnología y Fútbol, IUEND.
- BALSALOBRE, F.; SÁNCHEZ, G. y SUÁREZ, A. (2013). "Influencia de la condición física en el autoconcepto de un conjunto de adolescentes del municipio de Alcantarilla". En: Cuadernos de Psicología del deporte, 12(2), pp. 57-62.

- CASANUEVA, E.: ARROYO, P.: KAUFER-HORWITZ, M. v PÉREZ-LIZAUR, A. (2001). Nutriología médica. México: Médica Panamericana.
- GÁLVEZ, A.; RODRÍGUEZ, P.; ROSA, A.; GARCÍA-CANTÓ, E.; PÉREZ-SOTO, I.: TARRAGA, M. v TARRAGA, P. (2015). Relación entre el estatus de beso corboral y el autoconcepto en escolares. Tomado de https://doi. org/10.3305/nh.2015.31.2.8467
- FERNÁNDEZ-BUSTOS, I.: GONZÁLEZ-MARTÍ, I.: CONTRERAS, O., v. CUEVAS, R. (2015). "Relación entre imagen corporal y autoconcepto físico en mujeres adolescentes". En: Revista Latinoamericana de Psicología, 47(1), pp. 25-33.
- GARCÍA-SÁNCHEZ, A.; BURGUEÑO-MENJIBAR, R.; LÓPEZ-BLANCO, D. y ORTEGA, F. B. (2013). "Condición física, adiposidad y autoconcepto en adolescentes. Estudio piloto". En: Revista de Psicología del deporte, 22(2).
- RODRÍGUEZ, A., GOÑI, A. y DE AZÚA, S. (2006). "Autoconcepto físico y estilos de vida en la adolescencia". En: Psychosocial Intervention, Vol.15 No.1.
- ROMERO, E.; MÁRQUEZ-ROSA, S.; BERNAL, F.; CAMBEROS, N. y DE PAZ, J. A. (2014). Imagen corporal en niños obesos: efectos producidos por un programa de ejercicio físico. En: Revista de Ciencias del Deporte, 10(3).
- VIDERA-GARCÍA, A., y REIGAL-GARRIDO, R. (2013). "Autoconcepto físico, percepción de salud y satisfacción vital en una muestra de adolescentes". En: Anales de psicología, 29(1), pp. 141-147.

# Quality in Higher education wellbeing: A first approach to Colombian students' power over their body

- CARRILLO, L. (2016). "Un estado del arte del bienestar universitario en Colombia". En: Revista Perspectivas Educativas No. 2.
- DECRETO 274 de 1957.
- LEY 30 1992.
- LE BRETON, D. (2011). Cuerpo Sensible. Santiago de Chile: Ediciones Metales Pesados.
- LEBRETON, D. (2002). La sociología del cuerpo. Buenos Aires: Nueva Visión.
- PEDRAZA, Z. (2004). El régimen biopolítico en América Latina. Cuerpo y pensamiento social. En: Iberoamericana. América Latina, España, Portugal: ensayos sobre letras, historia y sociedad, No. 15 (4). pp. 7-19.

#### Web References

- www.caliescribe.com
- http://www.icesi.edu.co/bienestar universitario/
- http://vicebienestar.univalle.edu.co/
- http://www.endeporte.edu.co/26-corporativo/servicios-especiales/121-bienestar universitario
- https://www.javerianacali.edu.co/el-centro-de-bienestar
- http://www.uao.edu.co/servicios/egresados/bienestar-universitario
- https://www.ugc.edu.co/index.php/bienestar-universitario,
- http://www.unisabana.edu.co/bienestar-universitario/nosotros/
- https://www.upb.edu.co/es/bienestar

Is there polyphony of the body in the academic training of students of the professional program on Sports of the University Institution Escuela Nacional del Deporte?

- ALFONSO, D. (2012). Deporte y educación física en Colombia. Inicio de la popularización del deporte 1916-1942. Bogotá: Tesis inédita Universidad Javeriana.
- BOURDIEU, P. (2005). Una invitación a la sociología reflexiva. México: Siglo XXI.
- CERTEAU, M. (1996). La invención de lo Cotidiano. México: Universidad Iberoamericana, A.C.
- ELÍAS, N. (1992). Deporte y ocio en el proceso de la civilización. México: Fondo de Cultura Económica.
- FOUCAULT, M. (1999). Estética, ética y hermenéutica. Obras esenciales, Volumen III. Barcelona: Paidós.
- GAMBOA, A. (2014). Modelos Pedagógicos (Línea de tiempo). México: Marista.
   Recuperado de 2017, de https://www.youtube.com/watch?v=YuCx1kckZ7o
- Escuela Nacional de Deporte. (2006). Proyecto Educativo Institucional. Santiago de Cali.
- IU Escuela Nacional del Deporte (iuend). (2009). Modelo Pedagógico Institucional. Santiago de Cali.

- SÁNCHEZ, R. (2001). "La concepción griega del cuerpo". En: Revista Efedeporte 6(33)
- TREVIÑO, P. (2000). Apuntes para una definición de la modernidad. En Modernidad y posmodernidad. México, D.F: Limusa.

#### Wave three

# Teaching through the body

From the musical score to action: from action to the musical score. Contributions of musical grammar to the construction of a scenic art grammar

- DUBATTI, I. (2016). Teatro-matriz, teatro liminal. Estudios de Filosofía del teatro y poética comparada. Buenos Aires: Atuel.
- GARRÉ, S.; ITZIAL, P. (2010). Cuerpos en escena. Madrid: Ed. Fundamentos. España
- LECOQ, J. (2003). El cuerpo poético: una pedagogía de la creación. Barcelona: Alba Editorial.
- RODRÍGUEZ, A. (2000). Adiestramiento rítmico-corporal y melódico-musical para actores. Bogotá: Ed. Escuela Superior de Artes, Alcaldía Mayor de Bogotá.

#### Math in motion

- CARLGREN, F. (1989) Una educación hacia la libertad. La pedagogía de Rudolf Steine. Madrid. Gráficas Muriel, S.A.
- Ministerio de Educación Nacional (2016). La educación en Colombia. Revisión de políticas nacionales de educación. Tomado de http://www.mineducacion.gov. co/1759/articles-356787 recurso 1.pdf
- Ministerio de Educación Nacional (2014). Cobertura. Tomado de http://www. mineducacion.gov.co/1759/w3-article-179334.html
- MONROY, Y. (2007), Inteligencias múltiples en los niños. Bogotá: Ediciones Gamma S.A
- REINHARDT, A. (2007). Des-cifrar. Buenos Aires: Antroposófica.
- RODRÍGUEZ, B.; MARTÍNEZ, E.; MORALES, F.; MONROY, M.; RANGEL, P. v VON KUGELGEN, H. (1960). Conferencias de educación preescolar del niño. México: Antroposófica.

ZAPATA, O. (1992) La psicomotricidad y el niño: etapa maternal y preescolar.
 México: Ed. Trillas. ISBN: 968-24-3644-3

#### Wave four

#### Building the file

Access to some documents to approach studies on education, body and physical education practices

- ÁLVAREZ, A. (1995). Y la escuela se hizo necesaria: en busca del sentido actual de la escuela. Bogotá: Editorial Magisterio.
- ÁLVAREZ, A. (2004). "Los sistemas educativos en América Latina. Historias, diagnósticos y perspectivas". En: ZULUAGA, O. y OSSENBACH, G. (Compiladoras). Modernización de los Sistemas Educativos Iberoamericanos. Siglo XX.
- BARA, A. (1975). La expresión del cuerpo. Buenos Aires. Ediciones Búsqueda
- BARRÁN, J. (1995). La invención del cuerpo. Montevideo: Ediciones de la Banda Oriental.
- BAUDRILLARD, J. (2012). La sociedad de consumo. Sus mitos, sus estructuras. México: Siglo XXI Editores.
- BAUDRILLARD, J. (2008). De la seducción. Madrid: Ediciones Cátedra.
- BERTHELOT, J. (1995). "The Body as a Discursive Operator Or the Aporias of a Sociology of the Body". In: Body & Society 1(1), pp. 13-23.
- BLACKING, J. (1977). The anthropology of the Body. London, New York, San Francisco: Academic Press.
- BOLTANSKI, L. (1971). "El uso del cuerpo". En: Los usos sociales del cuerpo.
   Madrid: Editorial Ediciones Periferia.
- BORDIEU, P. (2011). Capital cultural, escuela y espacio social (compilación y traducción de Isabel Jiménez). México D.F: Siglo XXI Editores.
- CAMPO, F. (2012). La puesta en escena de los cuerpos sometidos a la cirugía estética. Cali: Universidad del Valle.
- CANGUILHEM, G. (2004). Escritos sobre la medicina. Buenos Aires: Amorrortu Editores.
- CASTRO, E. (2011). Diccionario Foucault. Temas, conceptos y autores. Buenos Aires: Siglo XXI Editores.

- CASTRO, S. "El gobierno de las poblaciones", en, CASTRO S. (2010). Historia de la gubernamentalidad. Razón de Estado, liberalismo y neoliberalismo en Michel Foucault. Bogotá: Siglo del Hombre, PUJ, Instituto Pensar
- CITRO, S. (2009). Cuerpos significantes: travesías de una etnografía dialéctica. Buenos Aires: Editorial Biblos.
- CITRO, S. (coordinadora) (2011). Cuerpos plurales: antropología de y desde los cuerpos. Buenos Aires: Editorial Biblos.
- COLMENARES, G. (1987) Sobre fuentes, temporalidad y escritura de la historia. Digitalizado por la Biblioteca Luis Ángel Arango del Banco de la República. Colombia
- COSTA, P., PÉREZ, I. v TROPEA, F. (1996). Tribus urbanas, El ansia de identidad juvenil: entre el culto a la imagen y la autoafirmación a través de la violencia. Barcelona: Paidós.
- DELEUZE, G. (1994). Lógica del sentido. Trad. de Miguel Morey y Víctor Molina. Barcelona: Planeta-Agostini.
- DELEUZE, G. (2013). El saber. Curso sobre Foucault. Buenos Aires: Editorial Cactus.
- DE ROSNAY, J. (1996). El hombre simbiótico. Madrid: Cátedra.
- DÍAZ, M. (1978). "Hacia una crítica de la pedagogía". En: Rev. Universidad del Valle. No 5.
- DÍAZ, M. (1985) "Sobre el discurso pedagógico: Bernstein y Foucault". En: Rev. Lenguaje, Sociedad y Educación, Seminario. Cali Universidad del Valle.
- DÍAZ, M. (1986) "Una caracterización de los modelos pedagógicos". En: Rev. Educación y Cultura No. 7 y No. 8..
- DÍAZ, M. (1990). "Introducción a la sociología de Basil Bernstein". En: BER-NSTEIN, B. La construcción social del discurso pedagógico. Textos seleccionados. Bogotá: Prodic.
- DÍAZ, M. (1993). "El campo intelectual de la educación en Colombia". Cali: Universidad del Valle. En: varios autores (1999). Pedagogía, discurso y poder.
- EHRENBERG, A. (2000). La fatiga de ser uno mismo, depresión y sociedad. Buenos Aires: Ediciones Nueva Visión.
- ECHEVERRY, J. (1984). Proceso de constitución de la instrucción pública, 1819-1835. Medellín: Universidad de Antioquia

- ECHEVERRY, J. y AGUILAR, D. (2006). "La apropiación de Michel Foucault en la cultura colombiana: el caso de las Revistas Extensión, Cultura y Ciencias Humanas, de la Universidad Nacional, Sede Medellín, y la Revista de la Facultad de Sociología de Unaula." En: varios autores: Foucault, la Pedagogía y la Educación. Pensar de otro modo.
- FOUCAULT, M. (1980). Microfísica del poder. Madrid: Edissa.
- FOUCAULT, M. (1990). Tecnologías del yo. Barcelona: Paidós y Universidad Autónoma de Barcelona.
- FOUCAULT, M. (1996). Vigilar y castigar: nacimiento de la prisión. Siglo XXI Editores.
- FOUCAULT, M. (2004). La arqueología del saber. Buenos Aires: Siglo XXI Editores.
- FOUCAULT, M. (2007). Seguridad, territorio y población. (Curso en el Cóllege de France 1977-1978). Buenos Aires: Fondo de Cultura Económica.
- FOUCAULT, M. (2009). Nacimiento de la biopolítica. (Curso en el Cóllege de France 1978-1979). Akal 2009.
- FOUCAULT, M. (1963). El nacimiento de la clínica: una arqueología de la mirada médica. Paris Francia.
- FOUCAULT, M. (2010). El gobierno de sí y de los otros. (Curso en el Cóllege de France 1982-1983). Buenos Aires: Fondo de Cultura Económica.
- FOUCAULT, M. (2010). El cuerpo utópico. Las heterotopías. Buenos Aires: Ediciones Nueva Visión.
- FOUCAULT, M. (2010). Obras esenciales. Barcelona: Paidós
- FOUCAULT, M. (2012). El poder, una bestia magnífica. Sobre el poder, la prisión y la vida. Buenos Aires: Siglo XXI Editores.
- FOUCAULT, M. (2013). La inquietud por la verdad. Escritos sobre la sexualidad y el sujeto. Buenos Aires: Siglo XXI Editores. (Edición al cuidado de Edgardo Castro).
- FOUCAULT, M. (2013). ¿Qué es usted, profesor Foucault? Sobre la arqueología y su método. Buenos Aires: Siglo XXI Editores.
- GOFFMAN, I. (1981). La presentación de la persona en la vida cotidiana. Buenos Aires: Amorrortu.

- GOFFMAN, I. (2003). El estigma: la identidad deteriorada. Buenos Aires: Amarrortu.
- GÓMEZ, R. v GONZÁLEZ, J. (2003). Design: designar/diseñar el cuerpo joven y urbano. Cali. Universidad del Valle.
- GONZÁLEZ, (2011). Mito y archivo. Una teoría de la narrativa. México: Fondo de Cultura Económica.
- GUTIÉRREZ, M. (2010). "Proceso de institucionalización de la higiene: Estado, salubridad e higienismo en Colombia en la primera mitad del siglo XX". En: Revista Estudios Socio-Jurídicos, vol. 12, núm. 1, enero-junio, , pp. 73-97. Universidad del Rosario, Colombia.
- HAKIM, C. (2012). Capital erótico. El poder de fascinar a los demás. Bogotá: Editorial Debate.
- HAN, B. (2012). La sociedad del cansancio. Barcelona: Herder Editorial.
- HAN, B. (2013). La sociedad de la transparencia. Barcelona: Herder Editorial.
- HARAWAY, D. (1995). Ciencia, Cyborgs y mujeres: la reinvención de la naturaleza. Valencia: Ediciones Cátedra
- HERNÁNDEZ, M (2002). La OPS y el Estado colombiano: Cien años de historia 1902-2002. Tesis doctoral. Bogotá
- HERRERA, C. (1999). Prácticas corporales y educación física en Colombia en la escuela primaria entre 1870 y 1913. Tesis de Maestría. Bogotá: Universidad Pedagógica Nacional.
- HERRERA, C (2010). "El pecado de la gula, los vicios y los excesos del sentido del gusto: relaciones entre la alimentación de la infancia y la escuela colombiana a finales del siglo XIX y comienzos del siglo XX". En: Revista Colombiana de Educación. No 59. Pp. 83-99. Bogotá: Universidad Pedagógica Nacional.
- HERRERA, C y BUITRAGO, B. (2012). Escritos sobre el cuerpo en la escuela: sujetos, prácticas corporales y saberes escolares en Colombia. Siglos XIX y XX. Bogotá: Kimpres Ltda.
- HURTADO, D. et al. (2015). Habitar la piel. Una aproximación a las prácticas de modificación corporal en el suroccidente colombiano. Popayán: Universidad del Cauca
- LE BRETON, D. (1995). Antropología del cuerpo y modernidad. Buenos Aires: Nueva Visión SAIC.

- LE BRETON, D. (2002). Tatuajes, piercings y otras marcas corporales. París: Métailié.
- LE BRETON, D. (2009). El saber del mundo. Una antropología de los sentidos.
   Buenos Aires: Nueva Visión.
- LE BRETON, D. (2011). Caminar: un elogio. Un ensayo sobre el placer de caminar.
   México: La Cifra Editorial.
- MALLARINO, C. (2013). "Cuerpos escolares y cuerpos sociales: una historia de encuentros y desencuentros". En: Revista Iberoamericana de Educación. № 62
- MARTÍNEZ, A. (1984). "El maestro y la instrucción pública en el Nuevo Reino de Granada 1767-1809". En: Dos estudios sobre la educación en la Colonia. Bogotá, Universidad Pedagógica Nacional. Centro de Investigaciones CIUP
- MARTÍNEZ, A. (1986). Escuela, maestro y métodos en la sociedad colonial.
   Bogotá: Universidad Pedagógica Nacional. Centro de Investigaciones CIUP.
- MARTÍNEZ, A. (1987). "El movimiento pedagógico: un movimiento por el saber y la cultura". En: Rev. Educación y Cultura (Memorias del Congreso Pedagógico Nacional).
- MARTÍNEZ, A. (1990). La enseñanza como posibilidad del pensamiento, Bogotá: Corprodic.
- MARTÍNEZ, A. (2004). De la escuela expansiva a la escuela competitiva. Dos modos de modernización en América Latina. Barcelona: Anthropos.
- MARTÍNEZ, A. (2009). Instancias y estancias de la pedagogía. La pedagogía en movimiento. Compilado con Faustino Peña Rodríguez. Bogotá: Editorial Bonaventuriana.
- MARTÍNEZ, A. (2011). Memorias de la escuela pública. Expedientes y planes de escuela en Colombia y Venezuela, 1774-1821. Bucaramanga: Universidad Industrial de Santander
- MARTÍNEZ, A. (2012). Verdades y mentiras sobre la escuela. Bogotá: Alcaldía Mayor de Bogotá, IDEP.
- MARTÍNEZ, A. y BUSTAMANTE, J. (2014). (Compiladores). Escuela pública y maestro en América Latina. Buenos Aires: Prometeo Libros
- MERLEAU-PONTY, M. (2011). La fenomenología y las ciencias humanas. Buenos Aires: Prometeo Editorial.

- MERLEAU-PONTY, M. (2013). La institución. La pasividad. I. La institución en la historia personal y pública. Notas de cursos en el Collége de France (1954-1955).
   Barcelona: Anthropos.
- MERLEAU-PONTY, M. (2013). El ojo γ el espíritu. Madrid: Editorial Trotta.
- MERLEAU-PONTY, M. (1983). Lectura de Foucault. Madrid: Editorial Sexto Piso.
- MOREY, M. (2014). Escritos sobre Foucault. Madrid: Editorial Sexto Piso.
- MUÑIZ, E. (Coordinadora). (2008). Registros corporales. La historia cultural del cuerpo humano. México: Universidad Autónoma Metropolitana, Unidad Ascapotzalco.
- MUÑIZ, E. (Coordinadora). (2010). Disciplinas y prácticas corporales. Una mirada a las sociedades contemporáneas. México: Anthropos y Universidad Autónoma Metropolitana.
- NIETZCHE, F. (2009). Sobre el porvenir de nuestras escuelas. Barcelona: Fábula Tusquets Editores.
- NIETZCHE, F. (2005). La genealogía de la moral. México D.F: Grupo Editorial Tomo S.A de C.V.
- ORGANIZACIÓN MUNDIAL DE LA SALUD. Documentos de 1950-2010.
- ORGANIZACIÓN DE LAS NACIONES UNIDAS. Documentos de 1950-2010.
- ORGANIZACIÓN PANAMERICANA DE LA SALUD. Documentos de 1930-2010.
- OSSA, J. (2009). Jóvenes contemporáneos. Crisis del proyecto de vida académico y nuevas formas de identificación. Cali: Universidad de San Buenaventura.
- PACKER, M. (2014). La ciencia de la investigación cualitativa. Bogotá: Ediciones Uniandes.
- PEDRAZA, Z. (1998). "La cultura somática de la modernidad: historia y antropología del cuerpo en Colombia". En: RESTREPO, G., JARAMILLO, J. y ARANGO, L. (Editores). Cultura, política y modernidad. Bogotá. Centro de Estudios Sociales, Universidad Nacional de Colombia.
- PEDRAZA, Z. (2003). Cuerpo e investigación en teoría social. Trabajo presentado en la Universidad Nacional de Colombia, sede Manizales, en el marco de la Semana de la Alteridad.

- PEDRAZA, Z. (2011). En cuerpo y alma. Visiones del progreso y de la felicidad. Educación, cuerpo y orden social en Colombia (1830-1990). Bogotá: Editorial: Universidad de los Andes.
- QUICENO, H. (1984). Historia de la práctica pedagógica en Colombia. Siglo XX (1903-1927). Cali: Facultad de Educación, Universidad del Valle.
- QUICENO, H. (1988). Pedagogía católica y escuela activa en Colombia. Bogotá:
   Foro Nacional por Colombia.
- QUICENO, H. (2002). "Novela, crónica y educación: escritura e identidad".
   En: Revista Educación y Pedagogía. Vol. XIV, No 32. Medellín, Facultad de Educación, Universidad de Antioquia.
- QUICENO, H. (2006). "Michel Foucault ¿Pedagogo?" En: varios autores.
   Foucault, la Pedagogía y la Educación. Pensar de otro modo. Bogotá: Editorial Delfín Ltda.
- QUICENO, H., SÁENZ, J., y VAHOS, L. (2004). "La instrucción y la educación pública en Colombia: 1903-1997". En: ZULUAGA, O. y OSSENBACH, G. Modernización de los Sistemas Educativos Iberoamericanos Siglo XX. Tomo II.
- RECIO, C. "Escuela, espacio y cuerpo". En: Revista Educación y Pedagogía, Vol. 21, No. 54,
- RESTREPO, E. (1990). Memorias de la Universidad Nacional. La Medicina de comienzos de siglo XX. Creación de la Escuela de Medicina de la Universidad Nacional y su vocación experimental. En: Carta Universitaria. ISSN: 0122-2929 p. -
- RESTREPO, E. (2011). El Hospital San Juan de Dios 1635-1895. Una historia de la enfermedad, pobreza y muerte en Bogotá. Bogotá: Universidad Nacional.
- RODRÍGUEZ, N. y SOSA, L. (2004; 2005) "Mutaciones de/en lo corporal". En: Educación física y ciencia. Universidad Nacional de La Plata, La Plata Argentina.
- RODRÍGUEZ, N. y VIAFARA, H. (comp.). (2016). Michel Foucault, treinta años después: Aportes para pensar el problema del cuerpo y la educación. La Plata: Universidad Nacional de La Plata. Facultad de Humanidades y Ciencias de la Educación; Cali: Universidad de San Buenaventura Cali. (Coediciones; 4).
- ROSE, N. (2012). Políticas de la vida. Biomedicina, poder y subjetividad en el siglo XXI. La Plata: Universidad Pedagógica.
- SÁNCHEZ, G. (1984). El oficio del maestro en Colombia 1903-1927. Cali: Facultad de Educación, Universidad del Valle.

- SALDARRIAGA, Ó. v SÁENZ, I. (2006). "De los usos de Foucault para la práctica pedagógica. Un saber sobre por qué no funciona la escuela". En: Varios autores Foucault, la Pedagogía y la Educación. Pensar de otro modo. Bogotá: Editorial Delfín.
- SCHARAGRODSKY, P. (compilador) (2008). Gobernar es ejercitar. Fragmentos históricos de la educación física en Iberoamérica. Buenos Aires: Prometeo Libros.
- SHILLING, C. (2003). The Body and Social Theory. London: Sage
- SENNETT. R. (2010). Carne y piedra. El cuerpo y la ciudad en la civilización occidental. Madrid: Alianza Editorial.
- SEVILLA, E. (2003). El espejo roto. Ensayos antropológicos sobre los amores y la condición femenina en la ciudad de Cali. Cali: Editorial Universidad del Valle.
- SIBILA, P. (2008). La intimidad como espectáculo. Buenos Aires: FCE.
- TIRADO, M. (2013). Comercio sexual. Bogotá: Instituto Latinoamericano de Altos Estudios y Fundación FEFSA.
- TURNER, B. (1984). "La sociología y el cuerpo". En: El cuerpo y la sociedad. Exploraciones en teoría social. México: Fondo de Cultura Económica
- UNICEE Documentos de 1950-2010.
- UNICEF. (2006). 1946-2006. Sesenta años en pro de la infancia.
- VANONI, M. (2014). Cartografías de la discapacidad. Buenos Aires: Editorial Brujas
- VIAFARA, H. (2006). Ofertas y prácticas de prostitución: una exploración a diferentes escenarios de mercadeo del cuerpo desde prostitución de calle, internet, revistas y clasificados. Ponencia IX Congreso de Sociología, Bogotá, Colombia, diciembre 6 al 9 de 2006.
- VIAFARA, H. (2009a). "Prostitución y mercadeo del cuerpo: Ofertas de calle, internet, revistas y clasificados". En: Revista Urbes. Cali: Fundación para la investigación y desarrollo urbano.
- VIAFARA, H. (2009b). "Los papeles y funciones contemporáneas del cuerpo: entre la mirada artística, el papel del capital simbólico y las ofertas del erotismo comercial". En: Revista Páginas de Cultura. Instituto Popular de Cultura - IPC. Año 2. Número 3. Noviembre. Cali: El Bando Creativo.
- VIAFARA,, H. (2009c). La prostitución y la explotación sexual comercial de niños, niñas y adolescentes. Un camino claro para la trata de personas. Ponencia

- Primer Congreso Regional sobre "América Latina buscando el camino hacia una Paz Sostenible. Herramientas y aportes". Lima, Perú.
- VIAFARA,, H. (2009d). "Hombres prepagos, ofertas y prácticas de prostitución: una exploración a diferentes escenarios de mercadeo del cuerpo". En: Familia, Género y Estéticas, Tomo II (Memorias del Foro Internacional, Sujetos Sociales y Políticas del conocimiento, Noviembre 1, 2 y 3 de 2007). Universidad Pontificia Bolivariana, Seccional Palmira, Valle del Cauca, Colombia.
- VIAFARA,, H. (2010). Las instituciones educativas permeadas por el negocio del deseo y el erotismo: El caso de los y las prepagos. Palmira: Compucopiamos Ltda.
- VIAFARA, H. (2011). Del cuerpo disciplinado e invisibilizado al cuerpo mercancía en las instituciones educativas. Ponencia XXXIII Congreso Interamericano de Psicología. Medellín, Colombia.
- VIAFARA,, H. (2011). Cuerpo, consumo y educación: entre las dinámicas comerciales y publicitarias. Ponencia Primer Encuentro Internacional y Tercer Encuentro Investigativo de la Facultad de Ciencias Económicas: Investigación e Internacionalización. Universidad de San Buenaventura Cali.
- VIAFARA,, H. (2012a). "Nueve experiencias desde el cine: un pretexto para ampliar el campo de visión en la investigación". En: Revista Colombiana de Educación, № 63. Bogotá: Universidad Pedagógica Nacional.
- VIAFARA,, H. (2012b). Configuración de fuentes documentales para la realización de investigación sobre el eje problemático "cuerpo, estéticas y educación". Ponencia Primer Encuentro Latinoamericano de Investigadores Sobre Cuerpos y Corporalidades en las Culturas. Universidad Nacional de Rosario, Rosario, Argentina.
- VIAFARA,, H. (2013). Configuración de fuentes documentales en estudios sobre cuerpos, consumos y educación. Ponencia. VI Congreso Internacional de Ciencias, Artes y Humanidades. México, D.F. Universidad Autónoma Metropolitana, Unidad Xochimilco.
- VIAFARA,, H. (2015). "Homenaje a Michel Foucault: Treinta años después".
   En: Revista Científica Guillermo de Ockham, 13(1), 137-140. Cali: Universidad de San Buenaventura Cali.
- VIAFARA, H. (2017). Cuerpos, consumos y educación: tres dimensiones para proponer un debate teórico. Proyecto de tesis doctoral. Doctorado Interinstitucional en Educación Universidad Pedagógica Nacional, Universidad Distrital y Universidad del Valle.
- VIGARELLO, G. (2005). Corregir el cuerpo. Historia de un poder pedagógico.
   Buenos Aires: Ediciones Nueva Visión.

- VIRILIO, P. (1995). La velocidad de liberación. Buenos Aires: Manantial.
- VIRILIO, P. (2005). El cibermundo: la política de lo peor. Madrid: Teorema.
- VIVEROS, M. (2006) "Saberes, cultura y derechos sexuales en Colombia". Bogotá:
   Tercer Mundo Editores.
- VIVEROS, M.; OLAVARRÍA, J. y FULLER, N. (2001). Hombres e identidades de género. Investigaciones desde América Latina. Bogotá: Universidad Nacional.
- ZULUAGA, O. (1976). Filosofía y pedagogía. Medellín: Facultad de Educación,
   Centro de Investigaciones Educativas, Universidad de Antioquia.
- ZULUAGA, O. (1977). Didáctica y conocimiento. Medellín: Facultad de Educación, Centro de Investigaciones Educativas. Universidad de Antioquia.
- ZULUAGA, O. (1978). Colombia: dos modelos de su práctica pedagógica durante el siglo XIX. Medellín: Facultad de Educación, Centro de Investigaciones Educativas, Universidad de Antioquia.
- ZULUAGA, O. (1984). El maestro y el saber pedagógico en Colombia 1821-1848.
   Medellín: Universidad de Antioquia.
- ZULUAGA, O. y ECHEVERRY, J. "El florecimiento de las investigaciones pedagógicas". En: DIAZ, M. y MUÑOZ, J. (editores) (1990). Pedagogía, Discurso y Poder.
- ZULUAGA, O. 1987). Pedagogía e historia: La historicidad de la pedagogía. Bogotá:
   Foro Nacional por Colombia.
- ZULUAGA, O. y MARTÍNEZ, A. (1997). "Historia de la educación y de la pedagogía: desplazamientos y planteamientos". En: MARTÍNEZ, A. y NARO-DOWSKI, M. (Comps.). Escuela, historia y poder: miradas desde América Latina. Buenos Aires: Novedades Educativas
- ZULUAGA, O. (1999). Pedagogía e historia. La historicidad de la pedagogía. La enseñanza un objeto de saber. Barcelona: Anthropos, Universidad de Antioquia y Siglo del Hombre, Editores.
- ZULUAGA, O. (1999). La instrucción pública en Colombia, 1845-1868: entre el monopolio y la libertad de enseñanza. El caso de Bogotá. Tesis doctoral. Madrid: Universidad Nacional de Educación a Distancia.

#### Web References

http://www.college-de-france.fr/site/college/index.htm

- www.educaweb.com/esp/servicios/monografico/orientacion/exp4-a.html
- http://noticias.latam.msn.com/co/fotos.aspx?cp-documentid=33682353#scpt-md
- www.gretel.es/garciadelreal/matilde.htm
- www.paho.org/col/
- www.relaces.com.ar
- www.unicef.org/spanish
- www.who.int/es/
- http://www.college-de-france.fr/site/college/index.htm
- www.educaweb.com/esp/servicios/monografico/orientacion/exp4-a.html
- http://noticias.latam.msn.com/co/fotos.aspx?cp-documentid=33682353#scpt-md
- www.gretel.es/garciadelreal/matilde.htm
- www.paho.org/col/
- www.relaces.com.ar
- www.unicef.org/spanish
- www.who.int/es/





This book is an approach to the sphere of the body from different disciplinary perspectives. For this, a dialogue is necessary, not to unify the concept, but to have the possibility of meeting and moving around different fields of knowledge. This to give meaning to what has been done over time and structure a system of consensus, dissent, and networks in a discourse-practice that has been marginal in the local space.

In this encounter, it can be observed that there is no attribute of the body that allows us to speak of it as a whole nor a nature that informs us of a purpose. The body is constructed and this construction refers to a use, a need, and an experience. But on many occasions, its construction has been left aside in some areas of training, without giving it the importance it deserves

I invite the readers to delight in this new wave, in which we can see views from perspectives such as sport, health, disability, education, and art. Winding, undulating movements that have been based on academic reflections, projects, and research by friends and colleagues who have joined these dialogues today and seek to unravel and decant the mysteries of the body, how they perceive it, assume it and it is constitutive of the subject.











