

One Foot in Front of the Other: A Walking History of Walking

Fall 2016

MWF: 9:05-9:55 am

Monday in Barton Hall (walking on the track)

Wed. and Friday in Balch 343 (The Tatkon Center)



Instructor:

John Wyatt Greenlee

Contact Information

jwg239@cornell.edu

Office: 340a Goldwin Smith Hall

Conference Hours / Locations:

Tues.: 9:30-10:30

Amit Bhatia Café, Olin Library
or by appointment

Course Description

The nature in which we walk through the world is one of humanity's defining traits. While there are other animals (apes, kangaroos, and most birds, for example) who can move bipedally, and some, such as flightless birds, who do so habitually, there are no animals on earth who are as uniquely designed for walking as humans. The moments when we learn basic locomotive skills – when we gain the capacity to crawl, walk, run, and jump – stand out as developmental milestones of our humanity. But as we age and become accustomed to the sensations of movement, walking becomes not only second nature, but first nature. Unless we are encumbered by injury or disability, we tend to cease paying attention to the ways that we physically process space through motion. But walking remains central to our humanity. We do not only walk to move from point to point in our day: we walk to exercise our bodies and renew our spirits, to talk together and think alone. We walk to escape, to protest, and to remember. Walking helps to connect us to ourselves.

This seminar will explore the role of walking in both our day-to-day lives and in our culture more broadly. The course will be organized around a series of readings that consider walking in a variety of contexts. The motivating purpose of the seminar will be to guide the class towards thinking critically about how and why people proceed through the world, and to pay attention to the role of walking in our own lives. The semester readings will introduce class participants to different ways of thinking about walking, and give them a series of frames with which to contextualize its cultural valences. The writing assignments – both informal and formal – will provide students with an intellectual space for processing the course readings and for cultivating their own ideas. The practice of writing should help us connect the readings to



our own experiences, while simultaneously helping students acquire the tools necessary for producing college-level written work.

Learning Outcomes:

By the end of the semester, students should be able to:

- Recognize the differences between levels of formality in writing
- Write with control at different levels of formality
- Use Zotero as a citation and source management system
- Analyze source material from multiple genres and disciplinary realms
- Combine textual sources to support synthesized arguments
- Learn to support arguments from a combination of personal experience and textual evidence
- Explain the multiple roles walking plays in human cultural experience
- Think critically about the role of walking in their own lives
- Access Cornell library resources, including the Rare Books and Manuscripts collection, with confidence

Required Books:

Harrison, Melissa. *Rain: Four Walks in English Weather*. London: Faber & Faber, 2018.
 Hjortshoj, Keith. *The Transition to College Writing*. Boston and New York: Bedford / St. Martins, 2009.
 Jackson, J.B. *The Necessity for Ruins and Other Topics*. Amherst: University of Massachusetts Press, 1980.
 Lewis, John. *March: Book 3*. Marietta, GA: Top Shelf Productions, 2016.
 Solnit, Rebecca. *Wanderlust*. New York: Penguin Books, 2000.

Grading Rubric and Due Dates

<u>Assignment</u>	<u>%</u>	<u>Due Date</u>
Participation		
In-Class Participation.....	15%	∞
Blackboard Discussions Posts.....	10%	Weekly +
Informal Writing Assignments		
Paper 1.....	3%	Sept. 7
Paper 2.....	3%	Oct. 17
Formal Writing Assignments		
Essay 1.....	6%	August 29
Essay 2.....	8%	Oct. 2
Essay 3.....	10%	Nov. 2
Essay 4.....	12%	Nov. 23
Essay 5.....	18%	Dec. 15
Walking Journal.....	15%	Weekly

Participation:

Your participation grade makes up a full 25% of your total grade, and is comprised of four basic components:

Attendance:

Each student is allowed three missed classes without penalty. Each absence thereafter results in the automatic loss of 5.56% of the participation grade. **Any student whose**

participation grade reaches 0% during the semester will fail the course automatically, regardless of the quality of his or her other work.

In-Class Participation:

Getting to class is only the first part of your participation grade. Once you are in the classroom I expect you to make substantive contributions to our discussions on an ongoing basis. Your grade will reflect the contributions that you make to our discussions, the seriousness with which you approach your peer-review responsibilities, and the attentiveness that you give to speakers.

This grade will also reflect your preparedness for class, and your promptness. Please be on time for classes, and be ready to work from the beginning – we need to make the most of the limited time that we have in each class period, and late arrivals interrupt the class.

NB: class locations will switch throughout the semester, and you are responsible for remembering which where class is being held on any given day. Forgetting, and going to the wrong location, is not an excuse for missing class or being late. You are also responsible for remembering to dress appropriately for walking on Mondays (be sure you have suitable footwear).

Blackboard Discussion Posts:

Throughout the semester you are required to make timely contributions to the weekly discussion boards on Blackboard. Your posts should address specific questions, issues or problems that you found in the assigned reading – vague statements about the text or the topics are not acceptable. Your posts do not need to be especially long, but they do need to be substantive: they should demonstrate that you have both read and thought about the materials at hand. The purpose of these postings is to jump-start our class conversations, and to give me an idea of the issues in the texts that you find important.

Most weeks will have only one message board, but there are several weeks that require multiple posts in separate message board threads.

Blackboard posts must be made prior to the beginning of class on the day they are due. Late posts will receive no credit, regardless of their intellectual merit.

Style:

The writing style for Blackboard posts is more relaxed than they required style for your more formal papers. Remember, however, that you will still be engaging in public discourse with your colleagues and classmates – your writing must be civil and respectful (which doesn't mean you have to agree with others' thoughts; disagreement is the soul of historical inquiry). Even in this more relaxed setting, remember to support your arguments and to cite your sources – parenthetical citation in Blackboard posts is acceptable.

Informal Writing Assignments:

There are two informal exercises noted on the syllabus. These assignments will be read and marked, but not graded for content. To get full credit you only have to complete the assignment, bearing in mind that this also includes completing any follow-up work in class.

Formal Writing Assignments:

Throughout the course of you will be required to write five formal essays, of varying length and format. Several of these essays will include structured steps that include paper proposals and drafts that we will work on in class, as well as conferences with the instructor. For those assignments, the entirety of the process will be included in the final grade.

You will need to turn in Essays 1, 2, and 3 in two forms: electronically via Blackboard in MS Word format, and in hard copy in class. Both versions must be turned in by the start of class on the paper's due date. If you need an extension on a paper talk to me in advance of the due date...I am flexible insofar as it helps you to craft a better paper.

You will only need to submit Essay 4 as an electronic copy through Blackboard's Blogpost section, and essay 5 through Blackboard's submission mechanism.

N.B.: Unexcused late papers will be assessed a 5% penalty on the first day, and a 10% penalty for each day thereafter.

All papers should follow the same basic format:

- Written in Times New Roman, Garamond or a similarly readable font
- Conforms to a consistent style guide (MLA, Chicago, Turabian, etc.)
- Citations managed through Zotero
- Within the required word limits.
- Double spaced
- Numbered pages
- Make sure that your name and the assignment are clearly listed at the top of the first page, or as a header

Conferences:

At least twice during the semester you will be required to meet with me to discuss formal writing assignments. Everyone must schedule a conference to go over essays 2 and 5. For both of these assignments, the conference forms a part of the final grade.

You are not limited to only those essays; you may, of course, meet with me as often as you need throughout the semester, either by appointment or during my office hours.

Zotero

You will learn to use Zotero as a source and citation management system in this class. I expect all citations in your essays to be managed in Zotero. We will have a training day on August 31. By that point you will need to have Zotero installed on your laptop and working with your word processing program. I will not devote class time to troubleshooting. For help installing Zotero, make an appointment prior to Aug. 31 with a reference librarian at one of the libraries

Walking Journal

Throughout the semester you will be required to keep a walking journal. You will have a private space on the Blackboard site to write or post your journal. Your journal will give you a place to write about your walking experiences outside of the class. You will be required to submit at least one journal entry per week, though you may do more. I will provide you with a broad theme or area of focus for the week. Entries for a week must total at least 300 words (though they may be longer) and must consider your experiences in the context of the course readings and weekly themes. Journal entries are due by the end of each Sunday.

Your walking journal will provide you with guidance and thoughts for your final two essays. The more thorough and thoughtful you are on a week-to-week basis, the more material you will have to write from at the end of the term.



Disability Statement:

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and Cornell Disability Services as soon as possible. To contact disability services you may visit the website at <https://sds.cornell.edu/>, call 607-254-4545, or email sds_cu@cornell.edu.

NB: This is a course centered on the study of walking and movement. However, all students come to a class with their own specific levels of ability, and I have coordinated with Disability Services in building this course. All components of the course are available all students, and we will adjust activities according to learners' needs.

Statement on University Policies and Regulations:

This instructor respects and upholds University Policies and regulations pertaining to the observation of religious holidays; assistance available to the physically handicapped, visually and/or hearing impaired student; plagiarism; sexual harassment; and racial or ethnic discrimination. All students are advised to bring any questions or concerns to the attention of the instructor.

Statement on academic integrity:

Students are strongly advised to consult the Cornell University Code of Academic Integrity (<http://cuinfo.cornell.edu/Academic/AIC.html>). This code includes the following statements: "A Cornell student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times..." A useful practical guide to the code is available at:

<http://www.theuniversityfaculty.cornell.edu/AcadInteg/>

Public Domain:

For our class to work well we all need to be able to share our work with each other. We will be engaging in a significant amount of peer review and editing, and we will need to share our ideas in our discussions. Consequently, every piece of written work that you produce for this class may be read by other members of the class, or the instructor. Remember this as you work...don't write something that you don't want us all to read. Your work will not, however, be shared with people outside of our class without your permission

Plagiarism:

Plagiarism is a serious violation of Cornell's Code of Academic Integrity, and will result in an automatic failing grade for the course. Plagiarism includes many shades of representing others' work as your own, from the use of purchased papers to failure to properly cite source material. We will spend time this semester working on gaining a nuanced understanding of plagiarism, and we will work together to eliminate accidental plagiarism in your work. However, as you work, keep this in mind: when in doubt, cite your sources, and ask questions.

The Knight Institute Writing Centers

The Knight Institute Writing Centers offer the support of trained graduate and undergraduate tutors five days a week, Sunday through Thursday, to discuss specific pieces of writing or questions about writing. Cornell undergraduate students can visit any one of our five campus locations from time to time or on a regular basis when they want one-on-one support to refine and develop strategies for drafting effective academic essays. Writers of all levels of experience and ability can benefit from such individualized attention. For more information, or to make an appointment, visit the Writing Center webpage here:

<http://knight.as.cornell.edu/wc>

Calendar of Readings and Assignments

Week	Dates	Readings	Assignments
1	1/22 1/24	Introduction Dr. Susan Geissler (Cornell Athletic Training / Physical Therapy) guest lecture on walking physiology	
2	1/27 1/29 1/31	de Certeau, <i>Practice of Everyday Life</i> : Ch. 8 (Canvas, pp. 111-114) (meet in Barton Hall) Solnit, <i>Wanderlust</i> , Ch. 1 & 3 (3-13; 30-44) Hjortshoj, <i>Transition to College Writing</i> , Ch. 1-2 (1-29) Zotero Installed and Ready	Essay 1 Due
Attentive: Walking			
3	2/3 2/5 2/7	Jackson, "How to Study Landscape" (<i>Ruins</i> , 113-126) Macfarlane, "Path" (<i>The Old Ways</i> 13-33, Canvas) Hjortshoj, <i>Transition to College Writing</i> , Ch. 3-4 (30-68)	Informal Paper 1 Due
4	2/10 2/12 2/14	Jackson, "Landscape as Theater" (<i>Ruins</i> 67-77) Jackson, "The Discovery of the Street" (<i>Ruins</i> 55-66) Hjortshoj, <i>Transition to College Writing</i> , Ch. 5-6 (79-137)	
5	2/17 2/19 2/21	Jackson, "The Necessity for Ruins" (<i>Ruins</i> 89-102) Gooley, "The Not-So-Humble Puddle" (<i>How to Read Water</i> 48-73, Canvas) Jackson, "Nearer than Eden" (<i>Ruins</i> 19-36), or Jackson, "Gardens to Decipher..." (<i>Ruins</i> 37-54) as assigned Library Orientation Day: Meet in Uris Library Lobby	
Walking as Return to Nature			
6	2/24 2/26 2/28	February Break: No Class Solnit, <i>Wanderlust</i> , Ch. 6 & 7 (81-117) Harrison, <i>Rain</i> , Introduction and Ch. 1 (xiii-22) and Ch. 2 (23-42) or 3 (45-65) as assigned	
Walking and Spirituality			
7	3/2 3/4 3/6	Solnit, <i>Wanderlust</i> Ch. 4-5 (45-78) none – bring draft to class Turner, <i>The Ritual Process</i> (Canvas pp. 94-97) Turner and Turner, <i>Image and Pilgrimage</i> (Canvas, pp. 1-39)	Essay 2 draft due

8	3/9	<i>The Way</i> (Film, Canvas)	Essay 2 due
		<i>Walking the Camino: Six Ways to Santiago</i> (Film, link on Canvas)	
	3/11	Hjortshoj, <i>Transition to College Writing</i> , Ch. 7 (138-162)	Informal Paper 2 Due
	3/13	Dale, “Party Pilgrims – From Canterbury to Jerusalem”, May-August, 2007 (link on Canvas)	
		Slavin, “Walking as Spiritual Practice” (Canvas, pp. 1-18)	

Walking in the City

9	3/16	de Certeau, <i>Practice of Everyday Life</i> : Ch. 7 (Canvas, pp. 91-110)
	3/18	Solnit, <i>Wanderlust</i> , Ch. 11-12 (171-213)
	3/20	Dickens, “Night Walks” (Canvas)

Walking in the City as a Woman

10	3/23	Solnit, <i>Wanderlust</i> Ch. 14 (222-246)	Essay 3 draft due
	3/25	none – bring draft to class	
	3/27	“10 Hours of Walking as a Woman in New York” YouTube video Elkin, <i>Flâneuse: Women Walk the City in Paris, New York, Tokyo, Venice and London</i> (Ch. 1-2, pp. 3-36, Canvas)	

11	3/30	Spring Break: No Classes
	4/1	Spring Break: No Classes
	4/3	Spring Break: No Classes

Walking as Flight

12	4/6	“History,” “Road to Freedom,” and “William Still,” <i>National Underground Railroad Freedom Center Website</i> (link on Canvas) Still, <i>The Underground Railroad</i> : “Introduction (Ta Nehisi Coates), pp. 5-55, and 75-105 (Canvas)	Essay 3 due
	4/8	Rare Books Orientation: <i>Artifacts of the Underground Railroad</i> Meet in Kroch Library	
	4/10	Alvarez, “Why Migrant Caravans Keep Forming” <i>The Atlantic</i> (Canvas) McLure, “A Central American Odyssey” <i>Berkeley Review of Latin American Studies 2013</i> (Canvas) DW.com, “Bound for the US, Migrants Gamble with their Lives on the ‘Death Train.’” (Canvas) Folkenflick, “Tensions Rise at Fox News Over Coverage and Rhetoric Surrounding Migrant Caravan.” NPR News (Canvas)	

Walking as Dissent

13	4/13	de Certeau, <i>Practice of Everyday Life</i> : Ch. 6 (Canvas, pp. 115-130)
	4/15	Lewis, <i>March</i> 85-145
	4/17	Lewis, <i>March</i> 145-190

14	4/20	Lewis, <i>March</i> 191-246	Essay 4 due
	4/22	none (continue discussion of Lewis)	
	4/24	Shehada, <i>Palestinian Walks</i> , Intro. and Walk 2 “The Albina Case” (xi-xx and 41-98, Canvas)	

Walking as Thought

15	4/27	Thoreau, “Walking” (Canvas)	
	4/29	none (continue discussion of Thoreau)	
	5/1	none – bring draft to class	Essay 5 draft due

16	5/4	Last Day of Classes	
----	-----	----------------------------	--

	5/15		Essay 5 due
--	------	--	-------------

** Please note that all assignments are subject to change at the instructor's discretion **