
DCE 203

Walk this Way

Course Description: Walking is one of, if not, the most basic of human movements. In this class, we cover three aspects of walking: the basics of walking in the urban environment, walking somatically, and walking as a social practice.



Walking is the locomotion that distinguishes us as humans but many of us in urban environments do not have the opportunity to walk regularly. Sometimes there are also urban planning issues that prevent us from walking more. Many cities have walk scores indicating how walkable that city is: Tempe's walk score is 50; that is about midway; Phoenix is 38; and Scottsdale is 29. The most



walkable city in America is New York City with a score of 88. What is being done to help cities become more walkable? And what exactly makes the public want to walk anyway? In the first week you'll find out all this and more.

Between eleven and fourteen months you learned to walk, but even though you've been walking now for decades could there possibly be more to learn about how to walk? In a word- yes! How might the way you walk relieve lower back pain? Co-ordinate your breathing? Decrease stress? In weeks two through four you work somatically to enhance your bodily awareness and positively impact your walking practice.

As humans, walking is one of the physical activities that distinguishes us.

There is a humanity to walking in that walking has definite functions in our societies. Walking is used by society as a way to: escape, get fit, create art, go on a pilgrimage, engage in activism and to remember.

In each of these societal functions of walking you will learn current trends, historical information and share your own experience.

**“A line is a dot
that went on a
walk.”**

-PAUL KLEE

What interests you about walking? In the creative project assignment you will be able to explore exactly that by connecting to one of the theories from class and furthering both your knowledge and the class's in a project you design, execute and present to the class.

Pre-requisite: Must have completed ENG 101 or ENG 107 with a C or greater or are concurrently enrolled.

Course Outline

Week One: The Basics of Urban Walking

- 1A- How is walking a bodily technique/social practice?
- 1B- What are walking needs in the urban environment?
- 1C-What is the interaction lens and how does it apply to walking?

Weeks Two-Four: Somatic Awareness of Self Walking

- 2A- Awareness
- 2B- Stability
- 3A- Stability and Orientation
- 3B- Orientation
- 4A –Motion
- 4B- Review

Weeks Five – Six: Societal Functions of Walking

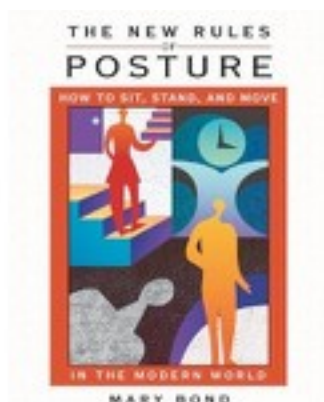
- 5A-Walking as Escape; Fitness
- 5B-Walking as Artistic Experience
- 6A- Walking as Activism; Pilgrimage
- 6B- Walking as Remembrance

Week Seven: Creative Project Presentations/Discussion & Final Demonstration of Learning



Learning Outcomes

1. To identify the basics of walking in the urban environment through written discussion on Alfonzo's hierarchy of walking needs.
2. To clarify the dynamic between self and society through applying the concept of Mauss's bodily techniques to personal and social walking practices in written discussions.
3. To use a somatic approach and develop an enhanced self-awareness of a personal walking practice documenting progress through somatic exploration assignments.
4. To classify and identify the way walking functions in society via written discussion after readings and video lectures.
5. To apply class concepts to personal observation and experience of walking resulting in a written documentation of walking.
6. To delve into more depth on walking by designing a final creative project on a concept or theory from the class that furthers both personal and class knowledge of walking.



Required Textbook- HEADS UP!!! IMPORTANT ORDER BOOK TODAY!!! You will need this book in WEEK TWO of class!!!!

Bond, Mary. (2007). *The New Rules of Posture: How to Sit, Stand and Move in the Modern World*. Rochester: Healing Arts Press.

You can purchase this textbook online at [Amazon](https://www.amazon.com). E-book versions work as well and actually are preferred because of immediate delivery.

All other class readings are pdfs.

Let's Work Together to Create these Values

Communication, commitment and community are the three values that I invite you to work with me to create in our online classroom.

1. Communication

- a. I value communication with you above all else. I urge you to consider that if you would raise your hand in a face-to-face class you need to email me your question or concern! I am also happy to skype with you should you need some time to dialog further about class content.
- b. My online class standard is to respond to email within a 24-hour period – weekends excluded. Again, this goes both ways. You also need to respond to me within a 24-hour period when I email you.

2. Commitment

- a. I value your success in this online class; and one of the first steps toward that success is to commit the necessary time to this class. ASU online standard is 18 hours of time spent each week on this 3-credit course.
- b. One reason I teach online is because the online teaching/learning environment encourages you, as a student, to become more active in your learning. You learn the skills of active learning: asking questions and critical thinking. These skills help you to learn more than in a face-to-face classroom. I am looking forward to this result for you!

3. Community

- a. I value creating and participating in the online community that this class will create.
- b. I look forward to reading your discussions and encourage you to be respectful and open to the opinions and views of your peers in this online class.



Policies

Student Code of Conduct

All students must abide by the policies as stated in the following online document pertaining to student codes of conduct such as definitions of academic dishonesty and the consequences for such actions (cheating, plagiarism). http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section.C.pdf

Students with Disabilities

Student with disabilities must be documented by ASU Disability Resources for Students. (<http://www.asu.edu/studentaffairs/ed/drc>) or 480-965-1234. Please inform the instructor the first day of classes to provide the necessary accommodations.

Auditing

If you are auditing please check with the instructor in the first week as to your responsibilities.

Disruptive, Threatening or Violent Individuals

Please know that this class will handle any issues of a student's threatening behavior in accordance with the Student Services Manual [SSM 104-02](#).

Graduates

Please note a graduate taking this class is welcome, but cannot receive graduate credit.

Footnote 18

Footnote 18 pertains to Barrett Honors College students. Contact me if you are interested in creating an honors contract during or before the first week of classes to negotiate your contract. My conditions are that an honor student will need to complete all the coursework for DCE 303 in addition to the honors contract. The honors contract usually consists of a paper of 7-10 pages investigating on a deeper level some aspect of this class. Further a first draft of the paper needs to be presented to me somewhere in week 5 no matter how rough in order for feedback to be given. If after reading these conditions you are still interested in an honors contract please email this instructor.

Incompletes

There is no guarantee that you will receive an incomplete, so it is not always the best option for you. All incompletes must satisfy the criteria set by the Director of the School of Film, Dance and Theater who is solely responsible for approving an incomplete. You must a grade of C or higher to be eligible for an incomplete. If you feel an incomplete is what you need email Dr. Roses-Thema immediately. You cannot wait until the end of term and then decide you need an incomplete.

Withdrawals

It is the student's responsibility to withdraw from class in accordance Herberger Institute of Design and the Arts' dates.

Assignments

Discussion 32.5% of final grade: There are 13 total discussions. Each lesson requires you to post to the discussion boards. In these assignments you will be critically thinking through the theories of class, i.e. Maria Alfonzo, Marcel Mauss, Tim Edensor, Sean Slavin, etc. In applying these theories to your personal experience you make visible the dynamic connection between your personal walking practice and the societal influences on your walking. Critical thinking about these theories means you evaluate these ideas for yourself. **Connection to learning outcomes 1,2,4.**

Walking Documentation 15.5% of final grade: You have one walking documentation where you observe people walking for twenty minutes in a public location and document your observations. This assignment gives you a chance to connect class theories to the social practice of walking. **Connection to learning outcome 5.**

Somatic Exploration Report 20% of final grade: During lessons 4-9 you will do explorations from the Mary Bond book (called explorations or practices in the book). By physically doing these explorations you increase your awareness and develop the ability to document your personal experience of movement. The challenge is twofold: to experience the difference physically in these explorations and then to be able to explain in writing the experiences of these explorations. You will first do the explorations and collect data via the table I have created and then produce a single report on these explorations. **Connection to learning outcome 3.**

Creative Project 15% of final grade: The creative project outcome can be a PPT, prezi, document, or short film. The purpose is for you to explore what interests you most about walking in a creative way. The subject matter is quite open. You only need to do your project on walking and connect to a theory from the class in some way. You can create an experiment testing out a class theory or utilize a class theory in a way that documents some part of your walking practice. Directions and a rubric that will help you know what is needed for this creative project will be available from the class website. By personally developing an interest of your own you will actively create knowledge for yourself and your peers in this class. **Connection to learning outcome 6.**

Final Demonstration of Learning 17% of final grade: This final cumulative assignment is a set of 17 multiple choice questions. It is open book and open note (I highly recommend that you take notes throughout the class). You will have three hours to do this test. There is a larger pool of questions than 17 so not everyone will have the same test questions, but everyone will be tested on the same material. A study guide will be available to you two weeks prior to the assessment week. **Connection learning outcomes 1,2,3,4.**

Assignment Deadlines

ASSIGNMENT	DEADLINE
1A Discussion	1.14 11:59 PM
1B & 1C Discussion	1.14 11:59 PM
2A Discussion	1.17 11:59 PM
2B Discussion	1.21 11:59 PM
Walking Documentation	1.22 11:59 PM
3A Discussion	1.24 11:59 PM
3B Discussion	1.28 11:59 PM
4A Discussion	1.31 11:59 PM
4B Discussion	2.4 11:59 PM
Somatic Exploration Report	2.5 11:59 PM
5A Discussion	2.7 11:59 PM
5B Discussion	2.11 11:59 PM
6A Discussion	2.14 11:59 PM
6B Discussion	2.18 11:59 PM
Creative Project Uploaded	2.25 11:59 PM
Final Demonstration of Learning	Opens Monday 2.26 @8 AM Closes Thursday 3.1 @11:59 PM
Creative Project Discussion	2.28 11:59 PM

Late Assignments: Please stay up to date with the class as there are **NO LATE ASSIGNMENTS ACCEPTED FOR WHATEVER REASON!** Please know that late assignments are determined by the Herberger Online time stamp that is on each of your discussion posts after you hit submit. And, yes, it is possible to be one SECOND late!

Make-ups or Extra Credit: There are **NO** make-ups. There are **NO** extra-credit assignments.

Assessment

Instructor Feedback: Every effort will be made to get feedback to you on your assignments within a two-day period. If for some reason that is not possible, I will email you.

Your final grade is a compilation of all the points earned by you during this course. When tallied your total points reveal your final grade according to the ASU plus/minus scale you can find below. Rubrics will be used to assess your .1 discussion and the creative project.

A+	1000-921 points
A	920-841 points
A-	840-761 points
B+	760-691 points
B	690-611 points
B-	610-531 points
C+	530-461 points
C	460-231 points
D	230-1 point
E	0

Suggestions for Success

- Communicate with me if you have any problems, issues or concerns. **This one single suggestion could make all the difference for you in this class.**
- Review your point totals after each assignment. Email me any questions or concerns with any proof you need to support your point ASAP. Waiting until the end of class to talk with me about the 1A discussion is not in your best interest.
- Read your individual feedback.
- Pay attention to the group feedback.
- This is a 3 credit course. The ASU formula is for each credit earned you need to spend 6 hours a week on the class. So $3 \times 6 = 18$ hours of work that you need to set aside for this class each week.

A Message from Herberger Online Technical Support

The following is a message for you about Technical Support which is now available for you 24/7!

Please do not contact your instructor with technical questions. Herberger Online handles all technical questions and issues that may arise in this course.

Please contact the support team immediately if you encounter technical issues while completing an assignment and you are unable to resolve the problem and reset your work.

The Herberger Online support team is available to assist you 24 hours a day, 365 days a year. You may reach them anytime at:

- **holsupport@asu.edu**
- **1-888-298-4117**
- **480-965-3057 (International)**

When contacting support, please provide:

- The full name of this course (ABC 123: Long Name)
- The title(s) of any assignment(s) you're having trouble with
- A brief description of the problem
- Detailed, step-by-step instructions to reproduce the problem