

Centre for Global Studies 3521F

NON-STATE SPACES IN TRANSITION:

THE GLOBAL BICYCLE PATH

Centre for Global Studies
Huron University College

pre-requisite: 0.5 Centre for Global Studies course at the 1000-1099 level, or
permission of the Centre for Global Studies

September – December, 2018

Room# HC – W101

Thursdays, 2:30 – 5:20pm.

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GENERAL COURSE INFORMATION

Course Description

The intention behind CGS 3521F/G, as a course, is that it provides students with an opportunity to critically study and engage one or more specific spatial formations and/or sites of contestation in the world. Also, it is a course premised in the understanding that the spatial phenomena and orders that we live and encounter in the world are indeed formed, subject to the dynamics of how people live with one another and the relations that they form in and with the material world. Thus, from year to year, CGS 3521F/G can focus on a wide range of spaces in transition.

In this term's version of CGS 3521F/G, we are engaging in critical investigations into formations and contestations over spaces made through and for the movements and relations of bicycling, what I am collectively referring to here as "the global bicycle path." In this regard, we will be studying: how it is that bicycling makes spaces in the world; what quality of spacings are made through the dynamics of bicycling; and what is at stake in the active formations, transformations, and/or control or limiting of bicycling spaces. And we will take these studies to multiple registers at once,

considering the significance of the spatial and spatialising actions of pedal-based automobility in regional, globalised, and local terms.

The course begins with considerations of the historical, social, and political significances of formed instances of the global bicycle path, giving particular focus to the ways in which spacings by and for bicycling have been crucial for key transformations of space and social change around the world in late-modernity. From that basis, we will trace out ways in which these spatial formations for transformation and change provoked both reactive calls for the governance of social spaces and progressive initiatives toward social revolution. In particular, we will critically investigate and consider how the space-making of bicycling brought to the centre social and political contestations over personal automobility. And we will study how making spaces through bicycling has become an exceptionally innovative and inspired means through which public action is now mobilised for the purpose of radical change and to serve the aims of activism politics and social actions.

From this complex of studies, we will consider how formations of the global bicycle path invite spatial contradictions and tensions, on local and global scales, particularly in terms of economic, racial, and sexual inequalities. Making spaces through bicycling has multiple impacts that permit opportunities for conservative, progressive, liberal, and radical objectives all at once. We will study how this is so but also how spatial change can be kept alive in bicycling, in contrast to the entrenching of interests within anything determined as "bicycle space."

Finally, we will delve into practical and imaginative exercises in thinking the spaces of our world with bicycling and as bicyclists. We will reflect on how it is that our world can be remade through commitments to the actions and space-making capacities of bicycling.

Learning Objectives

Students in this course will have opportunities to broaden and deepen their understandings of globalization in specific relation to issues of mobility, social and political geographies, social inequalities, and the aims of governance with respect to the movements of persons. Students will enrich their understandings of how problems of automobility in late-modernity are conditioned by politics of gender, race, and class. They will study how specific forms of current public activism, related to global issues, are conditioned by capacities for and modes of mobility. On this register, specific emphasis will be placed on gaining critical understanding of the stakes of mobility for feminist actions. And students will have the opportunity to develop creative critical understanding of how it is that established built environments and transportation networks can be effectively re-imagined with respect to critical forms of automobility.

Students will gain substantial experience and exercise in learning how to develop and communicate interpretive analyses of study and research materials. Students will gain experience in this course in developing their own sites and problems of research and

analysis, through the development of interdisciplinary field studies. And students will gain deep practice in the development of all aspects of major academic research papers.

Methods of Class Instruction and Class Dynamics

During the three hours that we meet as a class each week over the term, the main methods of instruction will involve the interplay of lectures and class discussions. The form of this interplay will change from meeting to meeting, as needed and desired.

The key thing that is going to drive the learning processes in our course is direct conversational engagements with one another. While I will spend a good amount of time each week making lecture-like presentations to engage and supplement what is learned in assigned readings, the whole purpose of these presentations is not only to inform but is also to bring about and provoke strong, useful, and important discussions with one another over our studies. Thus, not only is it imperative that all class members attend our classes, it is absolutely crucial that everyone complete per assigned readings for each week before coming to class. Our lectures and discussions in class will not be aimed at simply covering what is already written in the assigned readings. Rather, our lectures and discussions will aim to use these readings as bases for our discourse in class, so that we may take questions, observations, challenges, and insights that are raised in these readings a great deal further. Therefore, it is expected that students in this course attend all classes, except when ill or engaged in a personal emergency of sorts, of course. And, all students are expected to have truly read and studied the readings that are assigned for each week, before those classes are held.

Most students in the class are likely to use computers or other conservative electronic devices for the purpose of taking notes in class. And this is fine. However, students are encouraged to instead employ the technological innovation of using paper and pencil or pen. Many students find themselves easily distracted by the internet capabilities of their electronic devices in the classroom (which becomes all too obvious to the person teaching the class). And the physical practice of taking notes with a keyboard device has the tendency to generate a kind of "taking dictation" dynamic, where students are more prone to simply write down words and sentences that are said in class rather than developing their own thoughts, questions, inspirations, and insights. While students are encouraged to take down notes that document information and cases that are reviewed in class, it really is the latter set of practices that should be emphasised in one's notes. And, using paper and pen or pencil tends to allow for a more interactive learning experience. In any event, students are encouraged to engage in technologies and manners of note taking in class that allow them to be most focused and engaged with the actual dynamic of class lectures and discussions and that allow them to be most fully engaged at an intellectual level.

READING MATERIALS

For each week of this course, a variety of readings are assigned to students, mostly in the forms of academic journal articles and book chapters. All of the journal articles can be found through the Library's online catalogue and downloaded in electronic form. Electronic versions of these journal articles are available in electronic form also on the online OWL course site for CGS 3521F. The book chapters assigned for students' readings are all drawn from the following four books:

Steven Fleming, *Velotopia: the production of cyclespace in our minds and our cities* (nai010 publishers, 2017).

Zach Furness, *One Less Car: Bicycling and the Politics of Automobility* (Temple University Press, 2010).

Aaron Golub, Melody L. Hoffmann, Adonia E. Lugo, and Gerardo F. Sandoval, eds., *Bicycle Justice and Urban Transformation: Biking for All?* (Routledge, 2016).

Luis A. Vivanco, *Reconsidering the Bicycle: An Anthropological Perspective on a New (Old) Thing* (Routledge, 2013).

All of the above books are available for purchase at the Western University Bookstore, and a copy of each is available for two-hour loan from the Reserve Loan section of Huron University College's Library. Below, you will find a full schedule of the readings assigned for each week's classes from journal articles and these books.

ASSIGNMENTS AND EVALUATION

Oral and Aural Contributions to the Learning Environment:

Given that so much of the learning process in this class is going to take place through dynamic discourse and debate with one another in class, in relation to required readings and problems, questions, and cases raised in the classroom, active participation in the classroom is a key assignment in this course. All students in the class are expected to make strong efforts to participate in discussions and debate in the classroom, through the term. And all students are expected to make strong efforts to contribute positively to each other's learning experiences. Thus, a significant portion of each student's final grade in this course is dependent on these efforts.

To participate and contribute successfully in our class meetings over the term, it is important that each student attempts to: respond effectively to questions posed by the professor and classmates in discussion; participate actively in class discussions, by contributing ideas, questions, observations, challenges, and points of insight; listen attentively to each other; encourage the participation of others; show respect for each

other's statements, questions, and ideas; and demonstrate caring for each other's contributions and efforts to learn.

In order to participate successfully in the manners above, it is necessary for all students to keep up with required readings, having not simply reviewed these readings but to have also studied carefully and reflected on the significance of these readings. Students should come prepared to develop and respond to questions and discussions based on what we have all read and learned from the required readings.

To participate in and contribute to the learning processes of our weekly class meetings with one another, it is necessary also for students to attend the scheduled classes. Without doubt, most members of the class will need to miss a class over the term, due to illness, personal matter, or schedule conflict with an important event. However, any student who misses more than three hours of class time over the term, without official academic accommodation, will be considered to be in poor attendance, and her or his participation grade will attract a poor to failing grade as a result.

Ten Weekly Critical Reading Studies:

Over the twelve weeks of class meetings that we will have over Weeks Two through Fourteen (which does not include our Reading Break, of course), as indicated in the Class and Reading Schedule below, students are expected to submit a minimum of 10 sets of short weekly writing assignments related to assigned readings. In each week, students are expected to submit what I am referring to as a "critical reading study" in which they engage directly and substantially with the readings assigned for study in that week's class. Students are welcome to submit these assignments in each of the 12 weeks we meet after our introductory class, but only the best 10 that they submit will count toward their grade for that component of the course assignments. In any event, students are expected to submit these assignments in at least 10 of these twelve weeks, as each weekly critical reading study will be graded out of a total possible 3 points, and the set of such assignments that students submit over the term will account for 30% of their final grades. Each weekly critical reading study that a student submits should be 300 - 400 words in length. And these weekly critical reading studies should be submitted at the beginning of each class to which the readings addressed are assigned.

When asking you to write a "critical reading study" each week, what I am asking you to do is to offer a critical engagement with the range of readings assigned to you to study in preparation for that week's class. In this regard, you are asked to write a short consideration of what you determine to be the key issues and questions raised within and between the respective readings assigned for that week. The point is not to simply identify and summarise points, ideas, and questions raised in these readings themselves. You certainly may and should point to these things. However, the larger and more central objective in writing these critical reading studies is to offer a critical assessment of the overall significance of information, arguments, ideas, questions, and debates presented in the readings and how these elements bear upon one another between the readings. So, you should think about writing these short critical reading studies as mini essays, in which you try to identify one or more key points of insight that you have developed into the readings, based on your study of them and

consideration of their interrelations with one another, and in which you discuss and evaluate these one or more points of insight in relation to what you have learned from the readings themselves.

Each critical reading study will be evaluated in terms of the following criteria:

- how well it shows knowledge and understanding of the assigned readings;
- how well it demonstrates critical understanding of the relations between the assigned readings;
- the depth of critical insight it shows with respect to the problems, questions, and information that are presented and discussed in the assigned readings;
- the significance of the points raised;
- the quality of reasoning displayed;
- and the quality and style of writing.

These critical reading studies will be returned the following week with brief commentary and a grade. I will also be sure to address in class the general problems and success that students display in their work on these assignments from week to week. And students are always welcome to speak with me outside of class time to discuss the development of their skills in writing these assignments.

Field Study Essay

The final assignment required of students in this course is the writing of a research paper. For instructions pertaining to this research paper, read below. In preparation for writing the research paper, though, each student is also given the assignment of preparing and writing a field study essay. For the development of this field study essay, students are asked to build a field of research for themselves that will allow them to gain knowledge of and critical perspectives a specific field of inquiry of interest to the topics and aims of this course. In this respect, for the preparation of this field study, students are not expected to have a specific research problem or question in mind that directs the research. Rather, students are asked only to focus in on a topic or issue with respect to which they would ultimately like to build their final research paper for the course. And the key objective for the preparation this field study essay, then, is to bring together research materials that may be critically examined and explored together for the generation of a research problem.

The materials that students collect and bring together for the building of the field study essay should be multiple in kind. They should include a range of such items as: scholarly journal articles and academic books; primary documents; documents and plans from governmental and non-governmental organisations; maps; images; films; blogs; journalistic reports; etc. The point of the work, on this register, is to produce a survey of the field of materials from which you can inform yourself on the area you want to study. You should aim to gain as broad a set of perspectives, sets of information, and analyses on issues, problems, concerns, events, and contexts at stake in the field of study from which you would like to develop a more focused research paper for the final assignment in the course.

The field of study that you develop for this assignment can be built around any focus of direct issue to the content and concerns of the course. However, it is expected that each student will review per ideas for per field study with the professor well prior to writing and submitting the assignment. Students should be seeking preliminary approval for the direction that this study takes. For guidance on what is possible in this regard, please note also that we will take time in class over September to talk about various topics, problems, and approaches.

The field study essay itself should be written in the form of an essay, in which you aim to characterise the field of study you are generating in your collection of materials. As a thesis statement around which to order your essay, you should make offer an assessment of what specific problems are suggested by or provoked across this field of materials and what specific projects for focused research and analysis are indicated by these problems. You should aim to support this thesis, in the body of your essay, by developing a series of arguments and commentaries where in you critically review and discuss the research materials you have gathered, indicating their relations to one another and how it is that key questions for research are generated amongst them.

The field study essay will be evaluated in reference to the following criteria:

- how well the assignment is prepared and structured as an essay;
- the success of the essay in presenting a wide and rich range of materials for consideration and discussion;
- how well the essay establishes a true field of study in the collection of materials and establishing relations between these materials;
- how well the essay establishes critical perspectives into a field of study;
- how effectively the essay functions to point to significant problems deserving of more focused research and analysis;
- how well the essay's conclusion reflects on the significance and findings of the discussions in the body of the essay;
- the quality and style of writing.

Required length of paper proposal: 1,200 - 1,500 words, plus bibliography.

Minimum number of source materials to be engaged in Field Study: 12

Style of reference and bibliography: Chicago Style.

Due date/time of paper proposal: no later than the beginning of class, October 18th

Manner of submission: in-class, in person, in paper form

Research Paper

Each student is required to write and submit a major research paper that seeks deeper insight and understanding into the field of study established in per field study essay. This research paper assignment may not be a mere elaboration on the field study essay. Rather, in this research paper assignment, students should seek to take up a problem, question, or issue that has been shown to be important and worthy of analysis in their field study essays. Students may certainly use ideas and lines of arguments introduced in the field study essay for this research paper, but their research papers should seek, primarily, to investigate the matters at issue far more deeply and broadly, developing a line of investigation that may have been only introduced in the earlier assignment. And, while students may use and engage research materials in this research paper that they addressed in their field study essays, they should also be engaging a minimum of eight new scholarly sources that they have not yet engaged. And, altogether, it is expected that a minimum of 15 scholarly sources and primary documents would be engaged in this assignment and included in the bibliography.

In the development of these research paper projects, students should aim to focus on a key issue or point of contestation in the event or problem revealed or given some focus in the field study. Having developed general understandings of the issues pertaining to these events or problems, the task now is to identify a more specific line of inquiry that is of particular concern and interest and to subject it to critical exploration, analysis, and evaluation.

A large part of the work of these projects should be put into the development of a serious problem or question that ought to be addressed in terms of the focus of interest. In this respect, students should aim to express a high degree of understanding of the stakes of the problems they are addressing in their respective papers. And each student should anchor per paper around a clearly articulated and significant thesis statement that responds directly and substantially to the research question and that provides a direct guide for the arguments of the body of the paper to follow. The body of the paper should indeed be formed from a series of arguments that each directly support the thesis statement and that are built from direct consideration, examination, and critical assessment of the evidence and insights that are derived from the research materials from which the student draws. Finally, the paper should end with a conclusion reflecting on the significance of and implications following the success of the thesis around which the paper is built.

Research papers will be evaluated in terms of: the pertinence of the project to the concerns and aims of the course; the significance and value of the research problem around which the paper is built; the clarity and significance of the thesis statement presented, as a direct response to the research question; how well the thesis is supported by clearly articulated and developed lines of argument and analysis; how well the lines of argument and analysis are supported by analytical engagement with research materials, the studies and ideas of others, and critical evaluation of these things and other evidence; the success of the paper in supporting the thesis; the soundness of the conclusion that is reached; the significance and value of the research materials that are drawn on in building the paper; and the quality of writing and style of presentation.

- number of substantial sources to be referenced and included in bibliography:
no less than 15
- required length of research paper: no less than 3,000 words, plus bibliography
- due date/ time of research paper: no later than the beginning of class,
Thursday, December 6th
- manner of submission of research paper: in person, in class, in paper form

Style and Referencing for Paper Proposal and Research Essay: For the Field Study Essay and Research Paper, please be sure to write your bibliographies of research materials and make proper references to all sources from which you draw information, ideas, and/or words, consistently, in Chicago Style. Information on the Chicago Style of referencing is available at the Reference Desk in the library at Huron University College. However, you can find helpful examples of Chicago referencing at the Quick Guide to referencing at the Online Chicago Manual of Style:

http://www.chicagomanualofstyle.org/tools_citationguide.html

EVALUATION OF ASSIGNMENTS AND GRADING

Marking/Grade Point Scale

All grades achieved in course assignments and requirements are presented in numerical form along with letter–grade equivalents, with respect to the following grading system:

- 90 – 100 (A+) excellent and extraordinary in meeting and exceeding at least most requirements;
- 80 – 89 (A) exceptionally accomplished work, exhibiting well–developed critical skills, and an approach that is highly thoughtful, credible, insightful, and grounded in appropriate and solid analysis and/or research
- 70 – 79 (B) good to very good work, displaying strong analysis, effective approaches, and demonstrating a high degree of success in meeting requirements for the assignment;
- 60 – 69 (C) competent work, meeting basic requirements;
- 50 – 59 (D) fair work, minimally acceptable but not fulfilling all requirements;
- 0 – 49 (F) unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved by students in assignments. The distribution of the components adding to a final grade in this course is as follows:

- oral & aural contributions to the learning environment 10%
- ten weekly critical reading studies (3% each) 30%
- field study essay 20%
- research paper 40%

Significant improvement in the quality of students' assignments over the course of the term *may* be taken into consideration in the calculation of their final grades.

A Note on Due Dates/Times of all written assignments: All writing assignments in this course, including the weekly questions and responses, the paper proposal, and the research paper are due no later than the times and days indicated above. Any assignment submitted after the due date and time specified for it will be considered late and, normally, will not be accepted for grading. Late assignments will be accepted and graded only where students have received a recommendation for Academic Accommodation.

CLASS & READING SCHEDULE

Week One, September 6: Introduction

- readings: – from Vivanco, *Reconsidering the Bicycle*:
- "1. Anthropology, Bicycles, and Urban Mobility," pp. 1–22
- from Furness, *One Less Car*
- "1. Introductions and Intersections," pp. 1–13
- from Golub et al., eds., *Bicycle Justice and Urban Transformation*
- "1. Introduction: creating an inclusionary bicycle justice movement," pp. 1–19

Week Two, September 13: Making Space in the World Through Bicycling

- readings: – from Vivanco, *Reconsidering the Bicycle*
- "2. What (and When) is a Bicycle?," pp. 23–56
- from Furness, *One Less Car*
- "2. Becoming Auto-Mobile," pp. 14–46
- Phillip Gordon Mackintosh and Glen Norcliffe, "Flaneurie on bicycles: acquiescence to women in public life in the 1890s," *The Canadian Geographer* Vol. 50, No. 1 (2006), (17 pgs.)
- Trudy Agar, "Technologies of Transport and the Colonial Enterprise," *Australian Journal of French Studies*, Vol. 48, No. 2 (2011), pp. 144–157
- Georgine Clarsen, "Pedaling Power: Bicycles, Subjectivities and Landscapes in a Settler Colonial Society," *Mobilities* Vol. 10, No. 5 (2015), pp. 706–725
- David Arnold and Erich DeWald, "Cycles of Empowerment? The Bicycle and Everyday Technology in Colonial India and Vietnam," *Comparative Studies in Society and History* Vol. 53, No. 4 (2011), pp. 971–996.

Week Three, September 20: Contested Spacings in Early Automobility, and the Rise of Global Governance In Spaces of Automobility

- readings: – from Furness, *One Less Car*
- "3. Vélolutionaries and the Right to the (Bikeable) City," pp. 47–77

- from Golub et al., eds., *Bicycle Justice and Urban Transformation*
 - Alfredo Mirandé and Raymond L. Williams, "9. Rascuache cycling justice," pp. 130–142
- James Longhurst, "The Sidepath Not Taken: Bicycles, Taxes, and the Rhetoric of the Public Good in the 1890s," *Journal of Policy History* Vol. 25, No. 4 (2013), pp. 557–586
- Ruth Oldenziel and Adri Albert de la Bruhèze, "Contested Spaces: Bicycle Lanes in Urban Europe, 1900–1995," *Transfers* Vol. 1, No. 2 (2011), pp. 29–49
- Nicholas Oddy, "This Hill Is Dangerous," *Technology and Culture* Vol. 56 (April 2015), pp. 335–369
- Anne-Katrin Ebert, "When cycling gets political: Building cycling paths in Germany and the Netherlands, 1910–40," *The Journal of Transport History* Vol. 33, No. 1 (2012), pp. 115–137
- Rutul Joshi and Yogi Joseph, "Invisible Cyclists and Disappearing Cycles: The Challenges of Cycling Policies in Indian Cities," *Transfers* Vol. 5, No. 3 (2015), pp. 23–40

Week Four, September 27: Governing the Politics of Bicycling: Reductions to Discourses of Youth, Gender, and Ecology

- readings: – from Furness, *One Less Car*
- "5. Two-Wheeled Terrors and Forty-Year-Old Virgins: Mass Media and the Representation of Bicycling," pp. 108–139
 - John Stehlin, "Regulating Inclusion: Spatial Form, Social Process, and the Normalization of Cycling Practice in the USA," *Mobilities* Vol. 9, No. 1 (2014), pp. 21–41
 - Jens Stissing Jensen, Matthew Cashmore, and Morten Elle, "Reinventing the bicycle: how calculative practices shape urban environmental governance," *Environmental Politics* Vol. 26, No. 3 (2017), pp. 459–479
 - Dave Horton, "Environmentalism and the Bicycle," *Environmental Politics* Vol. 15, No. 1 (2006), pp. 41–58
 - Paulo R. C. Dalpian, Teniza da Silveira, and Carlos A. V. Rossi, "'One Less Car': The Collective Initiative Toward Sustainability," *Journal of Macromarketing* Vol. 35, No. 1 (2015), pp. 99–110

Week Five, October 4: The Rise of Bicycling as Activism and Spacings of Resistance

- readings: – from Vivanco, *Reconsidering the Bicycle*
- "4. 'Good for the Cause': The Bike Movement as Social Action and Cultural Politics," pp. 99–126
 - from Golub et al., eds., *Bicycle Justice and Urban Transformation*
 - Aaron Golub, "2. Is the right to bicycle a civil right? Synergies and tensions between the transportation justice movement and planning for bicycling," pp. 20–31
 - Daryl Meador, "11. Aburrido! Cycling on the U.S./Mexico border with Doble Rueda bicycle collective in Matamoros, Tamaulipas," pp. 156–171
 - Rachel Aldred and Katrina Jungnickel, "Constructing Mobile Places between 'Leisure' and 'Transport': A Case Study of Two Group Cycle

- Rides," *Sociology* Vol. 46, No. 3 (2012), pp. 523–539
- Katie Headrick Taylor and Rogers Hall, "Counter-Mapping the Neighborhood on Bicycles: Mobilizing Youth to Reimagine the City," *Technology, Knowledge and Learning* Vol. 18 (2013), pp. 65–93
 - Dag Balkmar and Jane Summerton, "Contested mobilities: politics, strategies and visions in Swedish bicycle activism," *Applied Mobilities* Vol. 2, No. 2 (2017), pp. 151–165
 - Michael W. Pesses, "Automobility, Vélomobility, American Mobility: An Exploration of the Bicycle Tour," *Mobilities* Vol. 5, No. 1 (2010), pp. 1–24

Week Six: Reading Break (no class)

Week Seven, October 18: The Activisms and Spacings of "Critical Mass" Projects

- readings: – from Furness, *One Less Car*
- "4. Critical Mass and the Functions of Bicycle Protest," pp. 78–107
 - Chris Carlsson, "King of the Road," *Boom: A Journal of California* Vol. 1, No. 3 (2011), pp. 80–87
 - Susan Blickstein and Susan Hanson, "Critical mass: forging a politics of sustainable mobility in the information age," *Transportation* Vol. 28 (2001) pp. 347–362
 - Pernilla Johansson and Stacey Liou, "Public spheres on the move: the embodied deliberation of cycling in Los Angeles," *Space and Polity* Vol. 21, No. 1 (2017), pp. 59–74
 - Simon Parry, "A Theatrical Gesture of Disavowal: The Civility of the Critical Mass Cycle Ride," *Contemporary Theatre Review* Vol. 25, No. 3 (2015), pp. 344–356

watch in class: Joe Biel, "Aftermass: Bicycling in a Post-Critical Mass Portland," (75 min.) <https://vimeo.com/145546824>

Week Eight, October 25: : Feminist Mobilisations in Bicycling

- readings: – The Roestone Collective, "Safe Space: Towards a Reconceptualization," *Antipode* Vol. 46, No. 5 (2014), pp. 1346–1365
- Julie Gamble, "Experimental Infrastructure: Experiences in Bicycling in Quito, Ecuador," *International Journal of Urban and Regional Research* Vol. 41, No. 1 (2017), pp. 162–180

watch in class: – Joanna Sokolowski and Kate Trumbull-LaValle, "Ovarian Psychos" (2016) DVD film (72 min.) HQ1438 .C2083 2016 [reserve loan in Huron Library]

Week Nine, November 1: Racism and Ethnic Discriminations in Bicycle Politics

- readings: – from Gloub et al., eds., *Bicycle Justice and Urban Transformation*
- Tara Goddard, "7. Theorizing bicycle justice using social psychology: examining the intersection of mode and race with the conceptual model of roadway interactions," pp. 100–113
 - Joanna Bernstein, "10. No choice but to bike: undocumented and bike-dependent in rust belt America," pp. 143–155
 - Nedra Deadwyler, "12. Civil Bikes: embracing Atlanta's racialized

- history through bicycle tours," pp. 172–179
- Adonia E. Lugo, "Decentering whiteness in organized bicycling: notes from inside," pp. 180–188
 - John Bloom, "'To Die for a Lousy Bike': Bicycles, Race, and the Regulation of Public Space on the Streets of Washington, DC, 1963–2009," *American Quarterly* Vol. 69, No. 1 (2017), pp. 47–70
 - Siew Fang Law and Wally Karnilowicz, "'In Our Country it's Just Poor People who Ride a Bike': Place, Displacement and Cycling in Australia," *Journal of Community & Applied Social Psychology* Vol. 25 (2015), pp. 296–309

Week Ten, November 8: Economics of Bicycle Spacings and Inequalities

- readings: – from Golub et al., eds., *Bicycle Justice and Urban Transformation*
- Cameron Herrington and Ryan J. Dann, "Is Portland's bicycle success story a celebration of gentrification? A theoretical and statistical analysis of bicycle use and demographic change," pp. 32–52
 - Simon Batterby and Inès Vandermeersch, "Community bicycle workshops and 'invisible cyclists' in Brussels," pp. 189–202
 - Amy Lubitow, "Mediating the 'white lanes of gentrification' in Humboldt Park: community-led economic development and the struggle over public space," pp. 249–259
 - Manisha Anantharaman, "Elite and ethical: The defensive distinctions of middle-class bicycling in Bangalore, India," *Journal of Consumer Culture* Vol. 17, No. 3 (2017), pp. 864–886
 - John Stehlin, "Cycles of investment: bicycle infrastructure, gentrification, and the restructuring of the San Francisco Bay Area," *Environment and Planning A* Vol. 47 (2015), pp. 121–137
 - Mark Falcous, "Why We Ride: Road Cyclists, Meaning, and Lifestyles," *Journal of Sport and Social Issues* Vol. 41, No. 3 (2017), pp. 239–255

Week Eleven, November 15: Transitions in the Bike Lanes

- readings: – from Furness, *One Less Car*
- "6. DIY Bike Culture," pp. 140–169
 - from Vivanco, *Reconsidering the Bicycle*
 - "3. Constructing Urban Bicycle Cultures: Perspectives on Three Cities," pp. 57–98
 - from Golub et al., eds., *Bicycle Justice and Urban Transformation*
 - Karel Martens, Daniel Piatokowski, Kevin J. Krizek, and Kara Luckey, "Advancing discussions of cycling interventions based on social justice," pp. 86–99
 - Nick A. Scott, "Like a Fish Needs a Bicycle: Henri Lefebvre and the Liberation of Transportation," *Space and Culture* Vol. 16, No. 3 (2013), pp. 397–410
 - Nicholas A. Scott, "Cycling, Performance and the Common Good: Copenhagenizing Canada's Capital," *Canadian Journal of Urban Research* Vol. 25, No. 1 (2016), pp. 22–37
 - Fábio Duarte, Mario Procopiuck, and Kelli Fujioka, "'No bicycle lanes!' Shouted the cyclists. A controversial bicycle project in Curitiba, Brazil," *Transport Policy* Vol. 32 (2014), pp. 180–185

- Adonia E. Lugo, "CicLAvia and human infrastructure in Los Angeles: ethnographic experiments in equitable bike planning," *Journal of Transport Geography* Vol. 30 (2013), pp. 202–207

Week Twelve, November 22: Innovative Community and Globalised Politics in New Bicycle Spacings

- readings: – from Furness, *One Less Car*
 - "7. Handouts, Hand Ups, or Just Lending a Hand? Community Bike Projects, Bicycle Aid, and Competing Visions of Development under Globalization," pp. 170–202
- from Golub et al., eds., *Bicycle Justice and Urban Transformation*
 - Martha Moore–Monroy, Ada M. Wilkinson–Lee, Donna Lewandowski, and Alexandra M. Armenta, "No hay peor lucha que la que no se hace: re–negotiating cycling in a Latino community," pp. 217–230
 - Pasqualina Azzarello, Jane Pirone, and Allison Mattheis, "Collectively subverting the status quo at the Youth Bike Summit," pp. 231–248
- Kevin T. Smiley, "Governance, cultural change and place character in Memphis, Tennessee," *Urban Studies* Vol. 53, No. 1 (2016), pp. 193–209

watch in class: "Bogota, Building a Sustainable City" (25 min.)

<https://www.youtube.com/watch?v=CZE3CICA1m4>

Week Thirteen, November 29: Re–Imagining Communities and Cities for Pedal–Based Automobility

- readings: – from Fleming, *Velotopia*
 - "Introduction," pp. 13–17
 - "Proposition 1: New York," pp. 18–35
 - "Chapter 1 – Why Should We Think About Bicycling Cities?," pp. 36–71
 - "Proposition 2: Copenhagen," pp. 72–90
 - "Chapter 2 – How Should We Think About Bicycling Cities?," pp. 89–113
 - "Proposition 3: Sydney," pp. 114–123
 - "Chapter 3 – Velotopia," pp. 124–135
 - "Proposition 4: Newcastle," pp. 136–146

Week Fourteen, December 6: Living the World With Bicycles and as Bicyclists

- readings: – from Fleming, *Velotopia*
 - "Chapter 4 – Real World Issues," pp. 147–193
 - "Image Gallery" pp. 194–202
 - "Chapter 5 – Other Building Types," pp. 203–224
 - "Chapter 6 – We Have Decluttered Our Homes, Now Let's Declutter Our Cities," 225–237
- Elizabeth D. Wilhoit and Lorraine G. Kisselburgh, "Collective Action Without Organization: The Material Constitution of Bike Commuters as Collective," *Organization Studies* Vol. 36, No. 5 (2015), pp. 573–592
- from Vivanco, *Reconsidering the Bicycle*
 - "5. Conclusion: On the Need for the Bicycle," pp. 127–131



The Appendix to Course Outlines is posted on the OWL course site.