

JPG1558H: The History and Geography of Cycles and Cycling

Wednesdays/ 10-12
Online - Synchronous

Instructor

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Office Hours: Wednesdays 12-1pm or by appointment

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Advertisement for the Rover Safety Bicycle, 1885 (left), Penny farthing Racer (right)

Course Description

The presence of cycling in cities has, for some, become a hallmark for the sustainable city and progressive city planning. But how did we get to this point in the history of urban transportation and city life? Has it always been like this? Is more cycling a desirable outcome for everyone? Who cycles and who doesn't, and for what reasons? In one sense, this course addresses these very questions, while exploring several points of complex intersection between cycles and cycling and a range of social, economic, and political constructs/forces/processes that often operate at a range of scales. Adopting an historical and

geographical lens, we will also consider the uneven way in which cycling seems to have fallen into and out of favour, locally, nationally, and globally over time.

We explore cycling's past and present using a range of resources and experiences (including some actual cycling in the city!). A mixture of lectures, student run seminars and presentations, and fieldwork are used. The course explores three main themes across multiple geographic and historical contexts: (1) places, of vélomobility, (2) vélomobility, identity and the body, and (3) the politics of vélomobility. Special attention is given to the City of Toronto throughout where we engage with cycle planning documents and reports from the city, region, and federal government, read academic articles focused on Toronto, and use fieldwork to identify and trouble infrastructure implementation and use.

Learning Outcomes

Once you have successfully completed this course, you should be able to:

- I. Identify and describe cycling infrastructures, policies, and programs
- II. Demonstrate connections between place, identity, and cycling
- III. Apply critical insight into the role of the bicycle in political struggle
- IV. Develop and facilitate a graduate seminar
- V. Apply critical reading and writing skills to critically assess cycling texts

Course Organization

This course will be delivered online per the meeting schedule. A link to the online meeting space will be posted weekly on Quercus. Course materials (assignment instructions, class schedule, etc.) will also be available to students on Quercus.

Assignments are to be submitted by email to the course instructor (ravensbl@mcmaster.ca). Students are responsible for accessing all readings through the University of Toronto library. Should you have any trouble finding a specific reading, please email the instructor.

Assignments and Evaluation

Weekly Reflections	56%
Student-Led Seminar	15%
Participation	15%
Pecha Kucha Talks	14%

Weekly Reflections (56%)

Eight weekly reading responses (8@7% each = 56%)

You are to read assigned readings and then write freely about what you think about what you've read. No more than three pages double-spaced (excluding references). These are to be submitted by email to your professor two days prior to the seminar dealing with the works you've read (i.e. on Mondays).

Though ten weeks have assigned readings, you only have to submit eight weekly reflections. Be sure to include your name and student number in the upper right corner of your reflection. Better reflections will draw connections between the assigned reads and will make use of additional sources (e.g., journal

articles, grey literature, media reports). Please send these documents using the PDF file format. You will be assessed a late penalty if you do not meet the submission deadline (see below).

Assignment 2 – Student-Led Seminar (15%)

All students are expected to lead one seminar (independently or in groups depending on enrollment). Students can structure seminars however they wish (creativity is encouraged!), however seminars must include a summary, synthesis, and critical appraisal of the week's assigned readings. Additional sources can and should be used in your presentation. A sample format (the critical précis) will be posted on Quercus for inspiration. The seminar schedule will be made the second week of class.

Assignment 3 – Weekly Participation (15%)

10% of the participation grade is based on mandatory class attendance, contributing to each week's discussion, and showing evidence of thoughtful contemplation of the assigned readings.

The following 5% is based on participation in the Field Session and the Building a Bikeable Toronto Workshop. The purpose of the field session is to experientially engage with the practice(s), infrastructure(s) and identities that can be found in Toronto's cycling landscape. This field-session will take place individually between September 23rd and September 30th. Each student will discuss their field trip in class during week 4 (September 30th). Recognizing that a range of abilities will be represented in the class, you are not required to cycle for the field trip. A survey will be distributed in week 1 to assess students' preferences for the field component. We will discuss alternative arrangements on a case-by-case basis. The purpose of the Building a Bikeable Toronto Workshop is to engage in real-world cycling planning, advocacy, and policy design. The workshop will take place online during class hours on week 6 (October 14th).

Assignment 4 – Pecha Kucha Talks (14%)

Each student will be responsible for two five-minute talks on a cycling issue, technology, research method, or planning strategy (2 talks @ 7% each). A list of potential topics will be circulated on the first day of classes and posted on Quercus, and a schedule for presentations will be made the second week of class. These talks will follow the Pecha Kucha format and should introduce the class to the topic, explain why it matters, raise a few questions, and provide examples of use or implementation around the world. An informational sheet on the Pecha Kucha presentation style will be distributed the first week of class and posted on Quercus. The instructor will present a sample Pecha Kucha and a talk schedule will be made during the second week of class.

Late Penalties

There is no re-weighting or re-assignment of grades across deliverables.

Reflections: 10% per day late, if missed completely then you lose the 8% allocated to the reflection.

Seminar & Pecha Kucha Talks: If you do not produce a seminar, then you lose the entire 15%. If you do not produce one or both Pecha Kucha talks, you lose the entire 7%/ talk.

Required Text

All course readings can be accessed remotely through the University of Toronto Library.

Course Schedule

Section 1: Places of Véломobility

Week 1 – September 9th

Introduction: The Bikeable City

- i. Course Outline
- ii. Perspectives, Positionality, Reflexivity
- iii. Fitting the Bicycle into Toronto Activity

Readings: None

Week 2 – September 16th

September 21st = Final date to add full-year and Fall session courses

Promoting Cycling: Infrastructure, Policies, and Programs

Readings:

Dill, J., Theresa, C. (2007). [Bicycle Commuting and Facilities in Major U.S Cities: If You Build them Commuters Will Use Them](#). *Transportation Research Record* 1828(1), 116-123.

Fishman, E. (2013) Bike Share: A Synthesis of the Literature. *Transport Reviews*, 33:2, 148-165, DOI: 10.1080/01441647.2013.775612

Heinen, Eva, Bert van Weeb and Kees Maat. (2010). Commuting by Bicycle: An Overview of the Literature. *Transport Reviews: A Transnational Transdisciplinary Journal*, 30 (1), 59-96. DOI:10.1080/01441640903187001

Pucher, J., Dill, J., & Handy, S. (2010). Infrastructure, programs, and policies to increase bicycling: an international review. *Preventive Medicine*, 50, S106-25.

Week 3 – September 23rd

Cycling Beyond the Downtown Core

Readings:

Aldred, R., Croft, J., Goodman, A. (2019). Impacts of an active travel intervention with a cycling focus in a suburban context: One-year findings from an evaluation of London's in-progress mini-Hollands programme. *Transport Research Part A*, 123, 147-169.

Boyer, R. (2018). Recreational bicycling as a "gateway" to utility bicycling: The case of Charlotte, NC. *International journal of sustainable transportation*, 12(6), 407-415.

Ledsham, T. & Verlinden, Y. (2019). [Building Bike Culture Beyond Downtown: A guide to suburban community bike hubs. The Centre for Active Transportation at Clean Air Partnership.](#)

Ravensbergen, L., Buliung, R., Mendonca, M. & Garg, N. (2018). Biking to Ride: Investigating the Challenges and Barriers of Integrating Cycling with Regional Rail Transit. *Transportation Research Record: Journal of the Transportation Research Board*, 1(1): 1-10.

Week 4 – September 30th

Field Trip on Two Wheels

Readings: None

Week 5 – October 7th

Cycling and the Global South

Readings:

Norcliffe, G. (2011) 'Neoliberal mobility and its discontents: working tricycles in China's cities,' *City, Culture and Society* 2: 235-242.

Furness, Z. (2010). Handouts, Hand Ups, or Just Lending a Hand? Community Bike Projects, Bicycle Aid, and Competing Visions of Development under Globalization, Chapter 7, 170-202, in *One Less Car: Bicycling and the Politics of Automobility*. Temple: Philadelphia

Milani Medeiros, R. & Duarte, F. (2013) Policy to promote bicycle use or bicycle to promote politicians? Bicycles in the imagery of urban mobility in Brazil. *Urban Planning and Transport Research*, 1:1, 28-39, DOI: 10.1080/21650020.2013.866875

Khisty, C.J. (2003) 'A systematic overview of non-motorized transportation for developing countries: An agenda for action'. *Journal of Advanced Transportation*, 37(3): 273-293.

Week 6 – October 14th

Building a Bikeable Toronto Workshop

Readings:

City of Toronto (2019). [Cycling Network Plan Update](#).

City of Toronto (2020). [Toronto's Cycling Infrastructure](#).

City of Toronto (2020). [COVID-19: ActiveTO – Expanding the Cycling Network](#).

Nickle, D. (2020). [Toronto Council fast-tracks new bike lanes as part of COVID-19 response](#).

Section 2: Vélomobility, Identity, and the Body

Week 7 – October 21st

October 26th = Final date to drop Fall session courses without academic penalty

Who Cycles?

Readings:

Dill, J. & McNeil, N. (2013). Four types of cyclists? Examining a topology to better understand bicycling behavior potential. *TRR: Transportation Research Record, Journal of the Transportation Research Board*, 2387, 1, 129-138

Epperson, B. (1995) Bicycle planning: Growing up or growing old. *Race, Poverty & the Environment*. 6(1), 42-44.

Garrard, J., Handy, S., Dill, J. (2012). Women and Cycling. In Pucher, J., & Buehler, R. (Eds.), *City Cycling* (211-234). Cambridge, MA: MIT Press.

McDonald, N.C. (2012). Children and Cycling. In Pucher, J., & Buehler, R. (Eds.), *City Cycling* (236-256). Cambridge, MA: MIT Press.

Week 8 – October 28th

Gender and Cycling: Then and Now

Readings:

Garvey, E. G. (1995) Reframing the bicycle: Advertising-supported magazines and scorching women. *American Quarterly*, 47(1): 66-101.

Hanson, S. (2010) Gender and mobility: New approaches for informing sustainability. *Gender, Place & Culture: A Journal of Feminist Geography*. 17(1), 5-23.

Mackintosh, P. G., & Norcliffe, G. (2007). Men, women and the bicycle: gender and social geography of cycling in the late nineteenth-century. Chapter 8 in *Cycling and Society*, Eds Horton, D., Rosen, P. and Cox, P, 153 - 178.

Ravensbergen, L. Buliung, R. & Laliberté, N. (2019) Toward Feminist Geographies of Cycling. *Geography Compass*, 1-24. DOI: 10.1111/gec3.12461

Week 9 – November 4th

Cycling & Citizenship

Readings:

Aldred, R. (2010). 'On the outside': constructing cycling citizenship. *Social & Cultural Geography*, Vol. 11, No. 1, 35-52

Barajas, J. M. (2018). [Supplemental infrastructure: how community networks and immigrant identity influence cycling](#).

Ebert, A-K (2004) Cycling towards the nation: the use of the bicycle in Germany and the Netherlands, 1880–1940 , *European Review of History: Revue européenne d'histoire*, 11:3, 347-364

Law, F.L., Karnilowicz, W. (2015). 'In Our Country it's Just Poor People who Ride a Bike': Place, Displacement and Cycling in Australia, *Journal of Community & Applied Social Psychology*, 25, 296–309.

Week 10 – Reading Week

No class

Section 3: Politics of Véломobility

Week 11 – November 18th

Cycling, Politics & Protests

Readings:

Beehner, L. (2013). [Cycles of protest: How urban cyclists act like insurgents](#). *Theory in Action*, 6(2), 52-86.

Furness, Z. (2010). Vélorutionaries and the right to the (Bikeable)City, Chapter 3, 47-77, in *One Less Car: Bicycling and the Politics of Automobility*. Temple: Philadelphia

Oldenziel, R., Bruhèze, A. A. (2011) Contested spaces: Bicycle lanes in urban Europe, 1900-1995. *Transfers* 1(2), 29-49.

Lugo, A. (2018). Bicycle Gentrification. Chapter 9, 138-150, in *Bicycle/Race: Transportation, Culture, & Resistance*. Microcosm Publishing: Portland, Or.

Week 12 – November 25th

Cycling Labourers and Labour by Cycle

Readings:

Lee, D., Ho, H., Banks, M., Giampieri, M., Chen, X., Le, D. (2016). Delivering (in)justice: Food delivery cyclists in New York City. In A. Golub, M. Hoffmann, A. Lugo & G. Sandoval (Eds.), *Bicycle Justice and Urban Transformation: Biking for all?* Routledge: New York.

Mojtehdzadeh, S. (May 19th 2020). [Inside the battle for Foodora: 'This is about the whole gig economy'](#). [Toronto Star](#).

Ravensbergen, L., Buliung, R., Sersli, S. (2020). Vélomobilities of Care in a Low-Cycling City. In press in *Transport Research: Part A*.

Reid-Musson, E. (2017). Shadow mobilities: regulating migrant bicyclists in rural Ontario, Canada. *Mobilities*, 13:3, 308-324, DOI: 10.1080/17450101.2017.1375397.

Week 13 – December 2nd

The Right to the Bikeable City

Readings:

Blickstein, S. and Hanson, S. (2001). Critical mass: Forging a politics of sustainable mobility in the information age. *Transportation*, 28(4), 347-362.

Börjesson, M., Jonas E. (2012). The Benefits of Cycling: Viewing Cyclists as Travellers rather than Non-motorists. In Parkin J., Ison S. and Shaw J. (Eds.) *Cycling and Sustainability*, 83-108. Biggleswade: Turpin Distribution Services Limited.

Byrne, D. (2009) Introduction, Chapter 1 in *Bicycle Diaries*, p. 1-5. Penguin Books: London, UK.

Do, J.L. (2018). "Han"-ted Riding. In Blue, E. (Ed.) *Taking the Lane #14: Bikequity: Money, Class, & Bicycling*, p. 41-54. Microcosm Publishing. Portland: Oregon.

Horton, D. (2007) Fear of Cycling. Chapter 3 (p.133-152) in Horton, D., Rosen, P., Cox, P. *Cycling and society*. Aldershot, England: Ashgate

Graduate Course Policies

Important Dates

Graduate courses are normally a minimum of 2-3 hours/week for 12 weeks. Reading week is optional for graduate courses. If observed, the instructor will inform the class and provide a make-up date for the missed class.

Fall 2020

July 30, 2020	Course enrolment opens
September 8, 2020	F (fall) and Y (fall-winter) session graduate courses and seminars begin
September 11, 2020	Final registration deadline
September 21, 2020	Deadline to add F (fall) and Y (fall-winter) session courses
October 26, 2020	Deadline to drop Fall courses
October-November 2020	Undergraduate reading week*

Winter 2020

January 4, 2021	S (winter) session graduate courses and seminars begin
January 13, 2021	Grades for F (fall) courses available for viewing on ACORN
January 18, 2021	Deadline to add S (winter) session courses
February 22, 2021	Deadline to drop S (winter) and Y (fall-winter) session courses
April 16, 2021	Grade deadline for students graduating in June 2021

Summer 2021

May 3, 2021	Summer F (May-June) and Y (May-August) session graduate courses and seminars begin
May 19, 2021	Grades for S (winter) and Y (fall-winter) courses available for viewing on ACORN
May 28, 2021	Final date to drop F (May-June) session courses without academic penalty
June 7, 2021	Summer S (July-August) session graduate courses and seminars begin
July 14, 2021	Grades for F (May-June) courses available for viewing on ACORN

* Reading week applies to undergraduate programs, and is optional for graduate courses, at the discretion of the instructor. If observed, the instructor will inform the class and provide a make-up date for the missed class. This may include an extra class at the end of term. Fall reading week dates: UTSC – October 10-16; UTM – October 13-16; UTSG – November 9-13. Winter reading week dates: UTSC – February 13-19; UTM – February 16-19; UTSG – February 16-19.

Course Syllabi

A final course syllabus, which includes all assignments, deadlines and weighting of methods of evaluation, must be made available to all students enrolled in the course as early as possible, no later than the deadline for enrolling in classes. Changes to the methods of evaluation or their relative weights cannot be made after this date without the consent of a simple majority of students in the class, provided a vote is announced at the previous class meeting.

Late Assignments

Instructors are not obligated to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases a late penalty is not normally applied. In all other circumstances, if an instructor intends to accept and apply penalties to late assignments this will be clearly set out in the syllabus.

Attendance and Participation

Although attendance makes up no more than 20% of the final course grade, regular and consistent attendance in graduate courses is expected. Most graduate courses are seminar style classes, which involve collaborative work and in-class discussions with other students and instructors. Students who are unable to attend class each week must inform the instructor as early as possible.

Accessibility and Accommodations

The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact [Accessibility Services](#) as soon as possible.

Where there is an accommodation recommended by Accessibility Services, the department and/or instructors will be provided with an accommodation letter.

Academic Integrity

Academic misconduct by graduate students is taken very seriously. The University's policy on academic misconduct is found in the Code of Behaviour on Academic Matters (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

B.i.1. It shall be an offence for a student knowingly:

(d) to represent as one's own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.

Wherever in the Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The [SGS Academic Integrity Resources](#) webpage outlines the policy on academic misconduct and the process for handling an allegation of academic misconduct.

Coursework Extensions

The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:

- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.
- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

Religious Accommodations

Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

Course Enrolment and Quercus

Acorn is the only indicator of official course enrolment; Quercus is not. Students enrolled in Acorn will be automatically populated to a course's Quercus site within 24 hours of enrolling. In some cases, if a student is on a course wait list or there is another delay in processing registration an instructor may give a student access to Quercus as a guest. This will not constitute official enrolment and students are responsible for making sure the course is added correctly using Acorn.

Auditing

Students who wish to audit a course must obtain permission directly from the course instructor within the first week of class. Permission is subject to available space and can only be granted by the course instructor.

Only registered students at the University of Toronto may audit courses. Auditing entitles a student to attend lectures only. Students may not submit any written work, attend labs/tutorials or write tests/exams. The student will not be enrolled in the course and the course will not appear on their transcript. The department does not provide certificates of attendance.

Reading Courses

Reading courses allow students to complete coursework in topics not covered by current course offerings in Geography or Planning. The [Reading Course Form](#) must be accompanied by a brief course outline.

Copyright in Instructional Settings

If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor's written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor's consent shall not be unreasonably withheld.