

Centre for Global Studies 3521G

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

January – April, 2021
remote teaching/learning
contact hours: Tuesdays, 11:30am. – 2:30pm.

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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 study: 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. However, our studies, in these regards, are not reducible to the concerns of cyclists or bicycling social movements themselves. The stakes of our studies have a much broader scope.

In studying the spaces for bicycling and the productive spatial productions of bicycling, our aim in this course is to open up critical investigations into the stakes of human automobility within late modernity. We are studying the politics of how we move in the societies we build with one another and how our modes of movement impact how our social, political, economic, and cultural contexts are shaped. In this respect, inevitably, our studies of spaces of and for pedal-powered bicycling will lead very directly to contrasts with human automobility via motorised transport, in particular the car. Bicycling and movement by motorised cars are two very different modes of automobility produced in modernity, each offering very different kinds of futures and orientations to the world. Studying bicycling in relation to the spaces of motorised cars will help us understand how bicycling is not just a way in which we can get around in the world but, rather, is a way of forming the world in altogether different ways.

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 activist 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

As you are already well aware, we remain within social conditions that are necessarily restrained as a result of our efforts to minimise the spread of the COVID-19 virus, within the context of a global pandemic. As a result, our community at Huron University College has made the decision to not allow students and faculty members to meet one another in-person, as classes, within our institution's buildings. Rather, we are teaching

and engaging in our studies and learning practices in our courses remotely. And, unavoidably, our manners of teaching, learning, and interactions with one another are changed quite radically from what usually occurs on campus.

In order to achieve the learning objectives in this course, CGS 3521G will be conducted via online media and tools. Students will be engaged in significant independent directed reading and study, supported by rich opportunities for online engagements between professor and student and amongst the students in this class generally. I have organised our studies in this course most substantially around a very strong set of weekly assigned readings and videos. These assigned readings and videos will provide the core substance of the course. It is expected that all students in this course carefully read, study, and view all assigned journal articles and book chapters, weekly. And all discussions between students and students and myself will be based on prior reading and engagements with these assigned texts and videos.

I will be guiding you through your studies in CGS 3521G by means of weekly written direction and questions, followed by weekly concluding notes. As well, we will have the opportunity to meet with one another, as a full class, over Zoom for our weekly class period scheduled for each Tuesday, through the term, for tutorial seminar discussions over the readings, videos, and discussion questions each week. This Tuesday tutorial discussions will begin at 11:30am. and run as late as 1:30pm., depending on how much we have to say to one another. I will also be available to you each week to work with you on your individual questions, concerns, and assignments via email. And, as a class of students, you will have weekly access to each other at any time via the topic-oriented Forum discussion pages available on the OWL site for our course.

Reading and Study Schedule: As you will see in the syllabus, below, there are several texts, in the forms of journal articles, book chapters, and videos, assigned as required reading and viewing for each week of classes over the term. There is a specific schedule by which you need to have studied, reflected over, and taken notes on these materials each week, in preparation for both weekly written assignments and for our weekly tutorial discussions that will be conducted via Zoom.

Weekly Direction on Readings and Videos: Each week, on Wednesday afternoons, I will post for everyone in the class a short textual introduction to the journal articles, book chapters, and videos you are to read, study, and view in the week to come. I will submit this as a text within the Week's folder in the **Resources** tool of our OWL course site. In these short writings, I will give you an understanding of how to interpret and contextualise these materials, and I will present you with questions and problems on which I would like you to focus in your study of these materials.

Weekly Concluding Remarks on Readings and Videos: Each week, on Wednesday, I will post for everyone in the class short concluding remarks, in written form, on the readings and videos we will have studied in the previous week, as well as our latest Tuesday Zoom seminar. I will submit this as a text within the Week's folder in the **Resources** tool of our OWL course site. These remarks will not be lengthy. The main point of them will be to bring focus to what I believe we need to take away from our learning of the previous week and consider how these learning experiences relate to our studies in the week(s) to come.

Tuesday afternoon email contact: You will find my email address near the top of the first page of this syllabus. Of course, you are more than welcome to send me an email message any time you like, to ask questions about the course readings, your studies in the course, your own learning concerns or objectives, and the course assignments on which you are working. And I will respond to your emails as soon as I am able. However, I plan to ensure that I set aside the period of 1:30 – 2:30pm. on Tuesday afternoons as a period in which I will be actively engaged with responding to emails regarding course-related concerns. So, it is useful to send in specific emails to me on Tuesdays. And I will do my best to respond to as many of your emails as possible during that particular period on Tuesday afternoons. Again, though, I will be responding to emails, as time allows, on other weekdays as well. However, please note, I am highly unlikely to respond to emails after 3:30pm. on weekdays, and I will try to avoid reading or writing emails altogether over weekends and holidays. It is also worth noting that I will try to focus on email for only specific periods on weekdays. So, please do not expect immediate responses from me. Outside of Tuesday mornings, you may need to wait for up to two weekdays for a response. And, whenever you send to me a course-related email, please included "CGS 3521G" in the subject line, with any other keywords or topic indicators you want to use.

Tuesday tutorial seminars via Zoom: During the contact hours scheduled for CGS 3521G on Tuesdays, 11:30am. - 1:30pm., I have scheduled our entire class for Zoom tutorial seminars. You will be able to link to these Zoom discussions via the **Zoom** tool in the OWL site for our course. During these Zoom seminars, we will have the opportunity to discuss with one another issues and questions that arise regarding our studies of required readings and viewing of required videos each week. I will certainly come to these meetings with my own questions and points that I wish to engage with you. And I will sometimes present you with short lectures on our assigned readings or overtly lead discussion on these materials for parts of our meetings. However, this is also a very important time when every student in the class should feel comfortable in bringing their questions and ideas, to pose to one another for discussion. During these Tuesday Zoom

seminars, we will engage the specific materials assigned for that particular week, according to the schedule in the syllabus, below. Please note, you will need to register for these Zoom meetings, but, once you have registered for the first one, you should be automatically registered for all of them, for the rest of the term.

OWL site Forums: On the OWL site for CGS 3521G, I have created a set of forum sites for each topic we will be studying and learning about over the term, which, not surprisingly, you will find in the **Forum** tool. These forum sites are offered to students in the course only for the purpose of giving everyone the chance to share questions and ideas with one another on an informal basis. Essentially, these forums will serve as online study–group sites, where you can ask questions of one another and develop discussions over our studies and the assignments. There are no assignments related to participation in the forums themselves. These forums are set up only as tools for those who want them, for the purpose of developing online discussions about the materials and topics we are studying in the course. Over the term, I will certainly have a look at the dialogue and discussions that are emerging in these forums, just to see how the conversations are developing. However, I will not participate in them myself, and the posts made on the forums will not be evaluated or graded.

READING MATERIALS

As you will see in the Reading Schedule below, specific journal articles, book chapters, and videos are assigned for reading, viewing, and studying in CGS 3521G for each week of the Winter term, except for Reading Week. It is expected and required that you do indeed read, study, view, and think about these materials each week, as scheduled. You need to do so to keep up with studies in our course. And, it will be necessary to do so in order to complete your Weekly Study Assignments each week as well.

The journal articles, book chapters, and videos that you are required to read, study, and view are all made available online. You will find many of these materials available through online access through Huron's Library catalogue. For your convenience, all readings are loaded up, by Week, in the **Course Reading platform** that the Library has created for CGS 3521G at: <https://course readings.lib.uwo.ca/ares/>. You can find and link to all of these readings via the **Course Readings** tool in the OWL site for our course. There will also be online links to the assigned videos, both in the **Course Readings** OWL tool and via URL addresses noted in the Reading & Class Schedule in this syllabus, below. And, in the Reading Schedule itself, instructions are provided on how to access the remaining videos online (mostly through just providing the URL).

If, for some reason, you have any difficulty accessing any of these materials, please do not hesitate to get in contact with me. I will always be glad to help you get what you need.

In case you are interested in ordering/purchasing hard copies of any books for this course, please note that the following books either feature significantly in our required readings or are of interest to the core themes of this course:

Peter Cox, *Cycling: A Sociology of Vélomobility* (Routledge, 2019).

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

Zack 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 Transportation: Biking for All?* (Routledge, 2016).

Melody L. Hoffmann, *Bike Lanes Are White Lanes* (University of Nebraska Press, 2016).

Adonia E. Lugo, *Bicycle/Race: Transportation, Culture, & Resistance* (Microcosm Publishing, 2018).

John G. Stehlin, *Cyclescapes of the Unequal City: Bicycle Infrastructure and Uneven Development* (University of Minnesota Press, 2019).

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

ASSIGNMENTS AND EVALUATION

Weekly Study Assignments

For Weeks Two through Thirteen (minus Week Six, which is our Reading Break), you will be given a Study Assignment, in which I will ask you to write a short critical response and interpretive analysis regarding the texts and videos assigned for reading, studying,

and viewing in that particular week. You will receive the question/assignment in the **Assignment** tool of our course OWL site on the Wednesday prior to the week in which the Study Assignment is due. And your Study Assignment will be due on the following Tuesday, by no later than 11:00 am.

In these weekly Study Assignments, I will ask you to respond to a specific question or problem with respect to the ideas, arguments, issues, and problems that are raised across the texts and videos I have assigned for you to read, view, and study for that week. Each Weekly Study Assignment should take the form of a short and very tightly argued essay, within the range of 500 - 600 words in length. You certainly should substantiate your observations and arguments in these essays, with references to the range of readings assigned for that week, but you should not include lengthy quotations. This short essay should be composed of your own words and critical analysis, developed in a rich and dense form.

Following the format of an essay, each of your Study Assignments should respond directly and substantially to the question or problem you are given and be built with direct and substantial references and engagements with the ideas, information, arguments, and problems developed in the assigned readings and videos.

Given that these Study Assignments are very short essays that are still intended to convey significant critical insight and depth of analysis and understanding, it is very important that you do not devote space in these assignments to lengthy and general introductions. Rather, your Weekly Study Assignments should begin with very brief and direct responses to the question/problem you were given. You should then focus your energies on supporting your core response with critical analysis of the texts and videos you have read, viewed, and studied for that week. And, you should substantiate your analyses with a rich array of references to the texts and videos read and viewed.

Successful Study Assignments will:

- respond directly to the assigned question/problem at the very beginning, without getting lost in a lengthy introduction;
- support the initial response to the assigned question/problem with serious interpretive readings, analysis, and critical consideration of what may be learned through the full array of journal articles, book chapters, and videos assigned for that week;
- build the interpretive readings, analysis, and critical consideration of these texts and videos with a rich array of meaningful references to these materials, but, do not clutter your writing with quotations from these materials;

- reference all textual materials in Chicago Style, with the use of specific page numbers;
- reference all videos in Chicago Styles, with the identification of minutes/seconds to indicate specific moments in the videos at issue;
- develop a response to the assigned weekly questions/problems that seek to think across the range of assigned texts and videos;
- seek to deepen our insights into the issues, problems, and information addressed in the texts and videos assigned for study that week;
- try to contribute to our understanding of the issues, problems, and information that are raised in the texts and videos;
- identify further questions that need to be addressed.

You are required to submit your Weekly Study Assignments through the Assignment tool on the OWL course site.

While you are asked to complete 11 of these Weekly Study Assignment essays over the term, only your best 10 will actually be counted toward your grade for this component of the course. So, you really only need to complete 10 of them. Each of these assignments will be graded out of five points. So, together, your 10 most successful Weekly Study Assignments will count for 50% of your overall grade in the course.

Research Project

Outside of the weekly studies and short writing assignments, students in CGS 3521G are required to develop an independent research project related to the themes and problems engaged in the course. There are two assignments that students are required to submit in relation to this project, a research paper proposal and a final research paper. These assignments are described below.

Students are permitted to develop their own areas of focus and problems for this independent research project. However, these should be developed well within the concerns of CGS 3521G, and these choices should be approved by the professor before developing either the paper proposal or research paper.

As examples, these are a few possible broad areas of study in which students may consider developing their research projects:

- how, historically, bicycling has functioned to open up social, political, cultural, or economic possibilities, in either specific or broad scales;

- how, historically, bicycling as functioned to shape spaces of modernity;
- how, historically, bicycling has functioned in the politics of modern mobilities and transportation;
- historical renderings of landscape via bicycling;
- historical feminist mobilisations via bicycling;
- historical racisms in automobility;
- early genderings of bicycling;
- historical socialist mobilisations in bicycling;
- anti-colonialism in bicycling;
- anti-totalitarianism in bicycling;
- anti-fascism in bicycling;
- interrelations and contestations between bicycling and automotive mobility in the formations of modern social spaces;
- politics of bicycle spacings and cycleways in relation to modernist authoritarianism of car infrastructure and roadways;
- queer politics of bicycling;
- bicycling in environmentalism;
- bicycling in development;
- social/political economies of bicycle share regimes;
- globalisation and capitalism of bicycle promotion;
- historical forms of bicycle activism/politics;
- relationships between bicycling and activism of any form;
- bicycling in transportation justice issues;
- relations of gentrification and bicycling;
- pedal-based automobility as transportation right;
- bicycle automobility in forming spaces of resistance movements;
- relations of bicycling and bike-spacings to feminist politics;
- racism in contemporary bicycle promotion;
- opportunities for anti-racism in bicycling;
- anti-racist bicycle movements;
- critiques of capitalism in bicycling;
- critiques of patriarchy in bicycling;
- bicycling in politics of city planning (any city; multiple cities);
- Critical Mass, or any other mass ride movement;
- feminist geographies of bicycling;
- police violence and bicycle activism;
- bikes vs. cars;
- punk bicycling;
- transportation inequalities and bicycling;
- revolutions in automobilities, as expressed in civic innovations in spaces for

- movement;
- changing social space through bicycling;
- anti–governmentality in bicycling;
- redesigning architecture for pedal–based automobilities;
- phenomenology of bicycling;
- bicycling as cultural trope, in film, literature, or visual art;
- aesthetics of bicycling;
- possibilities in mobility in the world.

The above are just some broad ideas with which you might consider working. Please feel free to develop these as you like, and do feel free to propose other possible topics. There are many directions in which one's research in CGS 3512F may go.

Research Paper Proposal

The final assignment required of students in this course is the writing of a major research paper assignment. 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 significant paper proposal. In this paper proposal, students should aim to present the following:

- a clear and detailed description of the scope and field of analysis to be studied and examined in the research paper;
- a clearly and richly articulated research question;
- a presentation and discussion of the rationale behind the research question, indicating the importance and value of taking up this question;
- an outline of the approaches and lines of analysis/study to be developed in the research paper;
- a statement indicating the scholarly objective of the research paper;
- an annotated bibliography of the research sources reviewed so far (at least 10 sources).

Students may use sources assigned for reading in the course.

The paper proposals will be evaluated in terms of: how effectively and appropriately you establish a scope and field of analysis that relates to the objective of the research paper assignment; how effectively you establish a serious research question and support this research question with an effective and appropriate rationale; how well you establish the importance of this research project and outline an appropriate approach to

fulfilling its objectives; how well you identify and establish appropriate objectives for this research paper; how well you establish a strong basis of research materials for the fulfillment of the paper; and the quality of writing and style of presentation.

Required length of Paper Proposal: 500 - 800 words, plus annotated bibliography.

Number of scholarly and primary sources referenced in proposal and annotated bibliography: no less than 8

Style of reference and bibliography: Chicago Style
https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Due date of paper proposal: no later than March 12th

Manner of submission: via the Assignment tool of the OWL course site

Research Paper

You are required to write and submit a major research paper that seeks deep insight and understanding the topic, problem, or question developed in your paper proposal. In the development of these research paper projects, students should aim to focus on a key issue or point of contestation related to the themes and subject material of CGS 3521G.

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, you should aim to express a high degree of understanding of the stakes of the problems you are addressing in your paper. And you should anchor your 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 engaged, referenced, and included in the bibliography: a minimum of 12 sources
- required length of research paper: no less than 2,500 words, plus bibliography
- Style of reference and bibliography: Chicago Style
https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html
- due date of research paper: no later than April 12th
- manner of submission of research paper: via the Assignment tool of the course OWL site

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, with some significant weakness;
 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 their assignments. The distribution of the components adding to a final grade in this course is as follows:

- best 10 out of 11 Weekly Study Assignments (5% each) = 50%
- Research Paper Proposal = 10%
- 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 written assignments in this course are due no later than the days and times indicated above. Any assignment submitted after the due date and time and specified for it will be considered late and, normally, will not be accepted for grading. However, of course, it is understood that personal problems, health issues, or accidents can make it difficult to complete and submit assignments on time. And, if genuine issues of this sort arise, assignments will be accepted late without penalty. Please note, though, that late assignments will be accepted and graded only where students have received written permission from the Professor or received a recommendation for Academic Accommodation.

CLASS & READING SCHEDULE

Week One, January 12th: Introduction

- readings: – from Luis A. Vivanco, *Reconsidering the Bicycle: An Anthropological Perspective on a New (Old) Thing* (Routledge, 2013):
- "1. Anthropology, Bicycles, and Urban Mobility," pp. 1–22
- from Zach Furness, *One Less Car: Bicycling and the Politics of Automobility* (Temple University Press, 2010):
- "1. Introductions and Intersections," pp. 1–13
- from Golub et al., eds., *Bicycle Justice and Urban Transformation: Biking for All?* (Routledge, 2016):
- "1. Introduction: creating an inclusionary bicycle justice movement,"

pp. 1–19

- from Peter Cox, *Cycling: A Sociology of Vélocity* (Routledge, 2019):
 - "Chapter 1. Toward a sociology of cycles and cycling," pp. 11–35

Week Two, January 19th: Making Spaces in the World Through Bicycling

- readings: – from Luis A. Vivanco, *Reconsidering the Bicycle: An Anthropological Perspective on a New (Old) Thing* (Routledge, 2013):
- "2. What (and When) is a Bicycle?," pp. 23–56
- from Zach Furness, *One Less Car: Bicycling and the Politics of Automobility* (Temple University Press, 2010):
- "2. Becoming Auto-Mobile," pp. 14–46

recommended readings (read at least 3 of the following):

- 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.)
- Nidhi Maini, "Dressed Up and On the Go: Women Cyclists in Modern Japan," *China Report* Vol. 56, No. 2 (2020), pp. 259–281
- 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.

watch videos: – "Genre de vie" 35 min.

https://www.youtube.com/watch?v=B9y93T_h3ks

- "Biking the Path to Equality for Afghanistan's Women" 18 min.

<https://video.nationalgeographic.com/video/150702-galpin-biking-afghanistan-lecture-nglive>

Week Three, January 26th: Contested Spacings in Early Automobility, and the Rise of Global Governance In Spaces of Automobility

- readings: – from Zach Furness, *One Less Car: Bicycling and the Politics of Automobility* (Temple University Press, 2010):
- "3. Vélorutionaries and the Right to the (Bikeable) City," pp. 47–77

- from Golub et al., eds., *Bicycle Justice and Urban Transformation: Biking for All?* (Routledge, 2016):
 - Alfredo Mirandé and Raymond L. Williams, "9. Rascuache cycling justice," pp. 130–142
- from Peter Cox, *Cycling: A Sociology of Vélomobility* (Routledge, 2019):
 - "Chapter 4. Material spaces of cycling," pp. 81–99

recommended readings (read at least 2 of the following):

- 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

watch video: Fredrick Gertten, "Bikes vs. Cars" (on vimeo) 95 minutes

Week Four, February 2nd: Governing the Politics of Bicycling: Reductions and Marginalisations to Discourses of Youth, Gender, and Ecology

- readings: – from Zach Furness, *One Less Car: Bicycling and the Politics of Automobility* (Temple University Press, 2010):
- "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

- watch videos:
 - "Cycling Copenhagen, Through North American Eyes,"
<https://www.youtube.com/watch?v=vyrTx9SXkVI>
 - "How the Dutch Got Their Cycle Paths,"
<https://www.youtube.com/watch?v=XuBdf9Yj7o>
 - "4 Lessons from Bhopal and Bogota on Launching Citywide Bike Sharing"
<http://thecityfix.com/blog/4-lessons-bhopal-bogota-launching-citywide-bike-sharing-christopher-moon-miklaucic-valeria-gelman/>
 - "Ofo's New Bike-Sharing Program is a Lot Like Legal Bike Theft,"
<https://www.youtube.com/watch?v=UOPx3a6gZg0>
 - "China's Bicycle sharing Went Insane!,"
<https://www.youtube.com/watch?v=kdsb2wwn-7g>

Week Five, February 9th: The Rise of Bicycling as Activism and Spacings of Resistance

- readings: – from Vivanco, *Reconsidering the Bicycle: An Anthropological Perspective on a New (Old) Thing* (Routledge, 2013):
- "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: Biking for All?* (Routledge, 2016):
- 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
- 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

recommended readings:

- 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
- Michael W. Pesses, "Automobility, Vélomobility, American Mobility: An Exploration of the Bicycle Tour," *Mobilities* Vol. 5, No. 1 (2010), pp. 1–24

- watch video: Rochester Street Films, "Transportation and Poverty," 2017
<https://reconnectrochester.org/transportation-and-poverty/> 30 min. 41 sec.

Week Six: READING WEEK

Week Seven, February 23rd: The Activisms and Spacings of "Critical Mass" Projects

- readings: – from Zach Furness, *One Less Car: Bicycling and the Politics of Automobility* (Temple University Press, 2010):
- "4. Critical Mass and the Functions of Bicycle Protest," pp. 78–107
- from John G. Stehlin, *Cyclescapes of the Unequal City: Bicycle Infrastructure and Uneven Development* (University of Minnesota Press, 2019):
- "3. Everyday Practices and the Social Infrastructure of Urban Cycling," pp. 53–83
- 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

recommended reading:

- Chris Carlsson, "King of the Road," *Boom: A Journal of California* Vol. 1, No. 3 (2011), pp. 80–87

watch video: Joe Biel, "Aftermass: Bicycling in a Post-Critical Mass Portland,"

(75 min.) <https://vimeo.com/145546824>

Week Eight, March 2nd: : Feminist Mobilisations in Bicycling

readings: – Megan E. Heim LaFrombois, "(Re)Producing and challenging gender in and through urban space: women bicyclists' experiences in Chicago," *Gender, Place & Culture* Vol. 26, No. 5 (2019), pp. 659–679.

– Amy Lubitow, et al., "Sustainable Cycling for All? Race and Gender–Based Inequalities in Portland, Oregon," *City and Community* Vol. 18, No. 4 (2019)

pp. 1181–1202

– Léa Ravensbergen, et al., "Toward feminist geographies of cycling," *Geography Compass* (July, 2019) (24 pages)

– The Roestone Collective, "Safe Space: Towards a Reconceptualization," *Antipode* Vol. 46, No. 5 (2014), pp. 1346–1365

– Julie Gamble, "Playing with Infrastructure like a Carishina: Feminist Cycling in an Era of Democratic Politics," *Antipode: A Radical Journal of Geography* Vol. 51, No. 4 (2019), pp. 1166–1184

recommended reading:

– 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 video – Joanna Sokolowski and Kate Trumbull–LaValle, "Ovarian Psychos" (2016) DVD film (72 min.) HQ1438 .C2083 2016

Week Nine, March 9th: Racism and Ethnic Discriminations in Bicycle Politics

readings: – from Melody Hoffmann, *Bike Lanes are White Lanes: Bicycle Advocacy and Urban Planning* (University of Nebraska Press, 2016):

– "3. Bike Lanes are White Lanes: Gentrification and Historical Racism in Portland's Bicycle Infrastructure Planning," pp. 81–109

– from Golub 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

recommended readings:

- 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

watch video: "Biking While Black: Tackling Racism in Cycling and TOD," 60' 46"
https://www.youtube.com/watch?v=_iugXKVFoHs

Week Ten, March 16th: 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
- from John G. Stehlin, *Cyclescapes of the Unequal City: Bicycle Infrastructure and Uneven Development* (University of Minnesota Press, 2019):
- "4. Gentrification and the Changing Publics of Bicycle Infrastructure," pp. 85–110
 - "5. Institutional Power and Intra-class Conflict over Complete Streets," pp. 111–140

recommended readings:

- 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
- Mark Falcoux, "Why We Ride: Road Cyclists, Meaning, and Lifestyles,"

Journal of Sport and Social Issues Vol. 41, No. 3 (2017), pp. 239–255

watch videos: "The Legacy of Redlining," 5'45"

<https://www.youtube.com/watch?v=IRiOCEaFr0U>

"Gentrification Explained," 7'31"

<https://www.youtube.com/watch?v=V0zAvImzDFc>

"Boyle Heights Promotores Program," 7'24"

<https://www.bikeleague.org/content/mcm-promotores>

"Chocolate Spokes," 5'35"

<https://vimeo.com/209844400>

"Pittsburgh Better Than You Think," 3'34"

<https://www.youtube.com/watch?v=z9xMdlKM0qE>

Week Eleven, March 23rd: Transitions in the Bike Lanes

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

– "6. DIY Bike Culture," pp. 140–169

– from Luis A. Vivanco, *Reconsidering the Bicycle: An Anthropological Perspective*

on a New (Old) Thing (Routledge, 2013):

– "3. Constructing Urban Bicycle Cultures: Perspectives on Three Cities," pp. 57–98

– from Golub et al., eds., *Bicycle Justice and Urban Transformation: Biking for All?* (Routledge, 2016):

– Karel Martens, Daniel Piatokowski, Kevin J. Krizek, and Kara Luckey, "Advancing discussions of cycling interventions based on social justice," pp. 86–99

– 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

watch videos: "Bike Kill," 5'22"

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

"O Veiculo Fantasio," 33'48"

<https://vimeo.com/29168999>

Week Twelve, March 30th: 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 video: "Bogota, Building a Sustainable City" (25 min.)

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

Week Thirteen, April 6th: Re–Imagining Communities and Cities for Pedal–Based Automobility

- readings: – 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
- Lusi Morhayim, "Nightscapes of Play: Enjoyment of Architecture and Urban Space through Bicycling," *Antipode: A Radical Journal of Geography* Vol. 50, No. 5 (2018), pp. 1311–1329
 - Elizabeth D. Wilhoit, "Affordances as Material Communication: How the Spatial Environment Communicates to Organize Cyclists in Copenhagen, Denmark," *Western Journal of Communication* Vol. 82, No. 2 (2018), pp. 217–237
 - Paola Castañeda, "From the Right to Mobility to the Right to the Mobile City:

Playfulness and Mobilities in Bogotá's Cycling Activism," *Antipode: A Radical Journal of Geography* Vol. 52, No. 1 (2020), pp. 58–77

- "Steven Fleming, "Chapter 2. How Should We Think About Bicycling Cities?," in Fleming, *Velotopia: the production of cyclespace in our minds*

and

our cities (nai010 publishers, 2017), pp. 89–110.

recommended readings:

- 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
- 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

recommended videos:

"The Dollars and of Building for Bikes," 30' 25"
<https://www.youtube.com/watch?v=euAEYsuslTA>

"A305/13 Le Corbusier: Villa Savoye," 23'47"
<https://www.youtube.com/watch?v=40l7y-3Wvcg>

"Le Corbusier: 5 points of Architecture," 2'35"
https://www.youtube.com/watch?v=f1womjgDI_l

"To New Horizons - Futurama," 23'
<https://www.youtube.com/watch?v=alu6DTbYnog>

"Houten Cycling City of the Year, 2018," 4'59"
<https://www.youtube.com/watch?v=gFEfr7Amn6U>

"Architecture for Bicycles in Copenhagen," 5'48"
https://www.youtube.com/watch?v=-q-e9_KFcoY

"BYCS x BAB - World's First Bicycle Architecture Biennale Movie," 3'41"
<https://vimeo.com/251800809>

CALENDAR OF REQUIREMENTS, INSTRUCTION, AND ASSIGNMENT DEADLINES

Thursday, January 7th	– receive introductory comments and directions on studying readings assigned for Week One
prior to Tuesday, January 12th	– complete reading and studying course syllabus, available on the CGS 3521G OWL site; – complete reading and studying all required readings assigned for Week One
11:30am., Tuesday, January 12th	– meet on Zoom as a class to: – review and discuss course syllabus; – engage in tutorial discussion over problems and issues raised in readings assigned for Week One.
Wednesday, January 13th	– receive concluding remarks on studies for Week One; – receive introductory comments and directions on studying readings assigned for Week Two; – receive question for Weekly Study Assignment for Week Two (via Assignment Tool in course OWL page)
no later than 11:00am., Tuesday, January 19th	– submit Weekly Study Assignment for Week Two (via Assignment Tool in course OWL page)
11:30am., Tuesday, January 19th	– meet on Zoom as class to engage in tutorial discussion over problems and issues raised in readings and videos assigned for Week Two
Wednesday, January 20th	– receive concluding remarks on studies for Week Two; – receive introductory comments and directions on studying readings assigned for Week Three; – receive question for Weekly Study Assignment for Week Three (via Assignment Tool in course OWL page)
no later than 11:00am., Tuesday, January 26th	– submit Weekly Study Assignment for Week Three (via Assignment Tool in course OWL page)
11:30am., Tuesday, January 26th	– meet on Zoom as class to engage in tutorial discussion over problems and issues raised in readings and videos assigned for Week Three
Wednesday, January 27th	– receive concluding remarks on studies for Week Three; – receive introductory comments and directions on studying readings assigned for Week Four; – receive question for Weekly Study Assignment for Week Four (via Assignment Tool in course OWL page)

no later than 11:00am., Tuesday, February 2nd	– submit Weekly Study Assignment for Week Four (via Assignment Tool in course OWL page)
11:30am., Tuesday, February 2nd	– meet on Zoom as class to engage in tutorial discussion over problems and issues raised in readings and videos assigned for Week Four
Wednesday, February 3rd	– receive concluding remarks on studies for Week Four; – receive introductory comments and directions on studying readings assigned for Week Five; – receive question for Weekly Study Assignment for Week Five (via Assignment Tool in course OWL page)
no later than 11:00am., Tuesday, February 9th	– submit Weekly Study Assignment for Week Five (via Assignment Tool in course OWL page)
11:30am., Tuesday, February 9th	– meet on Zoom as class to engage in tutorial discussion over problems and issues raised in readings and videos assigned for Week Five
Wednesday, February 10th	– receive concluding remarks on studies for Week Five; – receive introductory comments and directions on studying readings assigned for Week Seven; – receive question for Weekly Study Assignment for Week Seven (via Assignment Tool in course OWL page)
February 15th – 19th	READING BREAK
no later than 11:00am., Tuesday, February 23rd	– submit Weekly Study Assignment for Week Seven (via Assignment Tool in course OWL page)
11:30am., Tuesday, February 23rd	– meet on Zoom as class to engage in tutorial discussion over problems and issues raised in readings and videos assigned for Week Seven
Wednesday, February 24th	– receive concluding remarks on studies for Week Seven; – receive introductory comments and directions on studying readings assigned for Week Eight; – receive question for Weekly Study Assignment for Week Eight (via Assignment Tool in course OWL page)
no later than 11:00am., Tuesday, March 2nd	– submit Weekly Study Assignment for Week Eight (via Assignment Tool in course OWL page)
11:30am., Tuesday, March 2nd	– meet on Zoom as class to engage in tutorial discussion over problems and issues raised in readings and videos assigned for Week Eight
Wednesday, March 3rd	– receive concluding remarks on studies for Week Eight; – receive introductory comments and directions on studying readings assigned for Week Nine;

	– receive question for Weekly Study Assignment for Week Nine (via Assignment Tool in course OWL page)
no later than 11:00am., Tuesday, March 9th	– submit Weekly Study Assignment for Week Nine (via Assignment Tool in course OWL page)
11:30am., Tuesday, March 9th	– meet on Zoom as class to engage in tutorial discussion over problems and issues raised in readings and videos assigned for Week Nine
Wednesday, March 10th	– receive concluding remarks on studies for Week Nine; – receive introductory comments and directions on studying readings assigned for Week Ten; – receive question for Weekly Study Assignment for Week Ten (via Assignment Tool in course OWL page)
Friday, March 12th (by midnight)	– submit Paper Proposal assignment (via Assignment Tool in course OWL page)
no later than 11:00am., Tuesday, March 16th	– submit Weekly Study Assignment for Week Ten (via Assignment Tool in course OWL page)
11:30am., Tuesday, March 16th	– meet on Zoom as class to engage in tutorial discussion over problems and issues raised in readings and videos assigned for Week Ten
Wednesday, March 17th	– receive concluding remarks on studies for Week Ten; – receive introductory comments and directions on studying readings assigned for Week Eleven; – receive question for Weekly Study Assignment for Week Eleven (via Assignment Tool in course OWL page)
no later than 11:00am., Tuesday, March 23rd	– submit Weekly Study Assignment for Week Eleven (via Assignment Tool in course OWL page)
11:30am., Tuesday, March 23rd	– meet on Zoom as class to engage in tutorial discussion over problems and issues raised in readings and videos assigned for Week Eleven
Wednesday, March 24th	– receive concluding remarks on studies for Week Eleven; – receive introductory comments and directions on studying readings assigned for Week Twelve; – receive question for Weekly Study Assignment for Week Twelve (via Assignment Tool in course OWL page)
no later than 11:00am., Tuesday, March 30th	– submit Weekly Study Assignment for Week Twelve (via Assignment Tool in course OWL page)
11:30am., Tuesday, March 30th	– meet on Zoom as class to engage in tutorial discussion over problems and issues raised in readings and videos assigned for Week Twelve
Wednesday, March 31st	– receive concluding remarks on studies for Week Twelve;

	<ul style="list-style-type: none"> – receive introductory comments and directions on studying readings assigned for Week Thirteen; – receive question for Weekly Study Assignment for Week Thirteen (via Assignment Tool in course OWL page)
no later than 11:00am., Tuesday, April 6th	– submit Weekly Study Assignment for Week Thirteen (via Assignment Tool in course OWL page)
11:30am., Tuesday, April 6th	– meet on Zoom as class to engage in tutorial discussion over problems and issues raised in readings and videos assigned for Week Thirteen
Wednesday, April 7th	– receive concluding remarks on studies for Week Thirteen
Monday, April 12th (by midnight)	– submit Research Paper assignment (via Assignment Tool on course OWL page)



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: enter and leave

quietly. Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:

<https://huronatwestern.ca/contact/contact-directory>.

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars, it is also an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction, to failure in the course, to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

Computer-Marked Tests/Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Accommodation for Students With Disabilities

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf .

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

- (a) **Medical Grounds** for assignments *worth 10% or more of final grade*: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .

University Senate policy, which can be found at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(b) Accommodation on Medical Grounds for assignments worth *less than 10% of final grade*: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified

that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>