URBAN FORM AND INTERNAL SPATIAL STRUCTURE SPRING 2023

GEOG 349 / PLAN 349

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CLASS SCHEDULE

Section	Location	Time	Instructor(s)
GEOG 349 001 *[LEC]*	RCH 105	Tuesdays & Thursdays 10 a.m. - 11:20 a.m.	Joe Qian z3qian@uwaterloo.ca
PLAN 349 001 *[LEC]*		Tuesdays & Thursdays 10 a.m. - 11:20 a.m.	
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INSTRUCTOR / TA INFORMATION

Instructor: Zhu (Joe) Qian, Ph.D.

Class Time: Tuesday and Thursday 10:00-11:20AM

Class Location: RCH 105

Email address: z3qian@uwaterloo.ca

Office Hours: Thursday 9:00-10:00AM (EV3-3253)

Scheduled Office Hours or Consulting.

For brief inquires or clarifications, students can consult with the instructor or the TA by email. However, for lengthy communications, students are encouraged to come to office hours for consulting instead of email. Office hours can be set up to accommodate discussion, questions and concerns. In general, lengthy email inquires will not be answered.

Teaching Assistants:

Mahmoud Abu Ali: mabuali@uwaterloo.ca

Chen Yang: c273yang@uwaterloo.ca

COURSE DESCRIPTION

> *Calendar Description for GEOG 349*
>
> An examination of the major factors giving rise to distinctive styles of urban spatial organization. Focus moves from city-wide scale to subareas/sectors - inner city, housing, retailing, etc., with emphasis on understanding and

planning for the dynamics of complex environments. Applied issues or problems are dealt with throughout the course.

Prereq: One of GEOG 202, GEOG/ERS 203, GEOG 250 or PLAN 100

Calendar Description for PLAN 349

An examination of the major factors giving rise to distinctive styles of urban spatial organization. Focus moves from city-wide scale to subareas/sectors - inner city, housing, retailing, etc., with emphasis on understanding and planning for the dynamics of complex environments. Applied issues or problems are dealt with throughout the course.

Prereq: One of GEOG 101, 202/202A, PLAN 100

United Nations sources project that at a global scale, near 95 percent of the earth's population increase between 2000 and 2030 will be concentrated in cities. Such tremendous urban transitions throughout the world will have important consequences that challenge conventional notions of the city and its subareas/sectors.

With globalization, nations as well as their cities are becoming increasingly interdependent. The best planning practices from developing countries are being used in some western industrialized countries, and vice versa. There is a convergence of urban problems faced by cities in different world regions, such as deteriorating inner city environment, affordable housing, urban sprawl, governance and institutional weaknesses, etc.

Based on current globalization and learning from best planning practices worldwide, this course will offer comparative analysis of urban spatial structure and urban form, as well as administrative and regulatory implications of urbanization around world. Besides, it will cover such topics as globalization and its responses, comparative urban economic policies, transportation and land use planning, housing and community development, sustainable urban environment, urban poverty, peri-urbanization, urban heritage and conservation planning, etc. It draws planning problems and solutions from both industrialized and developing countries.

LEARNING OUTCOMES

By the end of this course students should be able to:

Be knowledgeable of the preconditions for urbanization to take place
Analyze how and why urbanization proceeds at different cities in different regions worldwide
Be aware of the evolution of the urban systems in each world region
Understand the common urban problems and their possible solutions in many cities
Become familiar with urban form and internal urban structure and how they may be demonstrated in different world cities
Appreciate a comprehensive set of tools for understanding the changing urban forms
Become familiar with critical thinking in urban problems and internal structure

WEEK 1. General Introduction – World Urban Development; Concepts and Definitions

Required readings: Chapter 1 of *Cities of the World.*

Recommended Readings: Brenner, N., & Schmid, C. (2014). The 'Urban Age' in Question. *International Journal of Urban and Regional Research*, 38(3), 731–755.

Introduction to Cities. 2018. Chapter 1: Cities as Places and Spaces.

WEEK 2. Cities of the United States and Canada; Globalization and its responses

Required readings: Chapter 2 of *Cities of the World.*

Recommended Readings: Keil, R. (2020). After Suburbia: Research and action in the suburban century. *Urban Geography*, 41(1), 1–20.

Introduction to Cities. 2018. Chapter 7: Changing Metropolitan Landscapes after World War II.

WEEK 3. Cities of Middle America; Cities and Systems

Required readings: Chapter 3 of *Cities of the World.*

Recommended Readings: Bassens, D., & van Meeteren, M. (2015). World cities under conditions of financialized globalization: Towards an augmented world city hypothesis. *Progress in Human Geography*, 39(6), 752–775.

Introduction to Cities. 2018. Chapter 3: Social Theories of Urban Space and Place: Perspectives in the Post-World War II era.

WEEK 4. Cities of South America; Comparative urban economic policies

Required readings: Chapter 4 of *Cities of the World.*

Recommended readings: Fang, C., & Yu, D. (2017). Urban agglomeration: An evolving concept of an emerging phenomenon. *Landscape and Urban Planning*, 162, 126–136.

Introduction to Cities. 2018. Chapter 4: Methods and Rules for the Study of Cities.

*Please visit the book related website as one of the resources: www.wiley.com/go/cities
(http://www.wiley.com/go/cities)

WEEK 5. Cities of Europe

Required readings: Chapter 5 of *Cities of the World*.

WEEK 6. Cities of Russia and Central Asia; Housing and Community Development

Required readings: Chapter 6 of *Cities of the World*.

Recommended readings: *Introduction to Cities*. 2018. Chapter 9. Inequality and Diversity in the Post-World War II Metropolis.

WEEK 7. Cities of the Middle East and North Africa; Sustainable Urban Environment

Required readings: Chapter 7 of *Cities of the World*.

Recommended readings: Yigitcanlar, T., & Teriman, S. (2015). Rethinking sustainable urban development: towards an integrated planning and development process. *International Journal of Environmental Science and Technology*, 12(1), 341-352.

Introduction to Cities. 2018. Chapter 13. Urban Environments and Sustainability.

WEEK 8. Cities of Sub-Saharan Africa; Integrated transportation and land use planning

Required readings: Chapter 8 of *Cities of the World*.

Recommended readings: Crooks, A., Pfoser, D., Jenkins, A., Croitoru, A., Stefanidis, A., Smith, D., ... & Lamprianidis, G. (2015). Crowdsourcing urban form and function. *International Journal of Geographical Information Science, 29*(5), 720-741.

Introduction to Cities. 2018. Chapter 14. The Remaking and Future of Cities.

WEEK 9. Cities of South Asia

Required readings: Chapter 9 of *Cities of the World.*

WEEK 10. Cities of Southeast Asia; Peri-urbanism and Metropolitan Regions

Required readings: Chapter 10 of *Cities of the World.*

Recommended readings: Shatkin, G. (2016). The real estate turn in policy and planning: Land monetization and the political economy of peri-urbanization in Asia. *Cities,* 53, 141-149.

Introduction to Cities. 2018. Chapter 11. Urbanization and Cities in Developing-country Cities.

WEEK 11. Cities of East Asia; Urban heritage and conservation planning

Required readings: Chapter 11 of *Cities of the World.*

Recommended readings: Winter, T. (2014). Beyond Eurocentrism? Heritage conservation and the politics of difference. *International Journal of Heritage Studies,* 20(2), 123-137.

Chen, F., Ludwig, C., & Sykes, O. (2021). Heritage conservation through planning: A comparison of policies and principles in England and China. *Planning Practice & Research,* 36(5), 578-601.

WEEK 12. Cities of Australia and the Pacific Islands; Urban Poverty Alleviation

Required readings: Chapter 12 of *Cities of the World*.

Recommended readings: Lucci, P., Bhatkal, T., & Khan, A. (2018). Are we underestimating urban poverty?. *World development*, 103, 297-310.

Uddin, G. S., Shahbaz, M., Arouri, M., & Teulon, F. (2014). Financial development and poverty reduction nexus: A cointegration and causality analysis in Bangladesh. *Economic Modelling*, 36, 405-412.

TEXTS / MATERIALS

Title / Name	Notes / Comments	Required
STANLEY D. BRUNN; DONALD J. ZEIGLER; MAUREEN HAYS-MITCHELL AND JESSICA K. GRAYBILL eds. Cities of the World: Regional Patterns and Urban Environments. 7th edition. Lanham, MD: Rowman & Littlefield Publishers, Inc., 2020.		Yes
Chen, Xiangming, Anthony M. Orum, and Krista E. Paulsen. Introduction to Cities: How Place and Space Shape Human Experience. 2nd Edition, Chichester, UK: Wiley-Blackwell. 2018.		No

STUDENT ASSESSMENT

Component	Value
Assignment 1: Personal Reflection on Urban Form	30%
Assignment 2: Evaluating Planning Tools for Achieving Sustainable Urban Form	30%
Final Research Essay	40%

Assignment 1: Personal Reflection on Urban Forms (30%)
Due: 11:59 pm on June 8 (Thursday)

<u>Outline:</u>

An important part of being a conscientious planner or geographer is being aware of how urban forms affect people's experience with cities. This is, in part, facilitated through personal reflections of experiences and perceptions of urban forms.

<u>Purpose:</u>

The purposes of this assignment are to: 1) Explore personal experiences and perceptions of urban forms, 2) Develop connections between the principles of sustainable urban forms to personal reflections, 3) Practice being a reflective practitioner, and 4) Hone critical thinking and communication skills.

<u>Guidelines:</u>

Students are to write a 750 to 1000 word reflection on their perceptions of, and experiences with, urban forms. The geographical focus should be in relation to the geographical areas covered from the lectures between Week 1 and Week 4. Personal reflections could be drawn from your current or past everyday life or travel experiences. The features of the discussed urban forms should be highlighted (e.g., high density, mixed use, dispersed urban settings, etc.). Students are asked to relate the principles of sustainable urban forms to the reflections, since these principles provide a powerful framework for constructing ideas and discussions. The concept of urban form and principles of sustainable urban forms should be discussed in the assignment. A strong reflection will summarize key course concepts and principles and apply them to personal experience and perceptions. This assignment is worth 30% of your final grade.

<u>Grading Rubrics:</u>

1. Introduction (5 marks)
A brief summary of relevant course material, statement of paper objectives, outline of the paper.

2. Reflection (15 marks)
A discussion of the connection between course material and personal experiences/perceptions of urban form. You can use single or multiple examples for reflections. Discuss how these experiences have shaped your awareness of the impact of certain urban forms on people's experience with cities in the countries that we cover in **Week 2 to Week 4**, your personal values, and your approach to planning/geography.

3. Conclusion (5 marks)

A brief summary of main points.

4. Grammar and Style (5 marks)
Professionalism, organization, spelling, and grammar will be evaluated.

<u>Formatting:</u>

All assignments should be submitted digitally on LEARN and on 8.5" x 11" paper format. Text should be double spaced, size 11 Times New Roman font, 1" margins. Please include your Student ID, Assignment number, and date in the header on the first page. Please follow APA style formatting guidelines.

Resources:

Reflective writing: A basic introduction (University of Portsmouth) https://www.port.ac.uk/student-life/help-and-advice/study-skills/written-assignments/reflective-writing-introduction (https://www.port.ac.uk/student-life/help-and-advice/study-skills/written-assignments/reflective-writing-introduction)

Writing a Reflection Paper (Trent University)

https://www.trentu.ca/academicskills/how-guides/how-write-university/how-approach-any-assignment/how-write-reflection-paper (https://www.trentu.ca/academicskills/how-guides/how-write-university/how-approach-any-assignment/how-write-reflection-paper)

Reflective Writing (University of New South Wales)

https://student.unsw.edu.au/reflective-writing (https://student.unsw.edu.au/reflective-writing)

Assignment 2: Evaluating Planning Tools for Achieving Sustainable Urban Form (30%)
Due: 11:59 pm on July 6 (Thursday)

Outline:

Problem-solving mentalities and skills are crucial for planners and geographers. These skills are, in part, facilitated through cases studies and literature review in which planning tools are appreciated and evaluated.

Purpose:

The purposes of this assignment are to: 1) Explore planning tools for achieving sustainable urban form, 2) Effectively evaluate the 'pros and cons' of certain planning tools, 3) Practice being a reflective practitioner, and 4) Hone critical thinking and communication skills.

Guidelines:

Students are to write a short report (about 1500 words, citations excluded) that identifies a specific planning tool from the following five categories for achieving sustainable urban form (e.g., intensification) and evaluates this planning tool. These five categories of tools include 1) planning and building regulation (e.g. intensification); 2) fiscal and non-fiscal incentivization (e.g. special economic zone); 3) direct provision by public and/or voluntary sectors (e.g. public sector involvement); 4) education and awareness-raising (e.g. planning-related open houses); and 5) promotion of behavioral change (e.g. pedestrian friendly public space and TOD design). You may want to read the article to better understand these five categories: "Davoudi, S., & Sturzaker, J. (2017). Urban form, policy packaging and sustainable urban metabolism. Resources, Conservation and Recycling, 120, 55-64".

Please keep in mind that the evaluation of the chosen planning tool is the main focus of this assignment. Please note that students must focus on one planning tool for an in-depth evaluation, even if multiple tools are involved in the chosen case. For the specific chosen planning tool, students should discuss its features and its socioeconomic consequences, which are drawn from various literature. The focus of the case study can be at any geographical scales (e.g., regional level, metropolitan level, municipal level, or community level, etc.) within the geographic areas covered between **Week 5 and Week 8**. A strong report will comprehensively evaluate the chosen planning tool (including its functions, implementations, strengths and weaknesses, and socioeconomic consequences). This assignment is worth 30% of your final grade.

Grading Rubrics:
Introduction (2 marks)

Statement of paper objectives and outline of the paper.

Evaluation of the Chosen Planning Tool (20 marks)
Briefly introduce the planning the planning tool involved (2 marks)
Evaluations of the chosen planning tool, including its functions, strengths and weaknesses, implementations, and the socioeconomic consequences that are identified by the existing literature (18 marks)

Conclusion and Personal Reflection (4 marks)
A brief summary of main points (1 marks)
A brief and general reflection on the comprehension and implementations of planning tools (3 marks)

Grammar and Style (4 marks)
At least five references regarding the chosen planning tool should be cited. Professionalism, organization, spelling, and grammar will be evaluated.

Formatting:

All assignments should be submitted digitally on LEARN on 8.5" x 11" paper format, double spaced, size 11 Times New Roman font, 1" margins. Please include your Student ID, Assignment number, and date in the header on the first page. Please follow APA style formatting guidelines.

Final Research Essay

Due: 11:59 pm on August 3 (Thursday)

This essay is a short research paper (about 15-20 pages 1.5 spaced including references and footnotes, 10 -12 font size) that should rely on resources beyond your required textbook. You might want to use resources in the recommended readings and optional reference reports, or any other resources you know. The essay should have at least ten references

among which at least half need to be scholarly sources. [Note: **Web searches may be helpful in identifying up-to-date factual material and empirical illustrations, but do not qualify towards an item count of reference materials**]. The main purpose of this essay paper is to address a significant question of a sub-topic about urban form and internal spatial structure in areas covered between **Week 9 and Week 12**. The essay should at least consist of an introduction, a middle portion presenting major findings, and a summary or conclusion. It should include some analysis, and purely descriptive essays are not acceptable. The purpose of the analysis is to present a synthesis and critical analysis of the readings and/or your own reference resources. You are suggested to start thinking about your final essay as early as possible. If you have problem selecting a topic for your essay, please contact me.

The final research essay is evaluated according to the following criteria: Clarity of Problem Statement and Explanation of Research Methodology; Clarity of Structure; Quality and Number of Citations; Application of Body of Knowledge; Lessons Learned.

List all sources of information used in your essay alphabetically. For footnoting and bibliographic entries, please consult APA (American Psychological Association) Style Reference Formats. You are encouraged to use forms of presentation other than text in your essays, such as tables, graphs, charts, maps, or photos. But those non-text contents will not be used to count towards the 15-20 page paper length requirement.

Make sure: The work you hand in is your own and has been done only for this course.

Your essays must be handed in at the date specified in the class schedule. Late submissions without prior agreement with me will be discounted at the rate of 2 points (on a scale of 30 for each assignment and 40 for the final essay) per calendar day. Students' work more than 5 calendar days late will not be accepted and a grade of zero will be recorded. Since this is a comparative urban planning and policy course, students are encouraged to bring their own countries' experience and/or their experience in foreign countries to the assignments and final essay.

Referencing/Citation

The School of Planning has adopted a single standard referencing system for all papers and assignments submitted in Planning courses. The format is the APA (American Psychological Association) style. The complete style outline can be found in the *Publication Manual of the American Psychological Association,* located in the reference section in Dana Porter Library, call number BF76.7.P83 1994, or on sale in the Book Store for $32.95. A brief summary of the citation style can also be found in Section VII of *The Ready Reference Handbook*. On the web you can find some other quick references at the following URLs.

APA Essentials – http://www.vanguard.edu/psychology/apa.html (http://www.vanguard.edu/psychology/apa.html)

Format – http://www.english.uiuc.edu/cws/wworkshop/bibliography/apa/apa,emu.htm (http://www.english.uiuc.edu/cws/wworkshop/bibliography/apa/apa,emu.htm)

APA Crib Sheet – http://www.wooster.edu/psychology/apa-crib.html (http://www.wooster.edu/psychology/apa-crib.html)

Citing Electronic References – http://www.apa.org/journals/webref.html#Email (http://www.apa.org/journals/webref.html#Email)

Frequently asked Questions – http://www.apa.org/journals/fag.html (http://www.apa.org/journals/fag.html)

ASSIGNMENT SCREENING

Text matching software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin and alternatives in this course. See Administrative Policy below for more information and links.

ADMINISTRATIVE POLICY

Intellectual Property: For further information on IP related to teaching, please see https://uwaterloo.ca/legal-and-immigration-services/sites/ca.legal-and-immigration-services/files/uploads/files/volume_1_issue_3_winter_2018.pdf (https://uwaterloo.ca/legal-and-immigration-services/sites/ca.legal-and-immigration-services/files/uploads/files/volume_1_issue_3_winter_2018.pdf) and the Guidelines for Faculty, Staff and Students Entering Relationships with External Organizations Offering Access to Course Materials, https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external (https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external) . The following text is recommended:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

-Lecture content, spoken and written (and any audio/video recording thereof);
-Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
-Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
-Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Research Ethics: The University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines

inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see: https://uwaterloo.ca/research/office-research-ethics (https://uwaterloo.ca/research/office-research-ethics)

Co-op interviews and class attendance: Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting.

When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CEE provides an interview conflict procedure to manage these situations.

Students will be required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available**. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services https://uwaterloo.ca/campus-wellness/ (https://uwaterloo.ca/campus-wellness/) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

All students are encouraged to download the WatSAFE app which is available free through the google and iOS app stores. The WatSAFE app provides on- and off-campus contacts for students in distress, including international students, and other information related to campus safety and security.

Religious Observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Communications with Instructor and Teaching Assistants: All communication with students must be through either the student's University of Waterloo email account or via LEARN. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Recording lecture: Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

UNIVERSITY POLICY

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity/) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4

(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) . When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) . For typical penalties, check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) .

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (other than a petition) or Policy 71, Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) .

Note for students with disabilities: AccessAbility Services (https://uwaterloo.ca/disability-services/) , located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.