“In this understanding, the development, intensification and worldwide expansion of capitalism produces a vast, variegated terrain of urban(ized) conditions that include yet progressively extend beyond the zones of agglomeration that have long monopolized the attention of urban researchers. As this erstwhile non-urban realm is increasingly subsumed within and operationalized by a world-encompassing—an, indeed, world-making—process of capitalist urbanization, the meaning of the urban must itself be fundamentally reimagined both in theory and in practice.”
OVERVIEW

Disequilibrium, disharmony and discord...apt descriptions, one could argue, for the current state of affairs of our civilization. Never has the human race been more connected, more able and more informed than at the current moment. Yet, paradoxically, several millennia of aggregated understanding of these dynamics has not been effectively translated into reality. Current environmental pressures, social upheavals and contemporary warfare have highlighted the stark and urgent necessity for a more interdisciplinary and less exclusionary mode of thinking. Therefore, this advanced theory seminar aims to analyze, discuss, and deconstruct one of the most seminal works in the field of contemporary urban theory: Neil Brenner’s edited volume Implosions/Explosions: Towards a Study of Planetary Urbanization (2014).

“This book assembles a series of contributions to the urban question that push strongly against the grain of that epistemology. Through diverse modes of engagement (conceptual, methodological, historical, political-economic, representational) and analytical windows (social scientific, cartographic, literary and cinematic), its chapters articulate the elements of a radically different way of understanding the problematique of urban theory and research, and more generally, of conceptualizing the imprint and operationality of urban processes on the planeterary landscape. In so doing, we aim to advance a hitherto largely subterranean stream of urban research that has, since the mid-twentieth century, cast doubt upon established understandings of the urban as bounded, nodal and relatively self-enclosed sociospatial condition in favor of more territorially differentiated, morphologically variable, multiscalar and processual conceptualizations. Building upon various concepts, methods, and mappings derived from that work, especially Henri Lefebvre’s approach, this book aspires to supersede the urban/non-urban divide that has long anchored the epistemology of urban research, and on this basis, to develop a new vision of urban theory without an outside.”

PREREQUISITE

The prerequisite for this course is the successful completion of AAD 202 or LAND 255.

STRUCTURE

This course formally meets 2.75 hours per week. Additionally, this course will require at least 5-8 (and sometimes more) hours of outside work per week in order to plan and execute all readings and assignments.
At a micro scale, this course—as an advanced theory seminar—will follow a basic structure: each class session will begin with short, 20-minute student presentations on the assigned readings and will be followed by a collective, class-wide discussion on the aforementioned readings/presentations.

Each week you are required to read the selected texts outlined in the class syllabus. This course asks you to be an active reader: to read the texts closely to evaluate the perspective of the author, to analyze the context in which the author is writing, and to identify the author’s key points. Along with reading the texts, you are to come to class prepared to engage in meaningful discussion as well as completing any assignments due for that week.

At a macro scale, this advanced theory seminar will be organized concordant with the eight module structure of Neil Brenner’s edited volume Implosions/Explosions: Towards a Study of Planetary Urbanization (2014):

0. Introduction
I. Foundations: The Urbanization Question
II. Complete Urbanization: Experience, Site, Process
III. Planetary Urbanization: Openings
IV. Historical Geographies of Urbanization
V. Urban Studies and Urban Ideologies
VI. Visualizations: Ideologies and Experiments
VII. Political Strategies, Struggles and Horizons
VIII. Coda

Presenting key theoretical texts at the intersection of architecture, landscape architecture and related disciplines (such as infrastructure, urbanism, and ecology), this course will examine the contemporary social, political, and cultural structures that combine to form our built and natural environments. An emphasis will be placed on critical thinking skills and the ability to respond to theoretical arguments in oral and written form. Additionally, a term project will be developed throughout the semester and will constitute the amalgamation of learned insights.

**Module 0:** January 22nd, 2020
**Module I:** January 23rd - 29th, 2020
**Module II:** January 30th - February 12th, 2020
**Module III:** February 13th - 26th, 2020
**Module IV:** February 27th - March 11th, 2020
Module V: March 12th - April 1st, 2020
Module VI: April 2nd - 8th, 2020
Module VII: April 9th - 22nd, 2020
Module VIII: April 23rd - 29th, 2020

Term Project: January 22nd - April 29th, 2020

No class on the following days:
March 18th: *Spring Break*

**OBJECTIVES**

Upon completion of this course, students will be able to articulate advanced theoretical arguments derived from a critical approach to the research and analysis of multiple historical, technical, social, political, economic, cultural and environmental contexts. An emphasis will be placed on the value of engaged scholarship and critical inquiry as a means for epistemological exploration. Students will also demonstrate the ability to apply a wide range of communication methods to articulate different organizational modalities of the built and 'unbuilt' environments. Finally, students will be able to demonstrate an understanding of the need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the environment.

**SCHEDULE AND READINGS**

0. Introduction

Week 1 (1/22), *Course Launch + Documentary Screening*

In-Class Documentary Screening:

Required Readings:

I. Foundations: The Urbanization Question

Week 2 (1/29), *Presentations + Discussion Session No. 1*

Required Readings:
II. Complete Urbanization: Experience, Site, Process

Week 3 (2/05), Presentations + Discussion Session No. 2
Required Readings:

Week 4 (2/12), Presentations + Discussion Session No. 3
Required Readings:

III. Planetary Urbanization: Openings

Week 5 (2/19), Presentations + Discussion Session No. 4
Required Readings:

Week 6 (2/26), Presentations + Discussion Session No. 5
Required Readings:

IV. Historical Geographies of Urbanization

Week 7 (3/04), Presentations + Discussion Session No. 6
Required Readings:

Week 8 (3/11), Presentations + Discussion Session No. 7
Required Readings:

Week 9 (3/18), Spring Break: No Class
V. Urban Studies and Urban Ideologies

Week 10 (3/25), Presentations + Discussion Session No. 8
Required Readings:

Week 11 (4/01), Presentations + Discussion Session No. 9
Required Readings:

VI. Visualizations: Ideologies and Experiments

Week 12 (4/08), Presentations + Discussion Session No. 10
Required Readings:

VII. Political Strategies, Struggles and Horizons

Week 13 (4/15), Presentations + Discussion Session No. 11
Required Readings:


Week 14 (4/22), Presentations + Discussion Session No. 12

Required Readings:


VIII. Coda

Week 15 (4/29), Documentary Screening + Discussion Session No. 13

Deadline: Term Project Due @ 5:30pm

In-Class Documentary Screening:

- The Hottest August (2019)

Required Readings:


REQUiRED RESOURCES

Materials

No significant analog materials will be required except those listed below:

- Hard drive storage (either external or in PC/Mac)
- USB Drive
- Notebook + Writing Utensil (to take notes)

Software

A subscription to iClickler Cloud for the duration of this course is mandatory. No additional software will be required except access to Microsoft Word, Adobe Acrobat Reader, and a personal Google Drive
account. All of this software is also available in the computer lab.

**Book**
This course requires the purchase of a personal copy of Neil Brenner’s edited volume *Implosions/Explosions: Towards a Study of Planetary Urbanization* (2014).

**iCLICKER CLOUD**

**Weekly Discussion Participation**
I will be using the iClicker Cloud classroom polling system in order to make our class time more engaging. This will help me understand what you know, give everyone a chance to participate, and increase how much you learn when we are in class together. This will also provide you with feedback on how well you are comprehending course concepts, help you master challenging concepts, and allow you to review material after class.

Participating in my iClicker Cloud sessions will be counted towards your final grade. Attendance/polls will be determine your weekly
discussion participation grade.

You are required to bring a device to participate in my iClicker Cloud sessions during class. I will be allowing participation with the iClicker Reef app on a smartphone, tablet or laptop or iClicker remotes. It is your responsibility to set up your iClicker Reef account and/or iClicker remote in a timely fashion and follow the provided instructions to properly register in my iClicker course. It is also your responsibility to regularly check your iClicker records for any discrepancies and bring them to my attention within 48 hours.

Academic Integrity Information
iClicker activities fall under the provisions of our campus academic honesty policy. Students must not engage in academic dishonesty while participating in iClicker activities. This includes but is not limited to:
• Checking in while not physically in class
• Having another student check you into class
• Answering polling questions while not physically in class
• Looking at other students’ devices while answering live questions
• Using more than one iClicker remote or account at a time
Any student found to be in violation of these rules will lose polling points for the entire term and may be reported to the Dean of Student Discipline.

ATTENDANCE
Attendance for the full duration of each class session is mandatory. This will be a complex course, and even a single absence could severely hinder one’s learning. Seminar discussion sessions are an exceptional learning environment that require your physical, as well as your intellectual, presence. You are allowed one excused absence for the semester. Absences beyond the one allotted will result in a half a letter-grade decrease, per absence, in your final grade. If you miss more than three class sessions, you will be asked to drop the course or receive a failing grade.

DIGITAL SUBMISSION OF WORK
All students must have an active UNLV email address. Email will be used to communicate outside of the classroom. Google drive will be used to make all digital submissions (an email inviting you to a Google drive folder will come from your instructor.)

File Naming Requirement:
It is required you follow the naming convention below. Improperly
labeled submissions will not be graded and will be considered missing work:
Lastname_Firstname_COURSECODE_S20_Title.pdf
Example:
• DeSalvatierra_Alberto_AAE451_S20_Term Project.pdf

File Size Requirement:
Please adhere to the maximum file size for each digital submission.

Digital Notes
Computers crash and files are lost. Back up your work and save your material religiously. If these situations arrive, please handle them in a respectful manner. This is no excuse to not have an assignment turned in on time. When working in the computer lab please remember to copy all of your files from your temporary storage devices and work directly off the desktop. But remember to backup your files after you are finished working.

Submission Timeliness
All assignments and projects must be turned-in on time. Late projects with an excused absence, as defined by the university’s guidelines or with prior notification to the instructor, may be considered for acceptance upon review of student’s attendance record. Late projects with an unexcused absence will not be accepted.

EVALUATION CRITERIA

Grading takes into consideration content and process, both of which are crucial to the evolution of any project. Evaluation of content is based on a student’s intellectual development and looks at both how the students speaks about their work and the originality and appropriateness of the idea. Evaluation of process considers the general quality, clarity, precision, and craftsmanship of the presentation. Thus, neither merely completing all the presentation requirements, nor merely having a good idea, will be enough to achieve a good grade. Curiosity and inquiry, ability to respond to criticism, ability to generate and critically analyze your own ideas, responsibility, and work ethic all play a role in this process.

The graded components that comprise the assignment requirements for this course are as follows:
• Weekly Discussion Participation (iClicker): 20%
• Term Project: Part A (Presentation): 20%
• Term Project: Part B (Report): 60%
GRADING

Project grades will be assigned according to the following:
A – Superior; B – Good/Above average; C – Average; D – Below Average; F – Failing.

Grade A: Superior
Scholarship: strong, exceeding requirements of the course
Initiative: contributions exceed the assignment, showing independent resourcefulness
Attitude: positive benefit to class
Cooperation: productive, constant, spontaneous
Individual Improvement: marked & growing
Communication: professional email etiquette

Grade B: Good/Above Average
Scholarship: accurate and complete, meeting all requirements of course and beyond
Initiative: good when stimulated by some desirable achievement
Attitude: proper and beneficial to group
Cooperation: good
Individual Improvement: showing marks of progress
Communication: professional email etiquette

Grade C: Average
Scholarship: requirements for coursework met on time, 95% attendance (missed 1 or less classes), reflecting a demonstrated grasp of concepts and reasonable participation, showing evidence of needing encouragement
Initiative: uncertain and apparent only at times
Attitude: generally neutral, but not objectionable
Cooperation: Not positive, nor very effective, irregular
Individual Improvement: very ordinary, definite marks lacking
Communication: lacking email etiquette

Grade D: Below Average
Scholarship: 80% of all assignments and course requirements met, some of the above mentioned requirements have not been met
Initiative: lacking
Attitude: indifferent, negative, resistant to engagement with course content
Cooperation: just fair at times, lacking at other times
Individual Improvement: not noticeable
Communication: lacking email etiquette
Grade F:
Most of the above mentioned requirements have not been met. Less than 86% of assignments have been completed.

LECTURE SERIES
You are highly encouraged to attend all lectures, as they are part of our professional culture. Moreover, attending will not only further expand your knowledge and understanding of professional work, but attending five or more will constitute a letter grade increase in your final grade (e.g., B+ to A-).

SPECIAL NOTES
The course instructors reserve the right to change, modify or revise the content of the syllabus as well as the calendar at any given time during the semester.

All work produced within the School of Architecture becomes and remains property of the school for use in documenting student work for accreditation. All work must be documented for your personal use prior to its final submittal.

UNIVERSITY-WIDE POLICIES

Academic Misconduct
Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures.
that serve the primary purpose of assigning a grade.

**Classroom Conduct**
Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

**Copyright**
The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at http://www.unlv.edu/provost/copyright.

**Disability Resource Center (DRC)**
The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Final Examinations**
The University requires that final exams given at the end of a course
occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades
The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will
be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

**Library Resources**
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website: http://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at: http://ask.library.unlv.edu/.

**Missed Classwork**
Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=6&navoid=531.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the
This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV’s official email system for students, and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.
unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

**Diversity Statement**
As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements-compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another’s points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.
A Study of Planetary Urbanization: 
Terricide in the Age of the Anthropocene?

AAE 451/651: Multidisciplinary Theory and History/Analysis in Architecture + 
LAND 455: Theory in Landscape Architecture 
Spring 2020 | W: 5:30pm - 8:15pm [ARC 127] 
Instructor: Alberto de Salvatierra 
Graduate Assistant: David Paz

Term Project: Extended Annotated Bibliography Report; or, 
Tracing Epistemologies of The ‘Urban Question’

“The Greenhouses of Almeria.”

“Baron Haussmann tore into central Paris, into its old neighborhoods and poor populations, dispatching the latter to the periphery while speculating on the center; the built urban form became simultaneously a property machine and a means to divide and rule; today, neo-Haussmannization, in a similar process that integrates financial, corporate and state interests, tears into the globe, sequesters land through forcible slum clearance and eminent domain, valorizing it while banishing former residents to the global hinterlands of post-industrial malaise.”
Beginning with a thorough analysis of an assigned reading, students will trace, in-depth, the various epistemologies of the ‘urban question’ through this term project. This assignment will engage critical methods of reading and analysis and will make special use of reflexive thinking and the ability to synthesize insights.

Each student will be randomly assigned one of the 34 readings/texts in Neil Brenner’s edited volume *Implosions/Explosions: Towards a Study of Planetary Urbanization* (2014). This assigned text will be the basis of each individual student’s term project.

This term project will be comprised of two components: Part A and Part B.

**Part A: Presentation**

January 22\textsuperscript{nd} - April 22\textsuperscript{nd}, 2020

Each student will be randomly assigned one reading from the aforementioned book above. Your task is to do a deep-dive reading of the text and prepare a 20 minute presentation summarizing a) key points, b) questions raised by the author, and c) concluding insights while preparing d) at least 3 open-ended questions for the class to discuss. Each presentation must also have at least 5 citations and at least 5 cited visuals. Be prepared to lead a discussion on your reading at the conclusion of all presentations for that class session.

**Deliverable:**
The deliverables for Part A: Presentation will be produced invidually outside of class time:

- 1 PDF presentation of your assigned reading.

**Deadline:**
The final deadline for Part A: Presentation will vary by student and will be dependent on when your reading is listed on the course calendar. Please check the schedule outlined in the syllabus to ensure you do not miss the deadline. Regardless of the date, the assignment will be due at 5:00pm, thirty minutes before the beginning of class. All digital files must have been submitted by this time. No late submissions will be accepted.
In addition to creating a presentation and leading a discussion on your assigned reading (Part A), you will be responsible for assembling an Extended Annotated Bibliography Report on that same assigned reading (Part B). The instructions are as follows:

1. Transcribe verbatim the Notes and Figure Credits at the end of your reading.
2. Below each note, write 100-150 word “annotations” that explain why the author is citing that source for a minimum of 50 citations. If your reading has less than 50 citations, you will have to transcribe the Notes at the end of 1 or 2 of the readings cited (and repeat this process). If your reading has more than 50 citations, simply pick 50 to annotate.
3. Notes can often include multiple citations from the same source. In a new section titled References, write out each unique citation in APA format (the citations listed in the Notes section of the book are in MLA format).
4. Compile at least 10 complete PDF scans (or digital files) of 10 selected citations from your list of References (one each). Submit as an addedum to your report.

A word document template will be provided to ensure consistency across all submissions.

**Deliverable:**
The deliverables for Part B: Report will be produced invidually outside of class time:
- 1 PDF ‘report’ of your assigned reading.

**Deadline:**
The final deadline for Part B: Report is at 5pm on Wednesday, April 29th, 2020. All digital files must have been submitted by this time. No late submissions will be accepted.