Syllabus
UST 206: Megacities of Asia
Spring 2017, Section: 503

Instructor: Aritree Samanta, M.A.
Meeting Time: NONE. This course is entirely web-based
Email: Blackboard Only
Office Hours: By Appointment Only

COURSE DESCRIPTION
This course examines the phenomenal growth of urban areas in Asian countries. The unique factors of 21st century urbanization in Asia – including technology, religion, globalization, and environmental concerns – warrant study from a multi-disciplinary perspective that recognizes Asian cities as the harbingers of a new era. The course focuses on the economic, demographic, and sociopolitical study of Asian cities, and requires comparative analysis of their respective growths. Students prepare a comprehensive report on a subject city that incorporates a multi-disciplinary approach and qualitative and quantitative analysis. Readings include the textbook, literature from or about each country, and current articles, news stories, and reports.

Definition of Megacities
The United Nations coined the term mega cities in the 1970s to designate all urban agglomerations with a population of eight million or more. In the 1990s, the United Nations raised the population threshold to 10 million, following the practice of institutions such as the Asian Development Bank. Source: Board of Studies New South Wales Australian Government, 2010.

REQUIRED TEXTBOOK

   *NOTE: Only selected readings are used for this course, which have been complied into a reader, which can be purchased via the CSU bookstore only.


   *NOTE: Weekly discussion response readings are in Megacities The New Global Community textbook by Slone.

Optional Reference Material to assist with Critical Thinking Essay/City Report on Reserve at the CSU Michael Swartz Library

*Note: Students may check out the supplemental readings for two hours at the library circulation desk. The information presented in the Clark and Rowe books are for reference purpose ONLY, and should not be purchased for the course. Lecture notes from the Clark book are also available under the learning modules for chapters 1-6.

**Course Objectives**

This course will enable students to:

- Understand the complex issues and challenges facing urban areas in Asia;
- Recognize the importance and usefulness of multi-disciplinary approaches to resolving these challenges;
- Become acquainted with basic theoretical and empirical concepts used in the discipline of urban studies to explain the behavior of individuals and groups in societies, economies, governments, and subcultures of Asia; and
- Present and analyze data on megacities of Asia.

**General Education Statement**

This course fulfills the Non-U.S. (AALAME) Social Science Breadth of Knowledge General Education requirement. In addition, it satisfies the skill areas of critical thinking, and information literacy.

**Criteria for Breadth of Knowledge: Non-U.S. Social Science**

This course is an introduction to the study of megacities in Asia using an interdisciplinary approach that includes economic development, technology, environmental studies, anthropology, sociology urban planning, and public administration. The course emphasizes the development and growth of urban areas in Asia and integrates the field of urban studies with students’ everyday experience. The course is designed to meet the following learning objectives in accordance with CSU’s General Education Non-U.S. Social Science requirements:

**Criteria for Skill Areas**

**Skill: Critical Thinking**

- A total of 15% of students’ grades will be based on evaluations of critical thinking (essay assignments 1 and 2). Students are required to attain skills beyond lower-level knowledge, thereby requiring:
  1. Higher-order thinking (analysis, synthesis, and evaluation) with respect to studying urban growth. Students will submit a report on a megacity selected from 16 cities listed under the city report assignment to determine primary forces driving growth in various Asian urban areas. The growth of the subject city will be compared to baseline growth trends; and
  2. Attainment of skills beyond lower-level knowledge, thereby requiring skills that involve the use of content knowledge (e.g. finding information to solve a problem).
Skill: Information Literacy

- A total of 15% of students’ grades will be based on an evaluation of information literacy (City Report project, and part of essay#2). Students are required to:
  a. Evaluate the accuracy, authority, currency, objectivity, and reliability of information sources. This will include government document analysis, economic reports, and population data from various sources;
  b. Address the ethical and legal uses of information;
  c. Evaluate the accuracy, authority, currency, objectivity, and reliability of information sources, and compare data of an impacted area to a baseline area; and
  d. Address the ethical and legal uses of information.

University/College Policies

University Deadlines

- For the current semester, the deadline for dropping a course with full refund is January 20, 2017.
- The last day to withdraw from the course is March 31, 2017.
- The final examination week for the university is May 6-12, 2017.
  o (NOTE: The mid-term exam will be available from 8:00 a.m. Monday, March 6, 2017 to 11:00 p.m. Tuesday, March 7, 2017. The final exam will be available from 8:00 a.m. Monday May 1, 2017 to 11:00 p.m. Tuesday May 2, 2017).
- For class cancellations due to weather, call CSU information (687-2000) before class, or access the Cleveland State University home page at www.csuohio.edu.

Class Policies

- Academic misconduct: plagiarism or cheating will result in an “F” for the assignment and possibly an “F” for the course.
- Late assignments, make-up exams, etc. are accepted at the discretion of the instructor and require valid written documentation (i.e., doctor’s excuse, if applicable).
- The Instructor reserves the right to make changes to the syllabus.

Course Requirements and Grading Policy

Grades are based on writing assignments (weekly discussion responses and critical thinking essays), mid-term and final exam. Students are expected to:

- Read all textbook chapters and other assigned readings before beginning the respective on-line sessions;
- Participate actively in discussions and ask clarifying questions;
- Prepare and submit all written assignments. Late assignments will be accepted at the instructor’s discretion;
- Send all discussion postings and written assignments through Blackboard;
- Log on to the course site daily to check for changes and /or additional information.

Critical thinking essays and weekly discussions are due by the date specified in the syllabus Course Schedule. Grades are weighted as follows:
Grade Weight

1. Critical Thinking Essay 100 points
2. 7 Discussion/Response Postings 10 points each: Total 70 points
3. City Report 100 points
4. Mid-Term Exam 100 points
5. Final Exam 100 points

Total Possible points for the semester: 470 points

**NOTE:** The mid-term and final exams consist of 25 questions, which are a combination of multiple choice and true/false questions. Though the exams contain only 25 questions, **both the mid-term and final exam are worth 100 points.** For instance, 25/25 = 100 points, 24/25 = 96 points, etc.

- **FYI:** The critical thinking essay, seven weekly discussion response postings, city report, mid-term and final exam add up to a total of 470 possible points for the semester. The grade breakdown listed above is based on the accumulation of the total number of points students actually received divided by 470, which is the total number of points possible for the five required assignments. Students’ must keep in mind the final breakdown of grades is based on the overall spread of scores achieved by the class for the semester. **Below is a summary of the grade scale for the course.**

Grading Scale

The letter grading scale for this class uses the following letter grades with plusses and minuses that correspond with the numeric scale given below:

Grading Scale (in percentages):

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
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<td>A-</td>
<td>90 – 93</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>C+</td>
<td>77 – 79</td>
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<tr>
<td>C</td>
<td>70 – 76</td>
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<td>D</td>
<td>60 – 69</td>
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<tr>
<td>F</td>
<td>59 or less</td>
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CSU policy regarding **grades of “I” and “X”** dictates the following conditions:

“**X**” – The grade of “**X**” can be assigned by the instructor when an attending/participating student has stopped attending /participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the grading period. An “**X**” automatically becomes an “**F**” if not resolved by the last day of instruction of the following
semester. An “X” grade will be assigned by the University Registrar when no grade is submitted by an instructor.

“I” – An incomplete (“I”) grade may be given when the work in a course has been generally passing, but some specifically required task has not been completed through no fault of the student. An “I” grade can be assigned by the instructor when all three of the following conditions are met:

1) Student is regularly attending/participating in the class and has the potential to pass the course,
2) Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor, and
3) Student notified the instructor prior to the end of grading period.

Students may drop or withdraw from the class by the dates stipulated in the CSU Academic Calendar. Additional information on adding, dropping, withdrawal, and incomplete grades can be found on-line at:

http://www.csuohio.edu/enrollmentservices/registrar

Students with Special Needs
Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively. **Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.**

Writing Assistance
Students with difficulty writing may contact the Writing Center located in Main Classroom 321 for assistance. Students should use the American Psychological Association (APA) format for citations and reference pages.

Plagiarism
Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one’s own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment. The penalties for plagiarism are found in full in the Student Handbook under Academic Regulations (Policy on Academic Misconduct) at the following link: [https://www.csuohio.edu/studentlife/student-conduct](https://www.csuohio.edu/studentlife/student-conduct).

If you require additional information regarding plagiarism you may also refer to the Writing Centers page on plagiarism, which can be accessed at the following link: [https://www.csuohio.edu/writing-center/writing-center-2](https://www.csuohio.edu/writing-center/writing-center-2).
Paraphrasing

Paraphrasing should be used to support student’s thinking and should form the bulk of their evidence. A paraphrase is a restatement of the author’s words or ideas. Paraphrasing adds weight to the argument presented. Where possible maintain the Intent of the original passage, or if synthesizing the work of several authors use the style indicated above.

Course Method

The course will be conducted on-line in CSU’s Blackboard. Students must log onto the class’s Blackboard site regularly – at least three times a week – to monitor any updates or changes in the class. The class requires extensive use of the site. Information about using Blackboard is available at: http://www.csuohio.edu/center-for-elearning/center-for-elearning

Written Assignments and Weekly Activities

Each week every student must complete the assigned readings and one written assignment (an assignment based on a critical thinking essay, discussion response posting, or city report).

Assignment Due Dates

All assignments are due by 11:00 pm on Tuesday of the week they are assigned. Grading rubrics will be provided for ALL written assignments.

Late assignments will be accepted at the discretion of the instructor.

FOR ALL ASSIGNMENTS, YOU ARE REQUIRED TO NAME THE HOMEWORK FILES WITH YOUR NAME (E.G. J_SMITH_POLICY_PAPER.DOC) AND PUT YOUR NAME ON THE DOCUMENT ITSELF OR YOU WILL LOSE (10) POINTS OFF OF THE OVERALL GRADE FOR THE ASSIGNMENT.

Writing Assignments

NOTE: The critical thinking essay and city report are considered research papers and should be written as such. Therefore, students should avoid the use of the first-person voice “I” in writing their papers. The first person “I” voice is reserved for personal communications or position papers and not research papers.

I. Critical Thinking Essay

The critical thinking essay assignment is intended to call upon your critical thinking skills. Critical thinking requires critical questioning. By pursuing answers to tough questions, you will employ higher-order thinking and content knowledge skills to arrive at solutions.
Guidelines/Grading Rubric for Critical Thinking Essay

A. The essay will be graded according to the rubric posted on Blackboard and must be submitted under the corresponding assignment tab as a Microsoft Word document only. **Students using Vista MUST save their document as a PDF or rich text file.** The rubric identifies key elements that must be contained in your essay, including proper spelling, grammar, punctuation and usage.

B. The essay should be **4 - 5 pages** in length with proper paragraphs, and contain at least one graph and one table as part of the paper. Students are required to adhere to standard **APA style formatting** (1” margins, 12-point font, double spaced), and include adequate citations within the body of their paper. Students are not required to submit an abstract as part of the APA formatting.

**NOTE:** The information presented in the graph and table should support the information discussed in students critical thinking essay.

C. Students are required to utilize a minimum of **three reference sources** for the critical thinking essay, two of which should not be from material utilized for the course. Sources from Wikipedia, etc. are not acceptable references and should not be used.

D. **A grading rubric will be used to grade the assignment on relative to the:**

1. **Focus** – The hypothesis or main point of your paper needs to be stated clearly at the beginning of the paper.
2. **Development** – The research i.e., literature, date, etc. utilized to support your hypothesis. More specifically, students’ incorporation of quotes, paraphrases, examples, inferences, reasoning, opinions, and forecasts relative to supporting their hypothesis.
3. **Organization** – The organization/structure of the paper. More specifically, is the paper organized so that the paragraphs proceed from one to another in a logical style using appropriate transitions? Is the paper well organized? Did the student adhere to the APA style format suggested for this course?
4. **Style** – Style can be considered in terms of sentence patterns and diction. Are the sentence patterns varied (preferred) or all the same? Variety in style makes for a far more interesting read. Is the diction appropriate (wording, choice of words) for an upper level college assignment? Is the diction appropriate for the discipline?
5. **Mechanics** – Refers to the punctuation, spelling, and grammar. Students should make sure they proofread their paper prior to submission. Points will be deducted for inappropriate punctuation, improper use of grammar, and misspelled words.

Scenario and Assignment Directions for Critical Thinking Essay

**Critical Thinking Essay**
Conflicts in Measuring Progress

Many large Asian cities have used the Western model of growth as they expand. This model has deep ties to capitalist society, including the notion that progress is measured by advances in luxury, convenience, and economic activity. Yet for Asian societies that do not have the same cultural and socio-political background as New York or London, (for example cities in Tokyo, India or China, etc.) there is a potential mismatch between the growth model of the cities and the people who inhabit them.

Discuss a significant problem (of your choice: i.e., housing, poverty, pollution, population, transportation, health, etc.) that has erupted as a result of the mismatch in the growth model of (select one) Beijing, Hong Kong, Tokyo, Seoul, and the people who inhabit them. You will have to use other sources to complete this assignment, so make sure you credit them in your references.

Note: Optional resource material - students may want to refer to chapters 1 - 6 in "Urban World/Global City" (Clark, 2003) and chapters 1 - 3 in the "East Asia Modern" (Rowe, 2005) available via the CSU reference desk for assistance in completing this assignment. However, students MUST refer to other sources (i.e., web links, etc.) to complete this assignment.

II. Class Assignments

Weekly Discussion Responses

Students will participate in on-line discussions based upon seven weekly discussion response articles assigned for the course, which are indicated in the readings assignment section of the syllabus. Students MUST post a minimum of 1 - 2 paragraphs in response to the discussion question posted under the discussion tab in Blackboard. Please keep in mind a good discussion response will illustrate examples from the reading assigned. Discussions must be delivered by the due date listed on the syllabus. Late discussion responses will be accepted at the instructor’s discretion.

Note: A good paragraph consists of at least 5-6 sentences. Discussion response postings not meeting the assignment requirement will not receive credit for the posting.

FYI: Students are required to post a response only once. Students are free to respond to classmate postings; however, you will only receive credit for your initial posting. The objective of this assignment is to promote dialog and an active learning environment among students. Keep in mind, students should not use this platform to spout their own ideologies, but to share and express ideas relative to the class.

III. City Report

City Report Scenario

Utilizing the data collection skills used to prepare the critical thinking exercise students are to create a city report comparing two Asian megacities. Students should compare and discuss similarities/difference between the cities: (1) population demographics, (2) economic structure, (3) socio-political culture, (4) environmental stress issues, (5) culture, (6) religion, etc.
List of Asian Megacities to select from for the city report

Tokyo, Seoul, Hong Kong, Delhi, Mumbai, Karachi, Lahore, Shanghai, Tehran, Istanbul, Osaka-Kobe, Dhaka, Manila, Singapore, Jakarta, and Bangkok.

Guidelines/Grading Rubric for the City Report

A. The report MUST be **5-6 pages** in length with proper paragraphs, standard APA style formatting (1” margins, 12-point font, double spaced), and adequate citations.

B. Students MUST use a minimum of at least five references for the city report, three of which cannot come from material presented in the class. Sources from Wikipedia, etc. are not acceptable references and should not be used.

C. A grading rubric will be used to grade the assignment on relative to the:

1. **Focus** – The hypothesis or main point of your paper needs to be stated clearly at the beginning of the paper.
2. **Development** – The research i.e., literature, date, etc. utilized to support your hypothesis. More specifically, students’ incorporation of quotes, paraphrases, examples, inferences, reasoning, opinions, and forecasts relative to supporting their hypothesis.
3. **Organization** – The organization/structure of the paper. More specifically, is the paper organized so that the paragraphs proceed from one to another in a logical style using appropriate transitions? Is the paper well organized? Did the student adhere to the APA style format suggested for this course?
4. **Style** – Style can be considered in terms of sentence patterns and diction. Are the sentence patterns varied (preferred) or all the same? Variety in style makes for a far more interesting read. Is the diction appropriate (wording, choice of words) for an upper level college assignment? Is the diction appropriate for the discipline?
5. **Mechanics** – Refers to the punctuation, spelling, and grammar. **Students should make sure they proofread their paper prior to submission. Points will be deducted for inappropriate punctuation, improper use of grammar, and misspelled words.**

Exams

**Mid-Term and Final Exam**

- Questions for the mid-term and final exams are drawn from the textbook, supplemental, and weekly discussion response readings and not from the Internet or other outside sources. The mid-term exam consists of material presented from the start of the semester until the time of the mid-term. The final exam will cover course material presented after the mid-term until the end of the semester.

- No study guide will be provided in preparation for the mid-term and final exam because both exams are open book.
• Students will have 90 minutes to complete the on-line mid-term and final exams once they start the exams in Blackboard.

• Grades for the mid-term and final exams will post in students Blackboard grade book after the exam closes and all exams have been graded.

• Students should save their answers frequently and again prior to submitting their exams for grading.

*NOTE: The mid-term and final exam can be taken only ONE time during the exam period. The mid-term and final exams can be accessed via the Assessment tab on Blackboard.

** TIP: Do not rely on information from the Internet as a source for answering exam questions. Information on the Internet may differ from material presented in class, and may lead to student’s selecting an incorrect answer based on conflicting information between readings assigned for the course and information presented on the Internet.

Policies
• For class cancellations due to weather, call CSU information (687-2000) before class, or access the Cleveland State University home page at www.csuohio.edu.
• Academic misconduct: plagiarism or cheating will result in an “F” for the assignment and possibly an “F” for the course.
• Late assignments are accepted at the discretion of the instructor.
• Make-ups of exams and assignments are at the discretion of the instructor and require valid written documentation (for example, written doctor’s excuse).
• The Instructor reserves the right to make changes to the syllabus.

Technology Management
STUDENTS ARE RESPONSIBLE FOR MANAGING THE TECHNOLOGY REQUIRED FOR THE COURSE, AND NEED TO FACTOR THIS INTO THEIR PLANNING AND ORGANIZATION FOR THE COURSE. For example:

1. Keep copies of your homework in case they don’t download correctly;
2. Email or call the instructor immediately if the computer crashes in the middle of an exam; and
3. If your personal computer crashes, you will have to find another way to ensure your participation in the course (i.e., using computers at CSU, local library, etc.).

Students are responsible for managing the technology and must factor this into planning and organization. For example, keep copies of homework in case they do not load correctly. As another example, if your personal computer crashes, you will have to find another way to participate, such as using CSU computers. Problems between the students and Blackboard, unless officially notified, are their responsibility.
For those who have permission to do school work at your workplace and plan to do so, please be advised that many workplaces have computer safeguards in place that may prevent you from doing so. In particular, workplace pop-blockers may block access to the discussion response readings/postings and exams.

Frequently Asked Questions (FAQs) about UST 206 in Blackboard

Q. When are assignments due?  
A. See Course Schedule in Syllabus. Also remember to check the Announcements and/or emails from your instructor for any changes.

Q. How do I check my grades?  
A. Click on My Grades. You will find it along the left-hand column menu on the Blackboard course site.

Q. Can I email you my assignments?  
A. Please submit all assignments under the appropriate section in Blackboard. Assignments submitted via the instructor’s campus email account will not be accepted unless:
   1. Students can not access Blackboard; or
   2. Instructed by the instructor to do so.
Assignments improperly submitted will be accepted at the instructor’s discretion.

Q. I thought I did better on last week’s assignment. Why did I get the grade I did?  
A. Each assignment (except the weekly discussion responses) is graded using a grading rubric. The teaching assistant uses the rubric in grading the assignments, and in assigning grades. Students who have a question regarding their grade on an assignment need to email the teaching assistant. Email the Instructor only AFTER you have tried to resolve your concern with the teaching assistant.

Q. I cannot find someone’s email address on the list in the course. What should I do?  
A. Click on the mail tab located on the menu bar. Click on the create message tab. Click on the radial button under the “Select Recipients: To Line,” and select the student/instructor’s name email is to be sent to.

Below are some general comments about the course that should help students navigate their way through a successful experience in UST 206 on-line

• Check the Blackboard course site frequently for class/assignment updates, announcements, replies to email questions, etc. Keep in mind, during the week I check for questions, etc. in Blackboard two to three times a day; however, on the weekend I do not check the course site, as frequently, therefore you may not hear from me until Monday.
• Please give the teaching assistants a week to grade assignments. The teaching assistant is assisting the instructor with multiple courses.
• Make sure to read the syllabus THOROUGHLY. Because we do not meet face-to-face, I try and provide as much information as possible in the syllabus. Places to check for
additional information on the course site in Blackboard are: Announcements, Homepage, and e-mails.

• **Remember that your relationship with the Instructor is an Internet relationship.** I cannot know what is going on in your life as it pertains to the course if you do not communicate with me. Please make every effort to convey your concerns or questions to me, and I will make every effort to address these issues in a satisfactory and timely fashion.

• There is really no excuse for missing any weekly assignments. Everything except for the exams and the last critical thinking essay are open **NOW**, so students can plan around their business trip, sister’s wedding, birth of your child, etc. I know things happen, but please be aware that any emergency involving a request for a time extension requires a valid written excuse, if applicable to be submitted at a latter date (hospital notice, jury duty notice, etc.), and acceptance of such an excuse is up to the discretion of the Instructor.

• If I was a student in the class and wanted to succeed in the course, here is what I would do every week. **This is merely a suggested “to do” list;** everyone’s schedules and study patterns are different.
  
  • Log into the class on Sunday night or Monday and read the weekly Announcement. Make sure I understand what is due by **Tuesday** and email the Instructor if I have any questions.
  
  • Complete the assigned readings for the week.
  
  • Check the course site daily for any updates. Do the weekly written assignment.
  
  • **Plan to submit my assignments before 11:00 p.m. on Tuesday’s to ensure my assignment is posted by 11:00 p.m. in case I encounter technical issues when submitting my assignment in Blackboard. Note: Blackboard will promptly close at 11:00 p.m. and will lock out your submission if not posted by 11:00 p.m. exactly. Assignments submitted at 11:01 p.m. will be considered late.**
  
  • Keep current in the weekly textbook, discussion, and supplemental readings that pertain to the weekly assignments. Take notes highlighting the major themes/concepts in the text so I am familiar with the terms, etc. presented in the course in preparation for the final exam.
  
  • **THE WEEKEND BEFORE THE FINAL EXAM:** Review the major themes/concepts presented in the textbook/discussion and supplemental reading materials.
  
  • Keep in mind students are able and encouraged to work ahead to successfully complete the course. **FYI: All assignments are open and available for students to access, with the exception of the final exam.**
Course Schedule: Readings, Assignments & Due Dates

*The weekly discussion response article for week two can be accessed via the weekly learning module for week two.

**Additional resource material for the critical thinking essay and city report can be accessed via the reserve desk at the main library. Please keep in mind; students should NOT rely solely on the resource material made available for the course to complete the critical thinking and city report assignments.

*** Website links for video’s can be accessed via the Blackboard course home page under the web resources folder or under the weekly learning modules.

Week 1: Course Introduction, Asian Megacities, Growth and Development
(Beckel & Verlag): Introduction (p. 17-28); and
(Slone) Weekly Discussion Response Reading: “Risks and Opportunities of Urbanization and Megacities” (p.1-8).
Assignment Due 1/17 by 11pm: No assignment due.

Week 2: Forces that Shaped Asian Megacities - Colonialization, Urbanization and Globalization
(Slone) Readings: “Asia’s Urban Century-Emerging Trends” (p. 9-24); and
(Available via Learning Module for Week Two) Weekly Discussion Response Reading: “Western Imperialism in Asia.”
Assignment Due 1/24 by 11pm: Weekly discussion response #1: Risks and Opportunities of Urbanization and Megacities.

Week 3: Air Quality; A Tale of Two Cities – Beijing and Delhi
(Beckel & Verlag) Readings: (1) Beijing (p. 110-116), and (2) Delhi (p. 120-126); and
(Slone) Weekly Discussion Response Reading: (1) “A Toxic Issue: Air Pollution in New Delhi” (p. 25-26), and (2) “Air Pollution: China’s Public Health Danger” (p. 27-34)
Assignment Due 1/31 by 11pm: Weekly discussion response #2: Western Imperialism in Asia.

Week 4: Water Scarcity and Quality; Arsenic and Lead – Dhaka, Bangladesh
(Beckel & Verlag) Readings: Dhaka (p. 126-132); and
(Slone) Weekly Discussion Response Reading: “Groundwater Arsenic Contamination in Bangladesh: Causes, Effects and Remediation” (p. 35).
Assignment Due 2/7 by 11pm: Weekly discussion response #3: Air Pollution: China’s Public Health Danger.

Week 5: Land Use; Jakarta, Indonesia – A “Sinking” City
(Beckel & Verlag) Readings: Jakarta (p. 138-144); and
(Slone) “Will Jakarta be the next Atlantis? Excessive Groundwater Resulting from a Failing Piped Water Network” (p. 45-62).
(Slone) Weekly Discussion Response Reading: “Reuters Summit Rapidly Growing Jakarta Sinks as Citizens Tap Groundwater” (p. 63-64).

**Assignment Due 2/14 by 11pm**: Weekly discussion response #4: **Groundwater Arsenic Contamination in Bangladesh: Causes, Effects and Remediation.**

**Week 6: Resource Depletion/Critical Thinking Essay Due**
(Available via Learning Module for Week Six) Reading: “Population, Natural Resources and Environment.”

Weekly Discussion Response Reading: None.

**Assignment Due 2/21 by 11pm**: **Critical Thinking Essay: Conflicts in Measuring Progress.**

**Week 7: The Urban Poor: The Slums of Mumbai and Karachi**
(Beckel & Verlag) Readings: (1) Mumbai (p. 156-162), (2) Karachi (p. 144-150); and (Slone) Weekly Discussion Response Reading: (1) “Mumbai: The Redevelopment of Dharavi” (p. 65-67); and (2) look at the Slum Redevelopment Authority Plan website at: www.sra.gov.in: See Note listed below.

**NOTE**: Make sure you access the link www.sra.gov.in and view the Dharavi Redevelopment Project proposal in addition to reading the weekly discussion response article this week.

**Assignments Due 2/28 by 11pm**: Weekly discussion response #5: **Reuters Summit Rapidly Growing Jakarta Sinks as Citizens Tap Groundwater.**

**Week 8: Mid-Term Exam**

**MID-TERM EXAM**: The mid-term will be available in Blackboard from **8:00 a.m. on Monday, March 6, 2017 until 11:00 p.m. Tuesday, March 7, 2017 ONLY** via Blackboard under the assessment tab. **The mid-term will cover ALL of the readings** (i.e., weekly discussion response readings from Megacities The New Global Community, and readings from the Megacities - Mega Risks textbook) assigned to-date.

**Assignments Due 3/7 by 11pm**: **No assignments due.**

**Week 9: No Assignments Due**

**Assignments Due 3/14 by 11pm**: **No assignments due.**

**Week 10: Economic Growth; Tokyo, Japan – One of Three World Centers**
(Beckel & Verlag) Readings: Tokyo (p. 188-194); and (Slone) Weekly Discussion Response Reading: “Building World City Tokyo: Globalization and Conflict Over Urban Space” (p. 69-79).

**Assignments Due 3/21 by 11pm**: Weekly discussion #6: **“Mumbai: The Redevelopment of Dharavi” & the Dharavi Redevelopment Project proposal (www.sra.gov.in).**

**Week 11: Technology and Communication; “Wired” Seoul, South Korea**
(Beckel & Verlag) Readings: Seoul (p. 168-174); and (Slone) “Seoul: World’s Most Wired Megacity Gets More So” (p. 81-82).
NOTE: If you are interested in additional information on this topic, you can watch the You Tube video: BBC Business Report on Asia-Japan vs. Korea in Technology. You can access the video via the learning module link or under the web resources folder on the course home page.


Week 12: Transportation and Traffic Congestion; A Common Malady
Weekly Discussion Response Reading: None.
Assignment Due 4/4 by 11pm: None.

Week 13: Education (Private Provision) and Gender (In) Equality
(Slone) Readings: “Many Faces of Gender Inequality” (p. 95-103).
Weekly Discussion Response Reading: None.
Assignment Due 4/11 by 11pm: None.

Week 14: Religion and Culture; Diversity in Asia and the Peculiar Case of Tehran/City Report Due
(Beckel & Verlag) Readings: Tehran (p. 180-184).
NOTE: If you are interested in additional information on this topic, you can watch Rageh Omaar's Documentary "Inside Iran," http://www.veoh.com/watch/v852149k6ghYZeh/ragehinsideiran (copyright BBC). You can access the video via the learning module link or under the web resources home page.
Assignment Due 4/18 by 11pm: City Report.

Week 15: Governance; Special Administrative Regions – Hong Kong and Osaka-Kyoto-Kobe
(Beckel & Verlag) Readings: (1) Hong Kong (p. 132-138), and (2) Osaka (p. 162-168).
Weekly Discussion Response Reading: None.
Assignment Due 4/25 by 11pm: None.

Week 16: Final Exam
FINAL EXAM: The final exam will be available from 8:00 a.m. on Monday, May 1, 2017 to 11:00 p.m. on Tuesday, May 2, 2017 ONLY via Blackboard under the assessment tab.

*The schedule and assignments may change at the discretion of the instructor.*
**Website and Information Resources**

*The websites listed below can also be accessed via the web resource folder on the course home page.*

1. **The World Factbook** provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 266 world entities from the US CIA’s database:

2. **Cities Ranked and Rated** (and Sperling’s BestPlaces) provides data about American urban areas as well as subjective assessments of city amenities:
   http://www.bestplaces.net/docs/studies/crar.aspx

3. **The World Bank Urban Development Indicators Data** Allows you to graph, map and compare more than 1,000 time series indicators from the World Development Indicators, and more than 5,000 indicators from other collections such as gender statistics, education statistics, etc.:
   http://data.worldbank.org/topic/urban-development

4. **Statistics and Data for City Planning International** is a web portal and guide to the UC Berkeley library and web resources for socioeconomic and demographic data and statistics of international urban areas:
   http://www.lib.berkeley.edu/ENVI/intldata.html

5. **Lexis-Nexis Academic and Lexis-Nexis Statistical** are massive databases from every conceivable source compiled for research purposes. It is accessible through the CSU library research databases:
   http://library.csuohio.edu/research/databases/index.html

6. **Population Reference Bureau** serves as a bridge between the research and policy communities by providing information on population, health, and the environment trends:
   http://www.prb.org/

7. **World Wildlife Federation Mega Stress for Megacities** provides a climate vulnerability ranking of major costal cities in Asia:

8. **United Nations: The Global Urbanist** provides the ranks of mega and world cities as well as information on major cities around the world. From this page you can access specific information (i.e., articles, data, etc.) on megacities:
   http://globalurbanist.com/
(9) **Amiglobe 2006** is a free downloadable program that provides detailed geographic information (i.e., demographic, economic, etc.) on cities around the world: [http://download.cnet.com/Amiglobe-2006/3000-2056_4-10510223.html](http://download.cnet.com/Amiglobe-2006/3000-2056_4-10510223.html)


(11) **Slum Rehabilitation Authority Plan: Dharavi Redevelopment Project** web link for week 7 discussion response question. **Note:** Make sure you click on the link for the Dharavi Redevelopment Project to access the seven proposed steps associated with the recommended plan. [http://www.sra.gov.in](http://www.sra.gov.in)

(12) **BBC Business Asia Report: Japan vs. Korea in Technology** web link for week 11 discussion response question [https://www.youtube.com/watch?v=cKjhqWUwsF4](https://www.youtube.com/watch?v=cKjhqWUwsF4)

(13) **Rageh Omaar's BBC Documentary "Inside Iran"** week 14 discussion response assignment: View Rageh Omaar's BBC documentary on religion and culture in Iran. [http://www.veoh.com/watch/v852149k6ghYZeh/ragehinsideiran](http://www.veoh.com/watch/v852149k6ghYZeh/ragehinsideiran)

**APA Style Tips**

Student papers must include documentation of at least three (3) scholarly sources (i.e., periodicals, government documents, books, Internet sources, etc.) for the critical thinking essay, and five (5) scholarly sources for the city report. **Reference material cited in the written assignments MUST not come solely from Internet sources.** All of your research statements must be documented in the reference section of your paper.

The APA style utilizes in-text citations that refer to a list of sources. The following are a few examples of the APA style:

**In Text Citations:**

1. Direct Quotations
   a. As Smith (2014) noted,
   b. As Jones and Clement (2015) indicated,

2. Internet Citations within the Text of your Paper:
   a. In the article “Policy Implementation and Practices,” Dr. Smyth indicate… (State of Ohio, 2016).
   b. According to a report by the United States Census… (U.S. Census, 2010).
3. Summary or Paraphrase: Include the author(s) last name and the date either in a single phrase or in parenthesis at the end of the sentence. For example:


Referencing Citations from the Internet in your Reference Section:

1. How to Cite Internet Citations in your Reference Section. (Not to be used in the body of your text. ONLY use in REFERENCE SECTION): Cite material from a web site by giving the web address in parenthesis (http://historyofcleveland.org). If you are referring to the entire site, you do not need a bibliography entry. If you are referring to a specific document from the web site, provide a bibliography entry in the list of references. For example:


Citation Help: For additional help in utilizing APA citations

Refer to http://www.apastyle.org/elecref.html or go to the CUS library home page virtual reference site and click on the drop-down list to citation guides (http://library.csuohio.edu/).

A Word of Warning:

Successful completion of an Internet based class requires students to:

1. Develop a work plan (schedule) for the semester to meet the demands of the course. Once a work plan is developed, students should adhere to the plan;
2. Stay focused;
3. Keep in mind the late assignments accepted at the discretion of the instructor;
4. If there is an issue, notify the instructor immediately; and
5. If you fail to withdraw from the course by the designated drop date listed on the university calendar the letter grade of “F” will be assigned at the end of the semester, unless prior arrangements have been made with the instructor to complete the requirements for the course during the semester the student is enrolled.
Cleveland State University Important Dates to Remember

<table>
<thead>
<tr>
<th>Important Dates</th>
<th>Date</th>
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<td>Priority Registration Begins</td>
<td>February 29, 2016</td>
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<tr>
<td>Open Enrollment Begins</td>
<td>September 26, 2016</td>
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<tr>
<td>Term Begins (Saturday)</td>
<td>January 14, 2017</td>
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<tr>
<td>First Weekday Class</td>
<td>January 17, 2017</td>
</tr>
<tr>
<td>Last Day to Join a Course Waitlist</td>
<td>January 20, 2017</td>
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<tr>
<td>Last Day to Drop with Full Refund</td>
<td>January 20, 2017</td>
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<tr>
<td>Last Day to Add/Change (CampusNet Registration)</td>
<td>January 22, 2017</td>
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<tr>
<td>Last Day to Drop</td>
<td>January 27, 2017</td>
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<tr>
<td>Course Withdrawal Period Begins - W&quot; Grade Assigned</td>
<td>January 28, 2017</td>
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<td>Last Day to Withdraw from Courses</td>
<td>March 31, 2017</td>
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<td>Midterm Grades</td>
<td>March 6-12, 2017</td>
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<td>Last Day of Classes</td>
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<td>Final Exams</td>
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<td>Commencement (Saturday)</td>
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<td>Spring Incomplete Deadline</td>
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<td>Martin Luther King Day (University Holiday)</td>
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<td>President's Day (University Holiday)</td>
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<td>Spring Recess</td>
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<td>Classes Resume</td>
<td>March 20, 2017</td>
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*The mid-term will be available from 8:00 a.m. on Monday, March 6, 2017 to 11:00 p.m. on Tuesday, March 7, 2017 ONLY via Blackboard.

**The final exam will be available from 8:00 a.m. on Monday, May 1, 2017 to 11:00 p.m. on Tuesday, May 2, 2017 ONLY via Blackboard.