UST 206 – Megacities of Asia
Fall 2015, Section 505

Instructor: Youngme Seo, Ph.D.
Class Meeting Time: NONE. This course is entirely web-based
Email: Blackboard Only
Office Hours: By Appointment Only (schedule appointments via blackboard email)

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, economic development/urban primacy, 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 growths. Students prepare a comprehensive report on a subject megacity 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.

Readings
Required Textbook:


(Optional) Megacities: The new global community by Wendy Slone.

Note: Selected readings ONLY will be used from the Megacities—Mega Risks book (i.e., Beijing, Hong, Kong, Seoul, etc.), so make sure you refer to the readings indicated in the syllabus. The compilation of essential readings can be purchased in the campus bookstore located in the Student Center.

Electronic Course Reserve (ECR) Materials
The articles for the weekly discussion response readings are ALL available on electronic course reserve via the CSU library. You can access the electronic course reserve via
Definition of Megacities
The United Nations coined the term megacities 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. For the purposes of this course, we will be adhering to the revised definition of megacities as urban agglomerations with a population of 10 million or more.

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:

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.

Criteria for Skill Areas:
Skill: Critical Thinking
- A total of 15% of students’ grades will be based on evaluations of critical thinking (essay assignments). 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:
  1. 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;
  2. address the ethical and legal uses of information;
  3. evaluate the accuracy, authority, currency, objectivity, and reliability of information sources, and compare data of an impacted area to a baseline area; and
  4. address the ethical and legal uses of information.

University/College Policies
University Deadlines
- For the current semester, the deadline for dropping a course is September 6, 2014.
- The last day to withdraw from the course is October 31, 2014.
- The final examination week is December 8-12, 2014.

Course Requirements and Grading Policy

Grades are based on writing assignments (weekly discussion responses and critical thinking essays), 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 instructors discretion;
- Send all discussion postings and written assignments through Blackboard; and
- 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 50 points
Weekly Discussion/Response Postings 10 points each: Total 100 points

City Report 50 points

Mid-term Exam 50 points

Final Exam 50 points

Total: 300 points

Total: 500 points

Student Grading
CSU uses the following letter grades with plusses and minuses. In the Levin College the letter grades follow this numeric scale:

A  =  94-100%
A- =  90-93
B+ =  87-89
B  =  83-86
B- =  80-82
C+ =  77-79
C  =  70-76
D  =  60-69
F  =  59 and below

Grades of “I” and “X”
- 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” also will be assigned by the University Registrar when no grade is submitted by an instructor.
- I - Incomplete. The "I" grade is given when the work in a course has been generally passing, but when 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 has notified the instructor prior to the end of the grading period.

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. You may submit your work to the plagiarism detection service at [www.turnitin.com](http://www.turnitin.com) to ensure the legal and ethical use of other’s work.

**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: [http://www.csuohio.edu/studentlife/conduct/acadegres.html](http://www.csuohio.edu/studentlife/conduct/acadegres.html).

**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, or a discussion response posting).

### Assignment Due Dates

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

*Late assignments will not be accepted* except for individually special cases.

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.

I. Critical Thinking Essays: Conflicts in Measuring Progress (50 points)

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, 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 (select one) Beijing, Hong Kong, Tokyo or Seoul. You will have to use other sources to complete this assignment, so make sure you credit them in your references.

This assignment should include a table and a graph comparing a “subject” Asian megacity to one baseline megacity or smaller Asian City, and another Megacity (three cities total). You should compare changes over time and draw conclusions, in percent, on differences in outcomes.

Note: students need to refer to chapters 1-3 in the "East Asia Modern" (Rowe, 2005) for assistance in completing this assignment. However, students are encouraged to refer to other sources (i.e., web link, etc.) to complete this assignment. A minimum of 5 references are required.

- This 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. If you use Vista, you MUST save your 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.
- The essay’s written text should be 2 - 3 pages in length, plus the submission should also contain one graph and one table, for total of 4-5 pages.
- This essay is expected to be with proper & logical transitions between paragraphs (including introduction & conclusion), standard APA style formatting (1” margins, 12-point font, double spaced), and adequate citations.

II. City Report (50 points)

Utilizing the information gathered in the critical thinking exercises, students are to create a city report comparing the two Asian megacities. Students should compare and discuss the cities: (1) population demographics, (2) socio-economic structure, (3) environmental stress issues, (4) political characteristics, (5) culture, (6) religion, etc. students should insert tables/or graphs of comparison of two megacities as appendix in the city report.

List of Asian megacities to select for the city report:

Seoul, Tokyo, Beijing, Mumbai, Hong Kong, Shanghai, Bangkok, Delhi, Jakarta, Osaka-Kobe, Istanbul, Manila, Tehran, Dhaka, Karachi, Lahore
The report MUST be **5-6 pages in length** with proper & logical transitions between paragraphs (including introduction & conclusion), standard APA style formatting (1” margins, 12-point font, double spaced), and adequate citations. 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, as well as to be entirely summarized at the end 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.

**III. Class Assignments**

**Weekly Discussion Responses** (10 points each, total of 100 points)

Students will participate in on-line discussions based upon the weekly discussion response articles 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 not be accepted** except for individually special cases.

**Note:** A good paragraph of discussion posting and reply to other students’ postings consists of **at least 5-6 sentences which contain good quality of contents**. The criteria of good contents will be based upon the discussion grading rubric. Discussion posting or replies not meeting the assignment requirement will not receive credit for the posting or replies.

**FYI:** Students are required to post a discussion reply **at least two times per discussion**. Based on your initial reply to classmates’ postings, you will only receive
credit. The rest of your replies to others’ will be accumulated for extra points. More participation in replying to others’ will get more extra credits. The objective of this assignment is to promote dialogue 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.

**Extra points**: more participation in replies to others’ discussion postings (1 point). For example, if you earn 8 for a discussion and have enough replies then you will get 9 points instead of 8.

**IV. Exams**

**Mid-term and Final Exams** (50 points each, total 100 points)

- Questions for the mid-term and final exams are drawn from the textbook, supplemental, and weekly discussion response readings.
- No study guide will be provided in preparation for the mid-term and final exam since both exams will be open book.
- Students will have 90 minutes to complete the on-line mid-term/ and final exam once they start either exam in Blackboard.
- Grades for the mid-term and final exam will post in students Blackboard grade book after the exams close and all exams have been graded.

*NOTE: The final exam is not cumulative; it covers only the second half of the class. The mid-term and final exams can be taken only ONE time and are taken online under the Assessments section on Blackboard.

**Policies**

- Students who feel they may need special accommodations 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 with special needs must identify themselves to the instructor by the end of the second week of classes.
- Refer to the CSU Bulletin for add/drop, withdrawal procedures, S/U, incomplete grading.
- 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 not accepted except for individually notified special cases.
- Make-ups of exams and assignments are at the discretion of the instructor and require valid written documentation (for example, written doctor’s excuse).
- No grade of “incomplete: will be assigned for this course.
- 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.

- The Instructor reserves the right to make changes to this syllabus.

Technology Management

YOU ARE RESPONSIBLE FOR MANAGING THE TECHNOLOGY. YOU NEED TO FACTOR THAT INTO YOUR PLANNING AND ORGANIZATION. For example, (1) keep copies of your homework in case they don’t download correctly. (2) E-mail or call the instructor immediately if the computer crashes in the middle of an exam. (3) If your personal computer crashes, you will have to find another way to participate such as using CSU computers.

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 the quizzes 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 improperly submitted will not accepted without prior approval from the instructor.

Q. I thought I did better on last week’s assignment. Why did I get the grade I did?
A. Each assignment is attached to a grading rubric in the Blackboard. You need to read the rubric carefully. Email the Instructor when you have tried to resolve your concern.

Q. I cannot find someone’s email address on the list in the course. What should I do?
A. Go to the bottom right of the screen and click on the little green arrow. You will get a drop-down menu. Click on ALL and then click on the green arrow again. Your screen will refresh and you will get the whole roster of names for the course. This little green arrow also shows up under the Announcements section when the list of weekly announcements grows long.

Below are some general comments about the course that should help you navigate your 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 your assignments. The teaching assistant is assisting the instructor with multiple courses.
- Make sure you 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 you can plan around your 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 (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 10:50 p.m. on Tuesday’s to ensure my assignment is posted by 11 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.

• 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 mid-term and final exam.

• THE WEEKEND BEFORE THE MID-TERM AND FINAL EXAM: Review the major themes/concepts presented in the textbook/discussion and supplemental reading materials.

• Keep in mind student’s 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 mid-term and final exam.

Course Schedule: Readings, Assignments & Due Dates

*Weekly discussion response articles and some supplemental readings for the class can be accessed via ECR.

**Readings for the critical thinking essays are located on reserve at the circulation desk at the main library or available at the school bookstore.

*** Website links can be accessed via Blackboard course home page under the web resources folder.

Week 1: Course Introduction, Asian Megacities, Growth and Development

• Readings: Introduction (p. 17-28)

• Weekly Discussion Response Reading: “Risks and Opportunities of Urbanization and Megacities” (Theo Kotter)

Assignments Due by 8/25 by 11 p.m.: No assignment due

Week 2: Forces that Shaped Asian Megacities: Colonialization, Urbanization and Globalization

• Readings: “Asia's Urban Century: Emerging Trends” (Rakesh Mohan)

• Weekly Discussion Response Reading: "Imperialism in Asia" (http://www.fact-index.com/i/im/imperialism_in_asia.html)

Assignment Due 9/01 by 11 p.m.: Weekly discussion response #1: Risks and Opportunities of Urbanization and Megacities

Week 3: Air Quality - A Tale of Two Cities: Beijing and Delhi
- Readings: (1) Beijing (p. 110-116), (2) Delhi (p. 120-126) and (3) “A Toxic Issue: Air Pollution in New Delhi” (Jessica Sequeria) (http://hir.harvard.edu/archives/1789)
- **Weekly Discussion Response Reading**: “Air Pollution: China' Public Health Danger” (Spire Research & Consulting)

**Assignment Due 9/08 by 11 p.m.:** Weekly discussion response #2: **Imperialism in Asia**

**Week 4:** Water Scarcity and Quality - Arsenic and Lead: Dhaka, Bangladesh
- Readings: Dhaka (p. 126-132)
- **Weekly Discussion Response Reading**: “Groundwater Arsenic Contamination in Bangladesh: Causes, Effects and Remediation” (Saifuddin & Karim)

**Assignment Due 9/15 by 11 p.m.:** Weekly discussion response #3: **Air Pollution: China' Public Health Danger**

**Week 5:** Land Use; Jakarta, Indonesia – A “Sinking” City
Readings: (1) Jakarta (p. 138-144), (2) “Will Jakarta be the next Atlantis? Excessive Groundwater Resulting from a Failing Piped Water Network” (Nicole Colbran)
- **Weekly Discussion Response Reading**: “Rapidly Growing Jakarta Sinks as Citizens Tap Groundwater” (Sugita Katyal)

**Assignment Due 9/22 by 11pm:** Weekly discussion response #4: **Groundwater Arsenic Contamination in Bangladesh: Causes, Effects and Remediation**

**Week 6:** Resource Depletion/Critical Thinking Essay #1 Due
Readings: “Population, Natural Resources and Environment”
- **Weekly Discussion Response Reading**: “Population, Natural Resources and Environment”

**Assignment Due 9/29 by 11pm:** (1) **Critical Thinking Essay: Conflicts in Measuring Progress**
(2) Weekly discussion response #5: **Rapidly Growing Jakarta Sinks as Citizens Tap Groundwater**

**Week 7:** The Urban Poor, The Slums of Mumbai and Karachi
- Readings: (1) Mumbai (p. 156-162) and (2) Karachi (p.144-150)
- **Weekly Discussion Response Reading**: “Mumbai: The Redevelopment of Dharavi” (Aaron Windle), and look at the Slum Redevelopment Authority Plan website at www.sra.gov.in.

**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.

**Assignments Due by 10/06 by 11 pm:** Weekly discussion response #6: **Population, Natural Resources and Environment**

**Week 8:** Mid-term Exam
The mid-term will be available in Blackboard from **8:00 a.m. on Monday, October 12th until 11:00 p.m. Tuesday October 13th ONLY** via Blackboard under the assessment tab. **The mid-term will cover ALL of the readings** (i.e., weekly discussion response, supplemental readings, etc.) assigned to-date. **Assignments Due by 10/13 by 11pm:** No assignments due

**Week 9: Economic Growth; Tokyo, Japan - One of Three World Command Centers**
- Readings: Tokyo (p. 188-194)
- **Weekly Discussion Response Readings:** “Building World City Tokyo: Globalization and Conflict over Urban Space” (Andre Sorensen)
**Assignments Due 10/20 by 11 p.m.:** Weekly discussion response #7: “Mumbai: The Redevelopment of Dharavi” & the Dharavi Redevelopment Project proposal (www.sra.gov.in)

**Week 10: Technology and Communication; "Wired" Seoul, South Korea**
- Readings: (1) Seoul (p. 168-174) and (2) Seoul: “World's Most Wired Megacity Gets More So” (Kim & Powell) (http://www.time.com/time/magazine/article/0,9171,1916302-1.html)
- **Weekly Discussion Response Reading:** “Korea: Future is now for Korean info-tech” (Dong-hyung Kim) (http://www.asiamedia.ucla.edu/article.asp?parentid=25697)

**NOTE:** Feel free to read some relating readings on urban transport issues in Asia on the above websites http://urbantransportasia.blogspot.com/ or http://www.reinventingtransport.org/. As well, you can watch one or more videos (i.e. http://urbantransportasia.blogspot.com/2006_07_01_archive.html).

**Assignment Due 10/27 by 11 p.m.:** Weekly discussion #8: **Building World City Tokyo: Globalization and Conflict Over Urban Space**

**Week 11: Transportation and Traffic Congestion; A Common Malady**
Readings: “Urban Transport”
Weekly Discussion Response Reading: None
**Assignment Due 11/03 by 11pm:** Weekly discussion #9: **Korea Future is Now for Korean Info-Tec & You Tube Video BBC Business Report on Asia: Japan vs. Korean Technology**

**Week 12: Education and Gender (In)Equality**
- **Weekly Discussion Response Reading:** “Educational Outcomes” (http://www.unescap.org/stat/data/syb2009/13-Educational-outcomes.pdf)
**Assignment Due 11/10 by 11 p.m.:** None
Week 13: Religion and Culture; Diversity in Asia and the Peculiar Case of Tehran

- Readings: (1) Tehran (p. 180-184)

**Assignment Due 11/17 by 11 p.m.:** Weekly discussion response #10: Educational Outcomes

Week 14: Thanksgiving Break (November 27th through November 30th)

Thanksgiving Break: Have a Great Break!

**Assignments Due 11/24 by 11pm:** No Assignments Due

Week 15: Governance - Special Administrative Regions: Hong Kong and Osaka-Kyoto-Kobe

- Readings: (1) Hong Kong (p. 132-138) and (2) Osaka (p.162-168)
- **Weekly Discussion Response Reading:** None

**Assignment Due 12/01 by 11p.m.:** City Report

Week 16: Final Exam

**FINAL EXAM:** The final exam will be available from 8:00 a.m. on Monday December 7th to 11:00 p.m. on Tuesday December 8th only via Blackboard under the assessment tab.

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

(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/crar/

(3) The International Urbanized Area Areas and Data Product provides facts, figures, and trends about the world’s largest 361 urban areas:
http://www.demographia.com/db-intlua-cover.htm

(4) World City Pages offers a wide variety of websites from all over the world, with lots of information and services that include entertainment, automotive, travel, real estate, sports, shopping, education, weather and more: http://www.worldcitypages.net/
(5) 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/planning_statistics_international.html

(6) 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

(7) 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/DataFinder.aspx

(8) World Wildlife Federation Mega Stress for Megacities provides a climate vulnerability ranking of major coastal cities in Asia:

(9) 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:

(10) 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
Air Pollution in China: Facts and Details web link for Week 3 discussion response question: 

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/

BBC Business Asia Report: Japan vs Korea in Technology web link for Week 11 discussion response question. http://www.youtube.com/watch?v=vvFT0gDghfc


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<td>Midterm Grades</td>
</tr>
<tr>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>Final Exams</td>
</tr>
<tr>
<td>Commencement (Sunday)</td>
</tr>
<tr>
<td>Fall Semester Student Incomplete Work Deadline</td>
</tr>
<tr>
<td>Labor Day (University Holiday)</td>
</tr>
<tr>
<td>Columbus Day (Tuesday no classes - offices open)</td>
</tr>
<tr>
<td>Veterans Day (University Holiday - Wednesday)</td>
</tr>
<tr>
<td>Thanksgiving Recess (no classes on Saturday)</td>
</tr>
</tbody>
</table>

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