

Cleveland State University
Maxine Goodman Levin College of Urban Affairs
Department of Urban Studies

UST 206 - Megacities of Asia
Fall 2017, Section 503

Instructor:	Arthur Schmidt IV
Meeting Time:	NONE. This course is entirely web-based.
Email:	Blackboard Only
Office Hours:	By Appointment Only
Teaching Assistant:	TBD

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:

(1)- *Megacities The New Global Community*: Wendy J. Slone 2014.

(2)*Megacities—Mega Risks: The European Agency's Contribution to a Better Understanding of a Global Challenge*, Editors: Lothar Beckel and Geospace Verlag 2001.

Optional Textbooks: (Reference Material to assist with Critical Thinking Essays & City Reports)

(3)-Clark, David (2003). *Urban World/Global City*. New York: Routledge.

(4)-Rowe, Peter (2005). *East Asia Modern: Shaping the Contemporary City*. Reaktion Books.

Note: Students may check out the optional textbooks for two hours at the library circulation desk. Lecture notes from the Clark book are also available under the learning modules for chapters 1-6. These books can be used as additional resources for discussion posts, essay assignments and the city report. There will also be additional supplemental readings available under each course module for additional information.

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. 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 Objective:

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: Critical Thinking

A total of at least 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;
2. This course requires students to attain skills beyond lower-level knowledge, thereby requiring skills that involve the use of content knowledge (e.g. finding information to solve a problem).

Criteria for Skill Areas: Information Literacy

A total of at least 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: [see last page of syllabus for important university dates]

- For the current semester [Fall 2017], the deadline for dropping course is **September 8th, 2017**.
- The last day to withdraw from the course is **November 3rd, 2017**.
- The final examination week is **December 11th-16th, 2017**.
 - **[NOTE:** The mid-term exam will be available from 8:00am Monday October 16th, 2017 to 11:00pm Tuesday October 17th, 2017. The final exam will be available from 8:00am Monday December 11th, 2017 to 11:00pm Tuesday December 12th, 2017.]

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.
- 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.

Course Requirements & Grading Policy:

Grades are based on written 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 Learn:
- 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 and time specified in the syllabus section, Course Schedule. Grades are weighted as follows:

Grade Weight:

Two Critical Thinking Essays	50 points each: 100 points Total
10 Discussion/Response Postings	10 points each: 100 points Total
City Report	100 points
Mid-Term Exam	100 points
Final Exam	100 points

Total possible points for the semester: 500 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 two critical thinking essays, ten weekly discussion response postings, city report, mid-term and final exam add up to a total of 500 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 500, 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:

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 (m.murray@csuohio.edu , extension 6982) or **Writing Center located in Michael Schwartz Library 124**. 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: <http://www.csuohio.edu/studentlife/conduct/acadegres.html>.

NOTE: Own your own work. In today's internet-driven world, there is an abundance of information available, but you are being asked to provide a reflection of your own work. The line between your work and the inappropriate citation of the work of others (plagiarism) is an important issue. Paraphrasing should be used to support your thinking and should form the bulk of your evidence. A paraphrase is a restatement of the author's words or ideas. Paraphrasing adds weight to the argument you are presenting. Where possible maintain the intent of the original passage, or if synthesizing the work of several authors use the style indicated above. **Use your own words.**

Paraphrasing:

Paraphrasing should be used to support your thinking and should form the bulk of your evidence. A paraphrase is a restatement of the author's words or ideas. Paraphrasing

adds weight to the argument you are presenting. 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 Learn. Students must log onto the class's Blackboard site regularly-at least three times a week-to monitor any updates or changes in class. The class requires extensive use of the site. Information about using Blackboard is available at: <http://mycsu.csuohio.edu/elearning/>

Written Assignments & 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 11:00pm on TUESDAY of the week they are assigned. [Unless noted on the course schedule]. Grading rubrics will be provided for ALL written assignments. See Course Schedule for dates specifically.

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

For all assignments, you are required to name the files with your name (Example: A_Schmidt_Essay_One.PDF) 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 essays 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. Two Critical Thinking Essays

These two essay assignments are 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 for Critical Thinking Essays

- A. Each 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 or PDF only**. The rubric identifies key elements that must be contained in your essay, including proper spelling, grammar, punctuation, and usage.
- B. Each essay should be **3-4 pages** in length with proper paragraphs & logical transitions between paragraphs (including introduction & conclusion), **standard APA style formatting** (1" margins, 12-point font, double spaced), and adequate citations (including in-text citations & references).
- C. Students are required to utilize a minimum of **three reference sources** for the two critical thinking essays, 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

Critical Thinking Essay #1

What Makes Asian Growth Phenomenal?

Asian cities have tended to grow faster than Western cities. The accelerated rate may be attributed to population dynamics, economic markets, and or/socio-political conditions. Discuss which of these three aspects of urban growth is most influential. Be sure to include discussion as to why the other two aspects are not as important in phenomenal urban growth as aspects that you champion. You need to refer to other sources for this assignment, so be sure to properly cite the text and any other materials used.

NOTE: Optional readings - students may want to refer to chapter 1-6 in the book "Urban World/Global City"(Clark, 2003) as one of their resources to help complete this assignment. Students can count the Clark book as one source, however, must use additional sources for this assignment, that are not from the course material provided.

Remember that a MINIMUM of THREE reference sources are required.

Due Date: October 11th, 2017 by 11pm

Critical Thinking Essay #2

Conflicts in Measuring Progress

Many large Asian cities experiencing rapid economic and population growth, also find themselves with an entirely economic system under the Western model of growth. The capitalist or free market system is familiar to western cultures, but for many in Asia this way of life is familiar only through the media. For instance, progress is measured by increased wealth like “advances in economic output per capita” (Rowe, 2005, p.19) and is demonstrated by the accumulation of consumer goods for luxury and convenience. These Asian cities do not have the same cultural and socio-political background as Western cities such as New York or London. This has led to significant departures (differences or mismatches) from tradition/Oriental ways of life and culture. The significant differences will be shown in a variety of views, such as housing, poverty, pollution, population, quality of life, sustainability, transportation, health, environmental elasticity (Rowe, 2005, p.29), and etc.

Discuss a significant problem of your choice (**housing, poverty, pollution, population, quality of life, sustainability, transportation, or health**) that has erupted as a result of the mismatch in growth model of one of the following megacities (**select one**): **Beijing, Hong Kong, Tokyo, Seoul, Mumbai, Shanghai or Jakarta**, 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 readings - 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) for assistance in completing this assignment. Again, only one if either Clark or Rowe can count toward the number of reference sources. Two additional sources from non course material are still required. **Remember that a MINIMUM of THREE reference sources are required.**

Due Date: November 21st, 2017 by 11pm

II. Class Assignments

Weekly Discussion Responses

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 250 words** in response to the discussion question posted under the Discussion tab in Blackboard. **Please keep in mind a good discussion post will illustrate examples from the reading assigned or from other relating readings.** Your own discussion post must be earlier delivered by the due date listed on the syllabus. **Late discussion posts will not be accepted except for individually special cases.** Discussion posts either receive full credit (10 points) or receive no credit (0 points). There is no in between. Posting a minimum of 250 words, and demonstrating understanding of the weekly reading will result in being awarded full credit.

NOTE: Responses should be in paragraph form. 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.*

Due Date: See Course Schedule beginning on Page 18

III. City Report

City Report Scenario

Utilizing the data collection skills use to prepare the critical thinking exercises students are to create a city report comparing **two** Asian megacities. Students should compare and discuss similarities/differences between the cities: (1) population demographics, (2) economic structure, (3) socio-political culture, (4) environmental stress issues, (5) transportation, and (6) urban planning policies.

List of Asian Megacities to select from for the city report:

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

Guidelines 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.

Due Date: December 5th, 2017 by 11pm

Grading Rubric for (Critical Thinking Essays & City Report):

The following is the grading rubric explanation. This rubric will be used for both critical thinking essays and the city report.

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

(1) **Focus/ Introduction** – The hypothesis or main point of your paper needs to be stated clearly at the beginning of the paper. A summary section should also be included.

(2) **Development** – The research (i.e., literature, data, etc.) utilized to support your hypothesis or research questions. This includes students' incorporation of quotes, paraphrases, examples, inferences, reasoning, opinions, and forecasts relative to supporting their research questions.

(3) **Organization** – refers to 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? Are maps, tables, and graphs numbered and introduced in the text?

(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 a college assignment? How convincing are the data presented? Is the diction appropriate for the discipline? Did the student adhere to the APA style format suggested for this course?

(5) **Mechanics** – Refers to the punctuation, spelling, and grammar.

NOTE: *The papers should be proofread. Points will be deducted for inappropriate punctuation, improper use of grammar, and misspelled words, and of course, plagiarism and inappropriate or inadequate citations.*

Exams

Mid-Term and Final Exam:

Mid-Term Exam Date: 8:00am Monday October 16th, 2017 - 11:00pm Tuesday October 17th, 2017

Final Exam Date: 8:00am Monday December 11th, 2017 - 11:00pm Tuesday December 12th, 2016

- **Question 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. (Weeks #1-#7) The final exam will cover course material presented after the mid-term until the end of the semester. (Weeks #9-#15)
- **No study guide will be provided in preparation for the mid-term and final exam because both exams are open book and notes.**
- Students will have **90 minutes** to complete the on-line mid-term & final exams once they started the exams on 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.
- **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.**

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.
- 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.

Technology Management:

YOU ARE RESPONSIBLE FOR MANAGING THE TECHNOLOGY REQUIRED FOR THE COURSE. YOU NEED TO FACTOR THAT INTO YOUR PLANNING AND ORGANIZATION FOR THE COURSE. For example:

- (1) keep copies of your homework in case they don’t download correctly.
- (2) e-mail 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.

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 submitted via the instructor’s campus email account will not be

accepted unless, (1) student's can not access Blackboard or (2) instructed by the instructor to do so. 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 (except the weekly discussion responses) is graded using a grading rubric in Blackboard. The teaching assistant uses the rubric in grading the assignments, and in assigning grades. You need to read the rubric carefully and, if you still do not know why you received the grade you did, you 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 the assignments before 11:00 p.m. on Tuesday's to ensure the 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:

****Weekly discussion response articles and selected course readings for the class can be accessed via ECR. The articles can also be accessed via the web links found under the learning module for that particular week or under the web resource folder on the course home page.***

*****Supplemental readings for the critical thinking essays and city report are located on reserve at the circulation desk at the main library as well as in the weekly learning modules. Please keep in mind, students should NOT rely solely on the supplemental readings to complete the critical thinking and city report assignments.***

******Website links can be accessed via Blackboard course home page under the web resource folder or under the weekly learning modules.***

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

Readings: (Beckel & Verlag) Introduction [p.17-28]

Weekly Discussion Response Reading: (Slone) "Risks and Opportunities of Urbanization and Megacities" [p.1-8]

Assignments Due 8/29 by 11pm: **No assignments due**

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

Readings: (Slone) "Asia's Urban Century-Emerging Trends" [p.9-24]

Weekly Discussion Response Reading: (Fensom) "Asia's Urbanization 'Just Beginning' & (World Bank Report) "New Data to Help Ensure Urban Growth Benefits the Poor"

Assignments Due 9/5 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

Readings: (Beckel & Verlag)(1) Beijing [p.110-116], (2) Delhi [p.120-126], (Slone) (1)"A Toxic Issue: Air Pollution In New Delhi" [p.25-26], (2) "Air Pollution: China's Public Health Danger" [p.27-24]

Weekly Discussion Response Reading: (Riley) "Death by pollution: Delhi's Fight for clean air"; (Bengali) "To fight the world's worst air pollution, New Delhi forces cars off the roads"

Assignments Due 9/12 by 11pm: *Weekly discussion response #2: Urban Growth*

Week 4: Water Scarcity and Quality; Arsenic and Lead - Dhaka, Bangladesh

Readings: (Beckel & Verlag) Dhaka [p.126-132]

Weekly Discussion Response Reading: (Slone) "Groundwater Arsenic Contamination in Bangladesh: Causes, Effects and Remediation" [p.35-43]

Assignments Due 9/19 by 11pm: *Weekly discussion response #3: New Delhi's Fight For Clean Air*

Week 5: Land Use; Jakarta, Indonesia - A "Sinking City"

Readings: (Beckel & Verlag) Jakarta [p.138-144], (Slone) (1) "Will Jakarta be the next Atlantis? Excessive Groundwater Resulting from a Failing Piped Water Network" [p. 45-62] (2) "Rapidly Growing Jakarta Sinks as Citizens Tap Groundwater" [p.63-64]

Weekly Discussion Response Reading: (Koch) "Could a Titanic Seawall Save This Quickly Sinking City?"; YouTube Video: (Michigan Engineering) "The Sea Wall" (<https://www.youtube.com/watch?v=uTR7a3SJMHo&feature=youtu.be>)

Assignments Due 9/26 by 11pm: *Weekly discussion response #4: Groundwater Arsenic Contamination in Bangladesh: Causes, Effects and Remediation*

Week 6: Resource Depletion

Readings: (Learning Module)"Population, Natural Resources and Environment"

Weekly Discussion Response Reading: (Learning Module)"Population, Natural Resources and Environment"

Assignments Due 10/3 by 11pm: *(1) Weekly discussion response #5: The Sinking City*

Week 7: The Urban Poor; The Slums of Mumbai and Karachi

Readings: (Beckel & Verlag) (1) Mumbai [p.156-162], (2) Karachi [p.144-150]

Weekly Discussion Response Reading: (Slone) "Mumbai: The Redevelopment of Dharavi" [p.65-68]

Assignments Due 10/11 by 11pm: *(1) Weekly discussion response #6: "Population, Natural Resources and Environment" AND (2) Critical Thinking Essay #1: What Makes Asian Growth Phenomenal?*

Week 8: Mid-Term Exam

MID-TERM EXAM: The mid-term will be available in Blackboard from 8:00am on Monday October 16th until 11:00pm on Tuesday October 17th ONLY via Blackboard under the Assessment Tab. The mid-term will cover **ALL** of the readings assigned to-date. (i.e. weekly discussion, assigned readings, supplemental, etc.)

Assignments Due 10/17 by 11pm: **No assignments due**

Week 9: Economic Growth; Tokyo, Japan - One of Three World Centers

Readings: (Beckel & Verlag) Tokyo [p.188-194]

Weekly Discussion Response Reading: (Slone) "Building World City Tokyo: Globalization and Conflict Over Urban Space" [p.69-80]

Assignments Due 10/24 by 11pm: **Weekly discussion response #7: "Mumbai: The Redevelopment of Dharavi & The Dharavi Redevelopment Project Proposal**

Week 10: Technology and Communication; "Wired" Seoul, South Korea

Readings: (Beckel & Verlag) Seoul [p.168-174],

Weekly Discussion Response Reading: (Slone) "Seoul: World's Most Wired Megacity Gets More So" [p.81-82]

Assignments Due 10/31 by 11pm: **Weekly discussion response #8: "Building World City Tokyo: Globalization and Conflict Over Urban Space"**

Week 11: Transportation and Traffic Congestion; A Common Malady

Readings: (Slone) (1) "Urban Transport" [p.83-94] , (Learning Module) (2) "Megacities and Megatraffic" (Mark Kutzbach)

Weekly Discussion Response Reading: YouTube Video: (Khanna) "Mapping the Future of Global Civilization"

Assignments Due 11/7 by 11pm: **Weekly discussion response #9: "Seoul: World's Most Wired Megacity Gets More So."**

Week 12: Religion and Culture; Diversity in Asia and the Peculiar Case of Tehran

Readings: (Beckel & Verlag) Tehran [p.180-184]

Weekly Activity: NONE

Assignments Due 11/14 by 11pm: **Weekly discussion response #10: Mapping The Future of Global Civilization**

Week 13: Education (Private Provision) and Gender (In) Equality

Readings: (Slone) "Many Faces of Gender Inequality" [p.95-104]; (Slone) "Educational Outcomes" [p.105-110]

Weekly Activity: NONE

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

Week 14: Governance; Special Administrative Regions - Hong Kong and Osaka-Kyoto-Kobe

Readings: (Beckel & Verlag) (1) Hong Kong [p.132-138], (2) Osaka [p.162-168] ;

YouTube Video: (National Geographic) "Hong Kong Strong: A Fast-Paced Look at the City and Its People"

Weekly Activity: NONE

Assignments Due 11/28 by 11pm: ***No assignments due***

Week 15: City Report Due

Readings: NONE

Weekly Activity: NONE

Assignments Due 12/5 by 11pm: ***City Report Due***

Week 16: Final Exam

FINAL EXAM: The final will be available from 8:00am on Monday December 11th until 11:00pm on Tuesday December 12th **ONLY** via Blackboard under the Assessment Tab. The final will cover **ALL** of the readings from week 9 to week 15. (i.e. weekly discussion response, assigned readings, supplemental, etc.)

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

*****All non-textbook readings, articles, videos, etc. can be accessed under each weeks Learning Modules on Blackboard.***

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

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:

<https://www.cia.gov/library/publicaitons/the-world-factbook/>

(2) Cities Ranked and Rated (and Sperling's Best Places) 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-intula-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/intldata.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.rog>

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

http://assets.panda.org/downloads/mega_cities_report.pdf

(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:

<http://globalurbanist.com/2010/04/23/measuring-the-world%27s-largest-cities-un-releases-new-revision-of-world-urbanisation-projections.aspx>

(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

APA Style Tips:

Student papers must include documentation of at least five (5) scholarly (i.e., periodicals, government documents, books, Internet sources, etc.). However, the base of your paper needs to come from scholarly literature and not solely from the Internet. 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 (2011) noted,
 - b. As Berry and Simmons (2010) indicated,
 - c. In the book, *Understanding Politics* (2007).
2. Internet Citations within the Text of your Paper:
 - a. In the article "Policy Implementation and Practices," Dr. Smyth indicate... (State of Ohio, 2012).
 - b. According to a report by the United States Census... (U.S. Census, 2006).

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:

- a. Kelp and Johnson (2008) argued that.... (Kelp and Johnson, 2008).

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://historyofclevelanda.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:

- a. "Public Policy Theories." Retrieved June 8, 2013 from Electronic Library Database on the World Wide Web: <http://www.stateofohio.gov>.

Citation Help: For additional help in utilizing APA citations

Refer to <http://www.apastyle.org/elecref.html> or go to the CSU 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:

Fall Semester 2017

Important Dates	
Priority Registration Begins	February 27, 2017
Open Enrollment Begins	May 1, 2017
Term Begins (Saturday)	August 26, 2017
First Weekday Class	August 28, 2017
Last Day to Join a Course Waitlist	September 1, 2017
Last Day to Drop with Full Refund	September 1, 2017
Last Day to Add (CampusNet Registration)	September 3, 2017
Last Day to Drop	September 8, 2017
Course Withdrawal Period Begins - 'W' Grade Assigned	September 9, 2017
Last Day to Withdraw from Courses	November 3, 2017
Midterm Grades	October 16-22, 2017
Last Day of Classes	December 8, 2017
Final Exams	December 11-16, 2017
Commencement (Sunday)	December 17, 2017
Fall Semester Student Incomplete Work Deadline	May 4, 2018
Labor Day (University Holiday)	September 4, 2017
Columbus Day (Tuesday no classes - offices open)	October 10, 2017
Veterans Day (University Holiday - Friday)	November 10, 2017
Thanksgiving Recess (no classes on Saturday)	November 23-26, 2017