Instructor: Chang-Shik Song
Meeting Time: NONE. This course is entirely web-based
Office: Urban Building, Cubicle 344E
Phone: 216-523-7496
Email: Blackboard Only
Office Hours: By Appointment Only

Required Textbook


Note: Selected readings ONLY will be used from the Megacities book (i.e., Beijing, Hong, Kong, Seoul, etc.), so make sure you refer to the readings indicated in the syllabus. You can purchase the selected readings from the school book store.

Electronic Course Reserves Materials

The articles for the weekly discussion response readings are ALL available on electronic course reserve (ECR) via the CSU library. You can access the electronic course reserve via http://scholar.csuohio.edu/screens/m_course.html. ECR can also be accessed from the course Blackboard home page.

Optional Readings 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 books for the supplemental readings are also available at the CSU bookstore. Lecture notes from the Clark book are also available under the learning modules for chapters 1-6.

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.

**Course Objectives**

This course will:

- Explain, through empirical investigation and theoretical interpretation, the behavior of individuals and groups in Asian societies, economies, governments, and subcultures. In this case, the focus is on Asian cities’ growth in the 21st century.
- Introduce students to basic concepts used in the social science discipline of urban studies
- Introduce students to how data are collected and analyzed in the social science discipline of urban studies.

**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.

**Objectives and Criteria of Skill Area: Critical Thinking**

A total of 25% of the student’s grade is 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) in respect to studying urban growth. Students will submit a city report on two cities selected from a list of sixteen cities listed under the city report assignment to determine primary forces driving growth in various Asian urban areas.
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).

Objectives and Criteria of Skill Area: Information Literacy

A total of 15% of the student's grade is based on an evaluation of information literacy (City Report project). 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. This course requires students to evaluate the accuracy, authority, currency, objectivity, and reliability of information sources.
4. This course requires students to address the ethical and legal uses of information.

Information literacy skills require students to address ethical and legal uses of information. At times you may want to quote, or state directly what an author has said. Remember to set off quotations in quotation marks and to document them according to the APA style format. If you derive your paraphrased statement from several authors, use a single pair of parentheses and a series of references separated by colons for example, (Johnson, 1999; Perry, 2004; Smith, 2006). Citations will be given within the text and References in the APA format. Plagiarism WILL result in the student receiving a failing grade for the piece of work involved.

Penalties for Plagiarism

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

Writing Center Page on Plagiarism

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:
http://www.csuohio.edu/writingcenter/Plagiarism.html

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.
For Students with difficulty writing it is suggested that you utilize the Writing Center located in Michael Schwartz Library 124 (or Main Classroom 321). You may submit your work to the plagiarism detection service at www.turnitin.com to ensure the legal and ethical use of other's work. Please contact the Writing Center Director if you need the password and ID number (m.murray@csuohio.edu, extension 6982).

Note: You will not be able to submit the final version of your paper for the course under turnitin.com. Therefore, students must make sure they allocate ample time to have their paper reviewed to ensure they are able to submit their assignment on time in Blackboard.

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

This course is an introduction to the study of mega cities in Asia using an interdisciplinary approach that includes economic development, technology, environmental studies, anthropology, sociology and public administration. The course emphasizes the development and growth of urban areas experience 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 and Non-U.S. Social Science requirements:

**Breadth of Knowledge: Social Science**

- Understand the complex issues and challenges facing urban areas.
- Recognize the importance and usefulness of multi-disciplinary approaches to resolving these challenges.
- Introduce basic theoretical and empirical concepts used in the respective social scientific disciplines to explain the behavior of individuals and groups in societies, economies, governments, and subcultures.
- Present how data are collected and analyzed in social-scientific disciplines.

**Skill: Critical Thinking**

- Inspire critical thinking using multi-disciplinary approaches and exercises.
- Develop higher-order thinking (analysis, synthesis, evaluation) to address complex urban problems.

**Skill: Writing**

- Completion of “writing-to-learn” exercises through online discussions designed to incorporate concepts learned in the text chapters into daily life experiences.
- Fulfillment of “writing-to-communicate” exercises designed to test understanding of academic journal articles and ability to convey responses in a logical manner.
Additional Skills

- Encourage time management through multiple assignments.
- Develop technology management and exploration skills.

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://mycsu.csuohio.edu/elearning/

Course Requirements and Grading Policy

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

- Read all relating 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 not be accepted except for uncontrolled (or special) conditions;
- 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) Two Critical Thinking Essays 50 points each: Total 100 points
(2) 7 Discussion/Response Postings 10 points each: Total 70 points
(3) City Report 100 points
(4) Final Exam 100 points

Total Possible points for the semester: 370 points

*FYI:* The two critical thinking essays, seven weekly discussion response postings, city report, and final exam add up to a total of 370 possible points for the semester. The grade breakdown listed above is based on the accumulation of the total points a student actually received divided by 370, 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.
** Extra points: ** based on more participation in replies to others’ discussion postings (5 points)

Below is a summary of the grade scale for the course.

**Grading Scale**

The following is a breakdown of the letter grades that will be distributed in this course.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
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<td>A-</td>
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**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 11:00 pm on Tuesday** of the week they are assigned. Grading rubrics will be provided for written assignments.

*Late assignments will not be accepted.*

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**

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.
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 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. Each essay should be 2 - 3 pages in length with proper paragraphs, standard APA style formatting (1” margins, 12-point font, double spaced), and adequate citations.

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 chapters 1-6 in the book Urban World/Global City by Clark as one of their resources to help complete this assignment. Students, however, are still encouraged to include utilize additional sources for this assignment.

Critical Thinking Essay #2

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, 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.

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. However, students are encouraged to 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 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.

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

FYI: Students are required to post your discussion reply at least one time for each discussion. Based on your replies to classmates’ postings, you will receive credit. The objective of this assignment is to promote dialogues 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 will be given maximum 5 points

III. City Report

Utilizing the information gathered in the two 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) economic structure, (3) socio-political culture, (4) environmental stress issues, (5) culture, (6) religion, etc.

**List of Asian Megacities to select for the assignment:**

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 paragraphs, 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.
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 he 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**

**Final Exam**

- Questions for the final exams are drawn from the textbook, supplemental, and weekly discussion response readings.

- **No study guide will be provided in preparation for the final exam since the exam will be open book.**

- Students will have 90 minutes to complete the on-line the final exam once they start the exam in Blackboard.

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

*NOTE: The final exam will cover all the information presented in the course readings from the textbook and weekly discussion response readings. The final exam 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

Make-ups of exams and assignments are at the discretion of the instructor and require valid written documentation (for example, written doctor’s excuse).

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 be 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 attached to 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 instructor.

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 11:00 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. Please submit your assignments (especially in discussion posting) at least one hour earlier.
- 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 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 final exam.**

**Course Schedule: Readings, Assignments & Due Dates**

*Weekly discussion response articles selected course readings for the class can be accessed via ECR.

**Readings for the critical thinking essays and city report are located on reserve at the circulation desk at the main library.

*** 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)
Assignment Due by 5/24 by 11pm: **No assignment due**

**Week 2: Forces that Shaped Asian Megacities - Colonialization, Urbanization and Globalization**
Readings: “Asia’s Urban Century-Emerging Trends” (Rakesh Mohan)
Assignment Due 5/31 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: (1) Beijing (p. 110-116), (2) Delhi (p. 120-126) and (3) “A Toxic Issue: Air Pollution in New Delhi “
Weekly Discussion Response Reading: “Air Pollution: China’s Public Health Danger” (Spire Research & Consulting)
Assignment Due 6/7 by 11pm: 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” (Jessica Sequeria)
Assignment Due 6/14 by 11pm: Weekly discussion response #3: Air Pollution: China’s Public Health Danger

Week 5: Urban Transport/Critical Thinking Essay #1
Readings: Readings: Megacities and Megatraffic (Mark Kutzbach)
Weekly Discussion Response Reading: “Urban Transport”

NOTE: Feel free to read some relating readings on urban transport issues in Asia on the 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).


Week 6: 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 6/28 by 11pm: Weekly discussion response #5: Urban Transport

Week 7: The Urban Poor; The Slums of Mumbai and Karachi
Readings: (1) Mumbai (p. 156-162), (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: 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 by 7/5 by 11pm: NONE. Have a Great July 4th Holiday!

Week 8: Education (Private Provision) and Gender (In) Equality

Assignments Due by 7/12 by 11pm: Weekly discussion response #6: “Mumbai: The Redevelopment of Dharavi” & the Dharavi Redevelopment Project proposal (www.sra.gov.in)

Week 9: Religion and Culture; Diversity in Asia and the Peculiar Case of Tehran/Critical Thinking Essay#2 Due
Readings: Tehran (p. 180-184)
Weekly Activity: View On-line Rageh Omaar’s Documentary "Inside Iran," http://topdocumentaryfilms.com/rageh-inside-iran/ (copyright BBC). You can access the video via the learning module link or under the web resources folder on the course home page.
Assignment Due 7/19 by 11pm: Critical Thinking Essay #2: Conflicts in Measuring Progress

Week 10: Economic Growth; Tokyo, Japan – One of Three World Centers
Readings: Tokyo (p. 188-194)
Weekly Discussion Response Reading: “Building World City Tokyo: Globalization and Conflict Over Urban Space” (Andre Sorensen)
Assignment Due 7/26 by 11pm: Weekly discussion response #7: Educational Outcomes

Week 11: Technology and Communication; “Wired” Seoul, South Korea/City Report
Readings: (1) Seoul (p. 168-174), (2) “Seoul: World’s Most Wired Megacity Gets More So” (http://www.time.com/time/magazine/article/0,9171,1916302-1,00.html)
Weekly Discussion Response Reading: “Korea: Future is now for Korean Info-Tec” (Kim Dong-hyung) (http://www.asiamedia.ucla.edu/article.asp?parentid=25697)

NOTE: Make sure you watch the You Tube video: BBC Business Report on Asia-Japan vs. Korea in Technology in conjunction to reading the weekly discussion weekly discussion response article. http://www.youtube.com/watch?v=vvFT0gDghfc You can access the video via the learning module link or under the web resources folder on the course home page.

Assignment Due 8/2 by 11pm: City Report
Week 12:

**FINAL EXAM:** The final exam will be available from 8:00 a.m. on Monday August 8th until 11:00 p.m. Tuesday August 9th 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/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 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: 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


(12) **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

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


**Cleveland State University Important Dates to Remember**

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<tr>
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<td>First Weekday class</td>
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<td>Last day to add classes</td>
<td>May 27</td>
</tr>
<tr>
<td>Memorial Day (University Holiday)</td>
<td>May 30</td>
</tr>
<tr>
<td>Last day to drop classes</td>
<td>June 3</td>
</tr>
<tr>
<td>July 4th (University Holiday)*</td>
<td>July 4</td>
</tr>
<tr>
<td>Last day to withdraw from classes</td>
<td>July 20</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Aug 12</td>
</tr>
</tbody>
</table>

*The final exam is available from 8:00 a.m. on Monday, August 8th until 11:00 p.m. on Tuesday August 9th ONLY via Blackboard*