SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND INTERDISCIPLINARY SOCIAL SCIENCES
FALL 2013

INSTRUCTOR: Dr. Peter Chua

EMAIL: Use Canvas <Inbox> for all communication

OFFICE: Dudley Moorhead Hall (DHM) 233

OFFICE HOURS: Mondays and Wednesdays 330-530pm and by appointment

SOCI 161
CITY LIFE

CLASS MEETING: Mondays & Wednesday 1:30-2:45pm, DMH 227

COURSE WEBSITE: https://sjsu.instructure.com

PREREQUISITE: SOCI 1 Introduction to Sociology or equivalent

ACCESSING THE COURSE WEBSITE
The SJSU eCampus department operates the web-based “Canvas by Instructure” learning management software. This course uses Canvas as the course website to distribute reading materials, selected handouts and assignments, and other instructional materials and to submit short assignments.

Make sure you have an appropriate and dependable web browser and software settings for your computer to access and use Canvas. To familiarize yourself with the login process and security, go to http://www.sjsu.edu/at/ec/canvas/index.html.

To log-in:
- Go to SJSU’s Canvas site: https://sjsu.instructure.com.
- Your Username is your 9-digit SJSU ID number.
- Your Password is your SJSUOne password.
- To reset your password, go to https://sjsuone.sjsu.edu/sjsuone/resetpassword/

Communication
It is very important that you regularly check your Canvas mail and announcements.

Getting Support
For technical support, go to https://isupport.sjsu.edu/ecampus/ContentPages/Home.aspx. Contact me if you have course-specific questions.
COURSE DESCRIPTION
This is an upper-division undergraduate course on the sociological study of city life and urban processes. We will analyze social, economic, and political issues facing urban communities in the United States and other places. This semester we will focus on your local region and questions of urban problems, power, and justice.

COURSE OBJECTIVES
Course Content Learning Outcomes (LOs)
Upon successful completion of this course, participants will be able to:

LO1: Put in context city life and urban problems in terms of historical changes, urban patterns, and societal changes among many interrelated places.

LO2: Develop a nuance understanding of the societal struggle to make and transform city life, politics, economics, cultures, and communities as well as to address many urban problems (including sexism, racism, and other forms of power inequalities) locally and globally.

LO3: Use analytical tools and skills to study various aspects of city life.

READINGS AND MATERIALS
Required Readings
- Additional readings posted on the Canvas site.

Other Materials
- A dependable personal computer with capacity to access the Canvas site, library databases, and relevant websites.
- An office software suite with basic word-processing capacities such as Google Docs (available free at https://docs.google.com or https://drive.google.com), LibreOffice (available free at http://www.libreoffice.org), or Microsoft Office.
- Class handouts to be distributed during the semester.

PROMOTION OF CARING, ACCESSIBLE, ENRICHING AND MUTUALLY RESPECTFUL LEARNING ENVIRONMENT FOR ALL
My Pedagogical Values...

- I have high expectations for your performance in class and on assignments and for every student to be competent sociologists. I believe you can do the work, and I will coach you though the process. I demand a lot from you because I seek to develop you further academically and professionally.
- I think learning should be fun, exciting, and challenging.
- I am interested in your academic development and personal well-being.
- I think that learning and teaching are complex, endlessly fascinating collaborations.
As the instructor, I expect myself…

- To work hard to help you succeed in the course
- To be available if you need extra help
- To share my knowledge, training, and professional experiences and show how to make use of course content
- To model professional skills, ethics, and values
- To treat all students fairly, justly, and reasonably, particularly related to grading
- To provide meaningful feedback on your work
- To take lead in maintaining a positive, challenging learning environment

As students, you are expected…

- To be motivated and have a positive attitude to learn the course materials
- To commit a reasonable amount of effort to complete the readings and assignments, persevere, and have fun in learning the materials and to grow from mistakes
- To be prepared and participate verbally every class session. This means that you are familiar with the assigned readings and are able to raise thoughtful questions that encourage an interactive-learning and student-centered discussion. We will seek to improve your participation skills during this course. The prerequisite for such active participation is attendance.
- To complete required readings and assignments on time — that is, before coming to class. Written work should be proofread and edited. Assignments are due at the beginning of class. There will substantial loss of credit for late work. Do NOT email them to me. Do NOT turn them in to the general sociology office; this is a College of Social Sciences policy. Do NOT submit them in my office.
- To be responsible in your learning and conduct yourself professionally by:
  - Attending class regularly. If you missed class, talk with your peers to learn what happened and get notes. After talking to classmates, if you have additional questions, talk with me in person.
  - Not disrupting the learning environment and the learning by your peers
- To contribute in maintaining a positive, respectful, and challenging learning environment and ensure a thoughtful and respectful engagement with the subject matter
- To cooperate and collaborate with your peers in teams, in class, and outside of class
- To practice academic integrity and owned your intellectual work. Academic dishonesty such as plagiarism and cheating violates university regulation. It will not be tolerated. Do give proper acknowledge to ideas, facts, and arguments that you did not initially construct or demonstrate. This applies to in-class discussions and all written work. Notwithstanding this warning, you are strongly encouraged to discuss the class readings with students in or out of class, but acknowledge the ideas you received from others regardless of how casually you come to such ideas.
- To prevent class disruption and student inattentiveness resulting from the personal use of cell phones, smart phones, laptop computers, and other mobile communication devices during the class. Please leave the classroom to send and read text messages and make personal phone calls.
- To use laptop computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom.
ASSIGNMENTS AND GRADING

Evaluation Principles
Your final grade derives from multiple methods of evaluation and several opportunities for practice, improvement, and learning with on meaningful feedback. Evaluation is fair and just, reflecting your effort and learning based on clear directions and criteria.

Assignments
The satisfactory completion of the following requirements determines your overall grade:

- 20% Active participation & analytical creativity during reading discussion and in-class activities
- 25% Skill-practice assignments
- 30% Two in-class exams (15% each)
- 15% Final project report, due Dec. 9
- 10% Project presentation, starting Nov. 25

Active class participation: Required readings, quizzes, videos, peer-led discussions, and in-class activities provide introductory insights and important details on urban processes and activities. Please bring the readings to class so we can discuss them closely. If you do not understand specific readings, I urge you strongly to meet with me in my office so we can discuss them more thoroughly. Mini-lectures focus on substantive materials and analysis and expand on the materials introduce in the readings. The lecture relates to but not necessarily covers every aspect of the assigned readings. Make sure not to form improper habits of passive listening, passive notetaking, and regurgitation.

Evaluation of class participation and analytical creativity based on the following criteria: raising open-ended questions you based on the readings, your attention to details in the readings, your ability to synthesize discussions, and your overall contribution to the discussion. Factors that aid in your participation include completing the assigned work before class, arriving to class on time and staying for the whole time, paying attention, and actively and respectively listening to the discussion. Factors that may limit your full participation include digital and mobile distractions (checking your phone, messages, emails, or online websites), reading any materials not related to the discussion, and not staying awake. You will not earn any credit related to participation if you miss ten class sessions.

Skill-practice assignments: You are expected to complete several short skill-practice assignments. Your lowest grade will be dropped. Directions will be provided during the semester.

In-class exams: The exams, which consists of short-answer and essay questions, evaluate your understanding of course concepts and sociological analysis of urban lives.

Final report and presentation: The final writing assignment and presentation expand on issues raised in the readings and mini-lectures and to improve your thinking, speaking, and argumentative abilities. Learning to write well and speak publicly can be developed only through persistence and hard work. In addition to my specific suggestions and encouragement, there are university resources available to help you foster these skills. Details given later will address the specific organization and content for the project.
Grading Criteria  (Adapted from Dr. Susan Murray)

A+  98-100  An “A” demonstrates originality, addresses the tasks effectively and uniquely, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

A  93-97  A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. It may be generally well organized, uses appropriate examples, displays facility, with a few gaps in argumentation, and demonstrates a good level of writing and knowledge. Completes the task as assigned.

A-  90-92  A “C” may show a fair level of competence, but may be uneven. It addresses the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriate or formal in parts of assignment.

B+  88-89  A “D” demonstrates poor competence with inadequate organization, task, and argumentation language and inappropriate examples. It displays difficulty in using adequate academic language and errors in knowledge will be in evidence.

B  83-87  A “D” demonstrates poor competence with inadequate organization, task, and argumentation language and inappropriate examples. It displays difficulty in using adequate academic language and errors in knowledge will be in evidence.

B-  80-82  A failure only occurs if no effort is made to address academic performance problems.

C+  78-79  A “C” shows a fair level of competence, but may be uneven. It addresses the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriate or formal in parts of assignment.

C  73-77  A “C” shows a fair level of competence, but may be uneven. It addresses the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriate or formal in parts of assignment.

C-  70-72  A “C” shows a fair level of competence, but may be uneven. It addresses the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriate or formal in parts of assignment.

D+  68-69  A “D” shows a fair level of competence, but may be uneven. It addresses the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriate or formal in parts of assignment.

D  63-67  A “D” shows a fair level of competence, but may be uneven. It addresses the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriate or formal in parts of assignment.

D-  60-62  A “D” shows a fair level of competence, but may be uneven. It addresses the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriate or formal in parts of assignment.

F  59 & below  A “D” shows a fair level of competence, but may be uneven. It addresses the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriate or formal in parts of assignment.

Request For An “Incomplete” Grade

To receive an incomplete for the course, you must inform the instructor in person seven-days before the last day of instruction. A grade of incomplete will only be considered for students who are (a) passing the course with a C or better, (b) present a legitimate, non-academic reason to the instructor, and (c) have only one major assignment left to finish.

UNIVERSITY POLICIES

Student Workload Expectation Policy

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” (SJSU Policy S12-3)

Dropping and Adding Policy

Students are responsible for understanding the policies and procedures about add/drop, and so on. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/provost/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.
Academic Integrity Policy

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Note: Your written work in this course may be evaluated for plagiarism using Turnitin.com, a plagiarism detection service contracted by SJSU.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/drc/ to establish a record of their disability.

CAMPUS RESOURCES FOR STUDENT ACADEMIC SUCCESS

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the first floor of Clark Hall and on the second floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including
preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter/.

**The SJSU Library and Our Library Liaison**

The library provides online tutorials on using the library and academic integrity (see http://library.sjsu.edu/online-tutorials/). To get online access to library databases, see http://library.sjsu.edu/get-library-card/my-library-account-pin-management. Kathryn Blackmer Reyes (Kathryn.BlackmerReyes@sjsu.edu), the Library Liaison to sociology, is available by appointment and for consultation.
**SOCI 161 FALL 2013 SCHEDULE**

This is the tentative schedule, subject to change with fair notice through in-class announcements. Short readings are posted on the Canvas site.

1: **AUGUST 21, COURSE INTRODUCTION**

2: **AUGUST 26, EARLY CONCEPTIONS OF URBAN COMMUNITIES**

READ BEFORE CLASS:


3: **AUGUST 28, EARLY CONCEPTIONS OF URBAN COMMUNITIES (con’t)**

READ BEFORE CLASS:


4: **SEPTEMBER 4, THE QUEST FOR URBAN COMMUNITIES**

READ BEFORE CLASS:


5: **SEPTEMBER 9, URBAN COMMUNITY INDICATORS (UNITED STATES)**

READ BEFORE CLASS:


6: **SEPTEMBER 11, URBAN COMMUNITY INDICATORS (GLOBAL)**

READ BEFORE CLASS:


7: **SEPTEMBER 16: URBAN INEQUALITIES**

READ BEFORE CLASS:

8: SEPTEMBER 18, INTRODUCING URBAN SOCIAL RESEARCH
READ BEFORE CLASS:

9: SEPTEMBER 23, INDUSTRIAL ANALYSIS
READ BEFORE CLASS:

10: SEPTEMBER 25, HUMAN ECOLOGICAL ANALYSIS IN THE CITY
READ BEFORE CLASS:

11: SEPTEMBER 30, SOCIAL AREA ANALYSIS
READ BEFORE CLASS:

12: OCTOBER 2, SOCIAL AREA ANALYSIS (con’t)

13: OCTOBER 7, REVIEW
REVIEW BEFORE CLASS:

14: OCTOBER 9, MID-TERM EXAM

15: OCTOBER 14, INTRODUCTION TO URBAN FIELD RESEARCH
READ BEFORE CLASS:
16: OCTOBER 16, EARLY ANALYTICAL OBSERVATIONS OF CITY LIFE
READ BEFORE CLASS:


OPTIONAL READING:

Riis, Jacob, “How the Other Half Lives: Studies of the Tenements in New York City”

17: OCTOBER 21, GENDER AND URBAN INTERACTIONS
READ BEFORE CLASS:


18: OCTOBER 23, RACIALIZED URBAN INTERACTIONS AND WAYS OF LIFE
READ BEFORE CLASS:


19: OCTOBER 28, RACIALIZED URBAN INTERACTIONS: REGIONAL PARTICULARITIES
READ BEFORE CLASS:


OPTIONAL READINGS:


20: OCTOBER 30, URBAN POLITICS AND LOCAL POWER
READ BEFORE CLASS:

21: NOVEMBER 4, URBAN COMMUNITY DEVELOPMENT
READ BEFORE CLASS:


22: NOVEMBER 6, URBAN PLANNING DEVELOPMENT
READ BEFORE CLASS:


23: NOVEMBER 13, COMMUNITY ORGANIZING
READ BEFORE CLASS:

24: NOVEMBER 18, COMMUNITY ORGANIZING CASES
READ BEFORE CLASS:


OPTIONAL READINGS:
Checkoway, Barry. (in press). “Education for Democracy by Young People in Community-Based Organizations.” Youth and Society. [Canvas]


25: NOVEMBER 20, COMMUNITY ORGANIZING CASES (con’t)

READ BEFORE CLASS:


26: NOVEMBER 25, PRESENTATIONS

27: NOVEMBER 27, PRESENTATIONS

28: DECEMBER 2, PRESENTATIONS

29: DECEMBER 4, CLOSING REMARKS

READ BEFORE CLASS:


OPTIONAL READINGS:


30: DECEMBER 9, REVIEW

ASSIGNMENT DUE:

Final Report

DECEMBER 11 (Wednesday, 12:15-2:30pm), FINAL EXAM
SJSU CAMPUS EMERGENCY PROCEDURES

FIRES, EARTHQUAKES AND OTHER DISASTERS

- **Call 9-1-1** or use a blue light telephone to summon University Police assistance for any campus police, fire, or medical emergencies. Give your **name**, the nature of the emergency, and your specific **location**. Stay on the line until the University Police Dispatcher tells you to hang up.

- Use extinguishers for **minor fires**. If a fire appears **uncontrollable**, close all **room doors** to confine the fire, **pull** the building fire **alarm lever**, **evacuate** the area or building, and then **call 9-11**.

- **Remain calm** during an earthquake. “**Duck, cover and hold**” under a desk or table, or stand in a doorway or against an interior wall. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.

- **Help disabled persons** evacuate the building. Follow instructions of Building Emergency Team members and University Police. Do not use elevators.

- **Tune to radio** station KSJS 90.5 FM for campus information. A campus information line will be set up as soon as possible after a major emergency -- call 924-SJSU (924-7578) for instructions, information, and updates.

MEDICAL EMERGENCIES

- **Call 9-1-1**. Give your name, the nature of the emergency, and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.).

- **Assist the victim** until help arrives. If you, or someone in the area, are trained in CPR, perform CPR if necessary. Stop bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. **Do not leave victims unattended**. Be careful about contaminating yourself and others if hazardous materials may be involved.

- For **minor first aid**, report in person to the Student Health Center weekdays from 8 a.m.-5 p.m. or call University Police at 924-2222.

BUILDING EVACUATION

- **Leave** by the nearest safe exit when you hear the building emergency alarm (fire alarm), or if you are told to do so by University Police or a Building Emergency Team member.

- **Take keys**, books, **wallets**, prescription **medicines** and important personal belongings with you in case you cannot re-enter immediately. Move at least 150 feet away from all structures. **Do not smoke**.

- **Use the stairs**. Do **not** use elevators--in case of fire or earthquake, many elevators stop in place and you may be trapped or exposed to deadly smoke.

- Re-enter a building only after University Police or Building Emergency Team members tell you that it is safe to do so.

POLICE - FIRE - MEDICAL EMERGENCY

DIAL

**9 – 1 – 1**

For further information visit the University Police Web site at: http://www.sjsu.edu/police/