INSTRUCTOR:  Peter Chua, Ph.D.
EMAIL:  Use Canvas <Inbox> for all communication
OFFICE:  Dudley Moorhead Hall (DHM) 223
OFFICE HOURS:  Tues. & Thurs. 12:10-1:10 p.m., Tues. 3:50-5:50 p.m., and by appt.

SOCI 161-01
CITY LIFE

CLASS MEETING:  Tuesdays 6-8:45 p.m., DMH 227
COURSE WEBSITE:  https://sjsu.instructure.com
PREREQUISITE:  SOCI 1 Introduction to Sociology and junior-level standing

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, use:
- Your 9-digit SJSU ID number as the username.
- Your SJSUOne password as the password.

To reset your password, go to https://sjsuone.sjsu.edu/sjsuone/resetpassword/

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 as such 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.

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.
COURSE REQUIREMENTS AND ASSIGNMENTS

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Evaluation Principles

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

Assignments

Active class participation (to assess LO#1, #2, and #3): 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 note-taking, 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 (to assess LO#1, #2, and #3): 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 (to assess LO#1 and #2): 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 (to assess LO#1, #2, and #3): 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 POLICY

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.

Determination of Your Course Grade
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 tentatively May 12
- 10% Project presentation, starting tentatively May 5

Grading Criteria (Adapted from Dr. Susan Murray)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>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 inappropriately informal in parts of assignment.</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>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.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
<tr>
<td>F</td>
<td>59 &amp; below</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
</tbody>
</table>

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.

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 through 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 reasonable, 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.

**UNIVERSITY POLICIES**

**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/.

**Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

**Academic Integrity Policy**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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 at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; 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/.

SJSU Counseling Center

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
**SOCI 161 SPRING 2015 SCHEDULE**

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

Key to readings:
- **C** = Course readings posted on the Canvas website
- **CIUS** = Larry Lyon and Robyn Driskell's *Community in Urban Society*, 2nd ed.
- **DLGAC** = Jane Jacobs’s *The Death and Life of Great American Cities*.

1: JANUARY 27, COURSE INTRODUCTION

2: JANUARY 27, EARLY CONCEPTIONS OF URBAN COMMUNITIES

3: FEBRUARY 3, EARLY CONCEPTIONS OF URBAN COMMUNITIES (con’t)
   READ BEFORE CLASS:
   
   Pp. 3-8, 17-22, and 93-95 [CIUS]

4: FEBRUARY 3, SOCIAL DIMENSIONS OF URBAN LIFE AND COMMUNITIES
   READ BEFORE CLASS:
   
   Pp. 8-15 and 97-106 [CIUS]
   Chapter 1, “Introduction.” [DLGAC]

5: FEBRUARY 10, INDICATORS OF QUALITY OF URBAN LIFE
   READ BEFORE CLASS:
   
   Chapter 10 & 11 [CIUS]

6: FEBRUARY 10, URBAN LIFE ACROSS THE THIRD WORLD
   READ BEFORE CLASS:
   
OPTIONAL READING:

7: FEBRUARY 17: EXAMINING URBAN INEQUALITIES
READ BEFORE CLASS:
Chapters 6, “The Uses of City Neighborhoods.” [DLGAC]

8: FEBRUARY 17, HOW TO STUDY URBAN LIFE AND COMMUNITIES
READ BEFORE CLASS:
Chapter 5 [CIUS]

9: FEBRUARY 24, CHANGING ECONOMIC CONTEXTS TO URBAN LIFE: INDUSTRIAL ANALYSIS
READ BEFORE CLASS:
OPTIONAL READING:

10: FEBRUARY 24, SOCIOSPATIAL PATTERNS OF URBAN LIFE: HUMAN URBAN ECOLOGICAL ANALYSIS
READ BEFORE CLASS:
Pp. 31-42 [CIUS]

11: MARCH 3, SOCIOSPATIAL PATTERNS OF URBAN LIFE: SOCIAL AREA ANALYSIS
READ BEFORE CLASS:
Pp. 42-52 [CIUS]

12: MARCH 3, REVIEW
REVIEW BEFORE CLASS:
Chapters 1 and 2 [CIUS]
13: MARCH 10, MID-TERM EXAM

14: MARCH 10, STUDYING URBAN LIFE AND THE BUILT ENVIRONMENT AT THE EYE LEVEL

READ BEFORE CLASS:

   Chapter 14 [CIUS]
   Chapters 2, 3 & 4, “The Uses of Sidewalks.” [DLGAC]

15: MARCH 17, ANALYTICAL OBSERVATIONS OF HUMAN URBAN INTERACTIONS

READ BEFORE CLASS:

Chapters 5, 9, & 10, “The Uses of Neighborhood Parks,”
“The Need for Small Blocks,” and The Need for Aged Buildings.” [DLGAC]

OPTIONAL READINGS:


16: MARCH 17, GENDER AND URBAN INTERACTIONS

READ BEFORE CLASS:


17+18: MARCH 31, CAMPUS CLOSED: CESAR CHAVEZ DAY

19: APRIL 7, URBAN INTERACTIONS, RACISM, AND RACIAL JUSTICE

READ BEFORE CLASS:


20: APRIL 7, RACIALIZED URBAN INTERACTIONS: REGIONAL PARTICULARITIES

READ BEFORE CLASS:

OPTIONAL READINGS:


21: APRIL 14, URBAN POWER & GOVERNANCE TO REMAKE URBAN LIFE
READ BEFORE CLASS:

Chapters 12 and 13 [CIUS]

22: APRIL 14, ORDER AND ORDERING URBAN LIFE: COMMUNITY DEVELOPMENT
READ BEFORE CLASS:

Chapters 8 and 9 [CIUS]


23: APRIL 21, ORDER AND ORDERING URBAN LIFE: URBAN PLANNING
READ BEFORE CLASS:

Chapters 7, 8, 10, 11, & 12. [DLGAC]

OPTIONAL READING:


24: APRIL 21, CHANGING APPEARANCE OF ORDER AND RENEWAL (con’t)
READ BEFORE CLASS:

Part III, “Force of Decline and Regeneration.” [DLGAC]

25: APRIL 28, COMMUNITY ORGANIZING TO ENHANCE URBAN LIFE
READ BEFORE CLASS:


26: APRIL 28, COMMUNITY ORGANIZING TO ENHANCE URBAN LIFE (con’t)
READ BEFORE CLASS:
Part IV, “Different Tactics.” [DLGAC]

27: MAY 5, PRESENTATIONS

28: MAY 5, PRESENTATIONS

29: MAY 12, URBAN JUSTICE AND 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. [C]

30: MAY 12, CLOSING REMARKS AND REVIEW
READ BEFORE CLASS:
Chapters 5 and 15 [CIUS]

OPTIONAL READING:

ASSIGNMENT DUE:
Final Report

MAY 19, Tuesday, 5:15 p.m. – 7:30 p.m., FINAL EXAM
SJSU CAMPUS EMERGENCY PROCEDURES

FIRES, EARTHQUAKES AND OTHER DISASTERS

- **Call 9-1-1.** 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/