GEOG 161-01 & SOCI 161-01 City Life

COURSE AND CONTACT INFORMATION

Instructor: **Peter Chua**, Ph.D.
Email: Use Canvas <Inbox> for all communication
Office Location: DMH 223
Office Hours: Tuesdays & Thursdays 1:20 p.m. – 2:20 p.m. and by appt.
Class Days/Time: Tuesdays & Thursdays 3 – 4:15 p.m.
Classroom: HGH 122
Course Website: https://sjsu.instructure.com
Prerequisite: SOCI 1 Introduction to Sociology (or equivalent) and junior-level standing

ACCESSING THE COURSE WEB PAGE

SJSU operates a web-based learning management software called “Canvas by Instructure.” This course uses Canvas as its website to distribute reading materials, selected handouts and assignments, and other instructional materials and to submit selected 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/

Communication

It is important to check your Canvas mail and Canvas announcements regularly.

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 LEARNING OUTCOMES (CLOs)

Upon successful completion of this course, participants will be able to:

CLO1: Provide appropriate societal context to city life and urban problems in terms of historical changes, urban patterns, and societal changes among many interrelated places.

CLO2: Develop a nuance framework on 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.

CLO3: Use analytical tools and skills to study various aspects of city life.

The following table indicates how this course supports in ensuring your successful completion of the B.A. sociology program outcomes (PLOs):

<table>
<thead>
<tr>
<th>PLO</th>
<th>CLO1</th>
<th>CLO2</th>
<th>CLO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO1: Be able to think sociologically about the relationship between social structure, interaction, identities, and inequalities</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PLO2: Be able to identify and explain major sociological theories and apply them to everyday life</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PLO3: Be proficient in qualitative and quantitative research design, data collection and data analysis</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLO4: Be proficient in oral and written communication skills appropriate to the discipline</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLO5: Be able to practice sociology as educated and civically engaged persons</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

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 LibreOffice (available free at http://www.libreoffice.org), Google Docs (available free at https://docs.google.com or https://drive.google.com), 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

Active class participation (to assess CLO#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 CLO#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.

Take-home exams (to assess CLO#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 CLO#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 INFORMATION

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 take-home essay exams (15% each)
- 15% Final project report, due tentatively May 10
- 10% Project presentation, starting tentatively May 3

Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>Demonstrates excellent understanding of the course materials. Embody a professional sociologist-in-training who is highly ethical, competent, and professional or equivalent. Consistently contributes in promoting class discussion and the learning of others and deepens learning that is self-initiated.</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td>Demonstrates good level of understanding of the course materials. Embodies a sociologist-in-training who is ethical, competent, and professional or equivalent. Shows some gaps in argumentation, writing, and completed tasks. Contributes to class discussion, yet in a limited manner.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Demonstrates an acceptable yet uneven level of understanding of the course materials. Embodies a sociologist-in-training who is satisfactorily ethical, competent, and professional or equivalent. Shows major gaps in argumentation, writing, and completed tasks. Contributes to class discussion minimally.</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>Demonstrates poor but passing understanding of the course materials. Embodies a sociologist-in-training who is not quite ethical, competent, and professional or equivalent. Shows highly significant gaps in writing, assignments, and participation.</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>Demonstrates serious deficiency in completing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>Demonstrates significant deficiency in competing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>Demonstrates serious deficiency in competing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
<td>Demonstrates serious deficiency in competing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>Demonstrates serious deficiency in competing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
<td>Demonstrates serious deficiency in competing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
<td>Demonstrates serious deficiency in competing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>Demonstrates serious deficiency in competing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.</td>
</tr>
<tr>
<td>F</td>
<td>59 &amp; below</td>
<td>Demonstrates serious deficiency in competing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.</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 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 be 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 your owned intellectual work.** Academic dishonesty such as plagiarism and cheating violates university regulation. It will not be tolerated. Do give proper acknowledgement 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. **Note:** Your written work in this course may be evaluated for plagiarism using Turnitin.com, a plagiarism detection service contracted by SJSU

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**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/.
# GEOG 161 & SOCI 161 Spring 2018 Course 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
- **NUS** = Mark Gottdienner, R. Hutchison, and M. Ryan’s *New Urban Sociology*, 5th ed.
- **DLGAC** = Jane Jacobs’s *The Death and Life of Great American Cities*

**Tentative Schedule and Readings**

<table>
<thead>
<tr>
<th>Session: Date, Topic</th>
<th>Read to Prepare for Class Session</th>
<th>Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1: Jan 25, Course Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2: Jan 30, Early Conceptions of Urban Communities</strong></td>
<td>– Sam Hillyard, “Tonnies and Nineteenth-Century Commentaries on the Rural” [C]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Stephanie Matthews et al., “Introduction” and “The Crops” [C]</td>
<td></td>
</tr>
<tr>
<td><strong>3: Feb 1, Describing the City as an Ecosystem</strong></td>
<td>– Louis Wirth, “Urbanism as a Way of Life” [C]</td>
<td>COMPLETE BEFORE CLASS: Readiness responses #1</td>
</tr>
<tr>
<td></td>
<td>– “Neighborhoods and Communities,” pp. 211-215 [NUS]</td>
<td></td>
</tr>
<tr>
<td><strong>5: Feb 8, Social Area Analysis</strong></td>
<td>– “Defining the Metropolitan Region,” pp. 5-9 [NUS]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– “From Human Ecology to Urban Ecology,” pp. 73-77 [NUS]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Tara Bedi et al., “Maps for Policy Making” [C]</td>
<td></td>
</tr>
<tr>
<td><strong>6: Feb 13, Experiencing the City</strong></td>
<td>– Lewis Mumford, “What is the City?” [C]</td>
<td>COMPLETE BEFORE CLASS: Readiness responses #3</td>
</tr>
<tr>
<td></td>
<td>– “Mental Maps and Semiotics of Urban Space” and “Behavior in Public Space,” pp. 207-211 [NUS]</td>
<td></td>
</tr>
<tr>
<td><strong>7: Feb 15, Urban Masterplans</strong></td>
<td>– Excerpt from “12: Metropolitan Planning and Environmental Issues,” pp. 316-329 [NUS]</td>
<td>COMPLETE BEFORE CLASS: Readiness blog #1</td>
</tr>
<tr>
<td></td>
<td>– Eric Firley et al., “Stuyvesant Town, NY” [C]</td>
<td></td>
</tr>
<tr>
<td><strong>8: Feb 20, Urban Dwellers Versus the Masterplans</strong></td>
<td>– Chapter 1, pp. 3-25 [DLGAC]</td>
<td></td>
</tr>
<tr>
<td>Session: Date, Topic</td>
<td>Read to Prepare for Class Session</td>
<td>Reminders</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>9: Feb 22, Jacobs on the Particularities of Cities</strong></td>
<td>– Chapters 2, 3, 4, 5, and 6, pp. 29-140 [DLGAC]</td>
<td></td>
</tr>
<tr>
<td><strong>10: Feb 27, Studying the City at Eye Level</strong></td>
<td>– Jan Gelh et al., Excerpt from <em>How to Study Public Space</em>, pp. 1-7 and 82-105 [C]</td>
<td>COMPLETE BEFORE CLASS: Social Area Analysis</td>
</tr>
</tbody>
</table>
| **11: Mar 1, How to Study Urban Life and Communities** | – Friedrich Engels, “The Great Towns” [C]  
– Excerpt from “8: Neighborhoods and Communities,” pp. 197-207 [NUS]  
– “Class Differences and Spatial Location,” pp. 160-170 [NUS] | COMPLETE BEFORE CLASS: Readiness responses #4 |
| **13: Mar 8, Mid-Term Evaluation** | | Due: Mid-Term essay |
| **14: Mar 13, Making the City a Place of Identities and Interactions** | – Jay Walljasper et al., *The Great Neighborhood Book*, pp. 147-166 [C]  
– Excerpt from “7: People and Lifestyle in the Metropolis,” pp. 177-192 [NUS] | COMPLETE BEFORE CLASS: Readiness blog #2 |
| **15: Mar 15, Jacobs on City Diversity** | – Chapters 7, 8, 9, 10, 11, and 12, pp. 143-240 [DLGAC] | |
| **Mar 18, International Working Women’s Day** | | |
| **16: Mar 20, Gendered and Sexualized Urban Interactions** | – Carol Gardner, “Analyzing Gender in Public Spaces” [C]  
– Mignon Moore, “Black and Gay in LA” [C]  
– “Women, Gender Roles, and Space” and “Gay and Lesbian Communities and Urban Life,” pp. 170-177 [NUS] | COMPLETE BEFORE CLASS: Readiness responses #5 |
| **19: Apr 5, Urban Life in the Third World** | – Adam Parsons, “Myth 1: There are Too Many People” and “Myth 3: Slums are Places of Crime, Violence, and Social Degradation” [C]  
<table>
<thead>
<tr>
<th>Session: Date, Topic</th>
<th>Read to Prepare for Class Session</th>
<th>Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>20: Apr 10, Power &amp; Governance to Remake the City</strong></td>
<td>“13: Metropolitan Social Policy,” pp. 343-367 [NUS]</td>
<td>COMPLETE BEFORE CLASS: Readiness blog #4</td>
</tr>
<tr>
<td><strong>21: Apr 12, Jacobs on Forces of Decline and Regeneration</strong></td>
<td>Chapters 13, 14, 15, and 16, pp. 241-320 [DLGAC]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excerpt from “12: Metropolitan Planning and Environmental Issues,” pp. 311-316 and 329-341 [DLGAC]</td>
<td></td>
</tr>
<tr>
<td>**22: Apr 17, Jacobs on Urban “Tactics”</td>
<td>Chapters 18, 19, 20, and 22, pp. 338-404 and 428-448 [DLGAC]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“9: Metropolitan Problems,” pp. 219-240 [NUS]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Edward Park, “Racial Ideology and Hiring Decision in Silicon Valley” [C]</td>
<td></td>
</tr>
<tr>
<td><strong>25: Apr 26, Migrant Organizing</strong></td>
<td>Hortencia Jiménez, “Unidos Por La Justicia and Mujeres Fuertes,” pp. 197-207 [C]</td>
<td>COMPLETE BEFORE CLASS: Readiness blog #5</td>
</tr>
<tr>
<td></td>
<td>“Class Differences and Spatial Location,” pp. 160-170 [NUS]</td>
<td></td>
</tr>
<tr>
<td><strong>26: May 1, International Worker’s Day</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>27: May 3, Presentations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>28: May 8, Presentations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>29: May 10, Closing Remarks and Review</strong></td>
<td>Due: Final Report</td>
<td></td>
</tr>
<tr>
<td><strong>May 18, Friday 2:45-5:00pm, Final Evaluation</strong></td>
<td>Due: Final Essay</td>
<td></td>
</tr>
</tbody>
</table>
Bibliographical References

EARLY CONCEPTIONS OF URBAN COMMUNITIES

DESCRIBING THE CITY AS AN ECOSYSTEM

HUMAN URBAN ECOLOGICAL AND SOCIAL AREA ANALYSIS

EXPERIENCING THE CITY

URBAN MASTERPLANS

STUDYING THE CITY AT EYE LEVEL AND HOW TO STUDY URBAN LIFE AND COMMUNITIES

MAKING THE CITY AS PLACE OF IDENTITIES & INTERACTIONS

GENDER AND URBAN INTERACTIONS
URBAN LIFE IN THE THIRD WORLD

RACIALIZED URBAN INTERACTIONS: REGIONAL PARTICULARITIES

MIGRANT ORGANING
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 ii 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/