SOCI 001-03 Introduction to Sociology

COURSE AND CONTACT INFORMATION
Instructor: Peter Chua, Ph.D.
Email: Use Canvas <Inbox> for all communication
Office Location: Dudley Moorhead Hall (DMH) 223
Office Hours: Tuesdays & Thursdays 12:00 noon - 1:00 p.m. and by appt.
Class Days/Time: Tuesdays 6:00 – 8:45 p.m.
Classroom: Boccardo Business Center (BBC) 205
Course Website: https://sjsu.instructure.com
CORE GE CATEGORY: Area D1: Human Behavior in the Social Sciences

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 course introduces you to a broad overview of sociology and its essential concepts. We will examine the ways social processes and social transformation relate with issues of social force, the capitalism system, racial, gender, and sexual inequalities, and individuals and identities in groups and societies. We will also probe into sociological research paradigms, theoretical perspectives, and approaches in sociological practice as applied to everyday life.

GENERAL EDUCATION LEARNING OUTCOMES (GELOs)

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

- **GELO1**: Identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.
  
  **SAMPLE ACTIVITIES DESIGNED TO ASSIST YOU TO MEET THIS OUTCOME:**
  
  Weeks 1-14 mini-lectures, readings, in-class discussions including video documentaries and in-class activities (such as on sociological imagination), mid-term and final exams, term paper assignment, and term presentation.

- **GELO2**: Place contemporary developments in cultural, historical, environmental, and spatial contexts.
  
  **SAMPLE ACTIVITIES DESIGNED TO ASSIST YOU TO MEET THIS OUTCOME:**
  
  Weeks 1-14 mini-lectures, readings, in-class discussions including video documentaries and in-class activities (such as on socio-historical context), mid-term and final exams, term paper assignment, and term presentation.

- **GELO3**: Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.
  
  **SAMPLE ACTIVITIES DESIGNED TO ASSIST YOU TO MEET THIS OUTCOME:**
  
  Weeks 1-14 mini-lectures, readings, in-class discussions including video documentaries and in-class activities (such as on societal inequalities and social identities), mid-term and final exams, term paper assignment, and term presentation.

- **GELO4**: Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
  
  **SAMPLE ACTIVITIES DESIGNED TO ASSIST YOU TO MEET THIS OUTCOME:**
  
  Weeks 1-14 mini-lectures, readings, in-class discussions including video documentaries and in-class activities (such as social change and transformation), mid-term and final exams, term paper assignment, and term presentation.

- **GELO5**: To recognize the interaction of social institutions, culture, and environment with the behavior of individuals.
  
  **SAMPLE ACTIVITIES DESIGNED TO ASSIST YOU TO MEET THIS OUTCOME:**
  
  Weeks 1-14 mini-lectures, readings, in-class discussions including video documentaries and in-class activities (such as on families and the media), mid-term and final exams, term paper assignment, and term presentation.
COURSE LEARNING OUTCOMES (CLOs)

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

CLO1: Explain and appropriately apply key sociological concepts such as social processes, social forces, social change, the capitalist system, social relations and social divisions related to race, gender, sexuality, and nationality, social identities and social interactions.

CLO2: Identify and explain major theoretical and paradigmatic positions in sociology.

CLO3: Describe and explain the basic dimensions of social inequalities related to economic class, gender, race, migrant/national status, and sexuality.

CLO4: Develop sociological insights by analyzing common and taken-for-granted ideas, assumptions, practices, and experiences.

CLO5: Use your sociological imagination to analyze your life and experiences and to reflect on taking collective actions to make changes in society.

The following table indicates how this course supports 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>
<th>CLO4</th>
<th>CLO5</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>X</td>
<td>X</td>
<td>X</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>X</td>
<td>X</td>
<td>X</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>
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</tr>
<tr>
<td>PLO4: Be proficient in oral and written communication skills appropriate to the discipline</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PLO5: Be able to practice sociology as educated and civically engaged persons</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</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 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.
Jane Dodge (jane.dodge@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, #3, #4, and #5): **Required readings, quizzes, videos, peer-led discussions, and in-class activities** provide introductory insights and important details on social processes, social structures, social inequalities, social interactions, and societal transformation. *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 do 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 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.

**Take-home exams** (to assess CLO#1, #2, #3, #4, and #5): The exams, which consists of short-answer and essay questions, evaluate your understanding of course concepts and sociological analysis of social processes, social structures, social inequalities, social interactions, and societal transformation.

**Final report** (to assess CLO#1, #2, #3, #4, and #5): The final writing assignment expands on issues raised in the readings and mini-lectures and to improve your thinking, speaking, and argumentative abilities. Learning to write is a social process. Also, 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 report. For handouts on specific writing issues, see: [http://www.sjsu.edu/writingcenter/writingresources/handouts/index.htm](http://www.sjsu.edu/writingcenter/writingresources/handouts/index.htm)

**Presentation** (to assess CLO#1, #2, #3, #4, and #5): The presentation expands 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 presentation.

The **University Policy S16-9**, Course Syllabi ([http://www.sjsu.edu/senate/docs/S16-9.pdf](http://www.sjsu.edu/senate/docs/S16-9.pdf)) requires the following language to be included in the syllabus:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”
**Final Examination**

More details can be found in University policy S17-1 (http://www.sjsu.edu/senate/docs/S17-1.pdf), which states that: “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

**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:

- 30%  Active participation & analytical creativity during reading discussion and in-class activities
- 40%  Two take-home essay exams (20% each)
- 20%  Final project report, due tentatively Nov 12
- 10%  Project presentation, starting tentatively Nov 26

**Grading Criteria**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>98-100%</td>
<td>Demonstrates highly exceptional work at a level of distinction exceeding the requirements for an “A” grade.</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
<td>Demonstrates excellent understanding of the course materials. Embodies a 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 minus</td>
<td>90-92%</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “A” grade yet attained the level greater than a “B plus” grade.</td>
</tr>
<tr>
<td>B plus</td>
<td>88-89%</td>
<td>Demonstrates work relatively stronger than the level of distinction needed for a “B” grade but not attaining the level required for an “A minus” grade.</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</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>B minus</td>
<td>80-82%</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “B” grade yet attained the level greater than a “C plus” grade.</td>
</tr>
<tr>
<td>C plus</td>
<td>78-79%</td>
<td>Demonstrates work relatively stronger than the level of distinction needed for a “C” grade but not attaining the level required for an “B minus” grade.</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</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>C minus</td>
<td>70-72%</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “C” grade yet attained the level greater than a “D plus” grade.</td>
</tr>
<tr>
<td>D plus</td>
<td>68-69%</td>
<td>Demonstrates work relatively stronger than the level of distinction needed for a “D” grade but not attaining the level required for an “C minus” grade.</td>
</tr>
</tbody>
</table>
D 63-67%  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.

D minus 60-62  Demonstrates work relatively weaker than the level of distinction needed for a “D” grade yet attained the level greater than a “F” grade.

F 59 & below  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.

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 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 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 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/. Make sure to review these policies and resources.
# SOCI 1 FALL 2019 COURSE SCHEDULE

This is the tentative schedule, subject to change with fair notice through in-class announcements.

Key to readings:
- C = Course readings posted on the Canvas website
- MSL = S. Ferguson’s *Mapping the Social Landscape*, 8th ed.

*Tentative Schedule and Readings*

## PART ONE: SOCIOLOGICAL IMAGINATION

<table>
<thead>
<tr>
<th>Session: Date, Topic</th>
<th>Read to Prepare for Class Session</th>
<th>Reminders</th>
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</thead>
<tbody>
<tr>
<td>1a: Aug 27, Course Introduction</td>
<td></td>
<td>Read the syllabus</td>
</tr>
<tr>
<td>1b: Aug 27, Sociology vs. Other Perspectives</td>
<td>– M. Kimmel &amp; A. Aronson, “What is Sociology?” [C]</td>
<td></td>
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<td></td>
<td>– J. Gabler, “Ten Myths About Society Busted by Sociology” [C]</td>
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</tbody>
</table>

## PART TWO: EVERYTHING CHANGES—SOCIAL PROCESSES, SOCIAL TRANSFORMATION

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</tbody>
</table>
– R. Leidner, “41: Over the Counter,” pp. 481-496 [MSL] | |
– A. Lindner “40: Controlling the Media in Iraq,” pp. 471-481 [MSL]  
– R. Shoats, “Black Fighting Formations” [C] | |
| **6b: Oct 1, Review** | | |
| **7a: Oct 8, Mid-Term Evaluation** | | Due: Mid-Term essay |

**PART THREE: CHANGING SOCIAL RELATIONS, DIVISIONS, AND INSTITUTIONS**

<table>
<thead>
<tr>
<th>Session: Date, Topic</th>
<th>Read to Prepare for Class Session</th>
<th>Reminders</th>
</tr>
</thead>
</table>
### Session: Date, Topic

#### Read to Prepare for Class Session

**9a: Oct 22, Social Relations and Social Struggle**
- D. Myers, “How Social Movements Matter” [C]
- R. Stoecker, “Community Organizing and Social Change” [C]

**9b: Oct 22, Social Relations and Social Struggle**

**10a: Oct 29, Social Relations and Social Struggle**
- K.-Y. Taylor, “From #BlackLivesMatter to Black Liberation” [C]

### PART FOUR: IDENTITIES & INTERACTIONAL PROCESSES IN SOCIETY UNDER CRISIS

#### Session: Date, Topic

#### Read to Prepare for Class Session

**10b: Oct 29, Social Identities & Interactional Processes**
- A. McDowell, “11: ‘This Is for the Brown Kids!’,” pp. 105-121 [MSL]

**11a: Nov 5, Social Identities & Interactional Processes**
- E. Kane, “13: No Way My Boys are Going to Be Like That,” pp. 131-144 [MSL]

**11b: Nov 5, Social Identities & Interactional Processes**

**12a: Nov 12, Social Identities & Interactional Processes**
- C. Williams.” 19: Shopping as Symbolic Interaction,” pp. 207-217 [MSL]

**12b: Nov 12, Social Identities & Interactional Processes**

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**Due: Final Report**
### PART FIVE: STUDYING CHANGING SOCIETIES IN CRISIS

<table>
<thead>
<tr>
<th>Session: Date, Topic</th>
<th>Read to Prepare for Class Session</th>
<th>Reminders</th>
</tr>
</thead>
</table>
– M. Henn, M. Weinstein, and N. Foard, “What is Social Research” [C] | |
| 13b: Nov 19, Contending Perspectives in Sociology | – M. Kimmel and A. Aronson, “Where Did Sociology Come From?” and “Contemporary Sociology” [C] | |
| 14a: Nov 26, Presentations | | |
| 14b: Nov 26, Presentations | | |
| 15a: Dec 3, Closing Remarks | – American Sociological Association, “A 21st Century Careers with an Undergraduate Degree in Sociology” [C]  
– SJSU SISS Department, Sociology Major [C] | Due: Final Report (optional re-write) |
| 15b: Dec 3, Review | | |
| **Dec 12, Thursday, Final Exam** | Due: Final Essay | |
Additional Bibliographical References

SOCIOMETRICAL IMAGINATION


EVERYTHING CHANGES: SOCIAL PROCESSES, SOCIAL TRANSFORMATION


CHANGING SOCIAL RELATIONS, DIVISIONS, AND INSTITUTIONS


STUDYING CHANGING SOCIETIES IN CRISIS


SJSU Department of Sociology and Interdisciplinary Social Sciences (SISS). n.d. The Sociology Major and the Recommended Four-Your Degree Roadmap. San José, CA: San José State University.
Sociology 001: Introduction to Sociology

Core General Education Area D1: Human Behavior in the Social Sciences

SJSU Catalog Course Description
How does society affect individual behavior and how does individual behavior affect society? Influence of social institutions and arrangements (family, school, workplace, politics, etc.) on roles, groups, values. Basic sociological theories and methods. Careers, specializations. Required for majors, minors. GE Area: D1. 3 units.

Competency Goals for a Core GE Area D1 Course
Social Science courses should increase the student’s understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments.

Student Learning Objectives for a Core GE Area D1 Course
After successfully completing the course, students shall be able:

- To identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation,
- To place contemporary developments in cultural, historical, environmental, and spatial contexts,
- To identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them,
- To evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issue, and
- To recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

Content and Activities for a Core GE Area D1 Course
The course incorporates the following content and activities appropriate to the discipline to meet the competency goals and student learning objectives:

- Issues of diversity shall be incorporated in an appropriate manner,
- Writing assignments consisting of a minimum of 1,500 words in a language and style to the discipline, and
- All courses in Core GE Area D (Social Science) should include content to promote all the above competencies.
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/