

SOCI 144-01 EDUCATION FOR LIBERATION

Course and Contact Information

Instructor	Peter Chua
Email	Please use Canvas <Inbox> for electronic communication
Communication	Please check your Canvas mail and Canvas announcements regularly
Office Location	DMH 223
Office Hours	Tuesdays and Thursdays 12:00 noon - 1:00 p.m. and by appointment
Class Days/Time	Tuesdays and Thursdays 10:30 - 11:45 a.m.
Classroom	DMH 357
Prerequisite	SOCI 1 Introduction to Sociology and junior-level standing
Recommendation	SOCI 177 Sociology of Education
Course Website	<p>sjsu.instructure.com</p> <p>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.</p> <p>To familiarize yourself with the login process and security, go to www.sjsu.edu/at/ec/canvas/index.html</p> <p>To log-in, use:</p> <ul style="list-style-type: none">▪ Your 9-digit SJSU ID number as the username.▪ Your SJSUOne password as the password. <p>To reset your password, go to sjsuone.sjsu.edu/sjsuone/resetpassword/</p> <p>For technical support, go to isupport.sjsu.edu/ecampus/ContentPages/Home.aspx Contact me if you have course-specific questions.</p>

Course Description

Modern schooling around the world has not been able to overcome stark wealth, racial, gender, and other forms of structural inequalities. In a number of formal settings, schooling has even intensified disparities in classroom learning and educational outcomes.

This upper-division undergraduate course examines critically and sociologically nonformal attempts to address these inequalities and disparities within community-oriented learning programs and movements. These programs and movements view the promotion of learning and education as an explicit part in campaigns for group empowerment and national liberation. As such, this course will focus on varying approaches associated with workers' education, adult and lifelong education (including anti-literacy and popular theater), and pro-people popular education (related to national liberation, pro-democracy, human rights, antiracist, pro-migrant, feminist, and youth movements).

Course Learning Outcomes (CLOs)

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

CLO1: Describe and explain the varying histories, developments, and movements associated with change-oriented nonformal learning programs (such as adult education, popular education, community education, and transformative education)

CLO2: Analyze sociologically the content, form, and practice of nonformal learning programs (including conventional and change-oriented approaches)

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

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

Required Readings and Materials

Required Readings

- Greene, David. 2015. **Unfit to Be a Slave: A Guide to Adult Education for Liberation**. Rotterdam, Netherlands: SensePublishers. ISBN: 978-94-6209-933-3. List Price: \$32.
- **Sociology 144: Education for Liberation, Spring 2020**. Readings and class handouts are available at the Canvas site in PDF format for course participants.

Reference Readings on *Introducing Sociology and Social Problems*

- Barkan, Steven. 2015. *Social Problems: Continuity and Change*. Minneapolis, MN: University of Minnesota Libraries. Download at: open.lib.umn.edu/socialproblems/

- Griffiths, Heather et al. 2016. *Introduction to Sociology*, 2nd ed. Houston, TX: Rice University. Download at: openstax.org/details/introduction-sociology-2e

Technology Requirement

Students are required to have regular access to:

- A dependable **personal computer** with capacity to **access the internet** and the Canvas learning management system course website
- A dependable **web browser** with appropriate settings and an updated version for your computer to access and use Canvas, library databases, and other relevant websites
- A dependable personal computer **printer** to print reports and assignments
- An office software suite with basic word-processing capacities as such **Google Docs** (Google account required; available for “free” at docs.google.com), **LibreOffice** (available free at www.libreoffice.org), or **Microsoft Office**
- An **PDF reader** app

The SJSU Library and Our Library Liaison

The library provides online tutorials on using the library and academic integrity (see library.sjsu.edu/online-tutorials). See login.libaccess.sjlibrary.org/login to get online access to library databases. **Jane Dodge** (jane.dodge@sjsu.edu), the Library Liaison to sociology, is available by appointment and for consultation.

Course Requirement and Assignments

Active in-class participation (to assess CLO#1 and #2): Required readings and in-class activities provide introductory insights and important details on social theorists and their theories. **Take good notes on your questions. Please bring your questions and 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. Random *quizzes* on the readings will assess your preparation and understanding on the assigned readings. *Mini-lectures* focus on substantive materials and analysis and expand on the materials introduced in the readings. The lectures relate to but not necessarily cover every important aspect of the 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 respectfully 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 may *not earn any credit related to participation* if you miss ten or more class sessions (which is about 40% or more of the course).

Skill-practice assignments including presentations and facilitation demonstration (to assess CLO#1 and #2): You are expected to complete short skill-practice assignments. The assignments ask you to apply and synthesize the assigned readings and aim to deepen your grasp of theoretical positions and debates. Your lowest grade will be dropped. Directions will be provided during the semester.

Final report and presentation (to assess CLO#1 and #2): The final essay and presentation expand on issues raised in the readings and mini-lectures and allow for the sharpening of your analytical, speaking, and argumentative abilities. You will be asked to write an eight-page argumentative essay. Learning to write well 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 assignment.

Exams (to assess CLO#1 and #2): The exams, which consists of short-answer questions, evaluate your understanding and application of theoretical concepts and approaches.

The [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), Course Syllabi (<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:

- 10% Active participation & analytical creativity during reading discussions & in-class activities
- 10% Skill-practice assignments and readiness blogs
- 30% Two examinations (15% each)
- 10% Presentation #1, tentatively Feb. 18
- 10% Presentation #2, tentatively Apr. 9
- 15% Facilitation demonstration, starting tentatively Apr 30
- 15% Project report, due tentatively May 7

Grading Criteria

Grade	Percentage	Description
A plus	98-100%	Demonstrates highly exceptional work at a level of distinction exceeding the requirements for an “A” grade.
A	93-97%	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.
A minus	90-92%	Demonstrates work relatively weaker than the level of distinction needed for a “A” grade yet attained the level greater than a “B plus” grade.
B plus	88-89%	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.
B	83-87%	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.
B minus	80-82%	Demonstrates work relatively weaker than the level of distinction needed for a "B" grade yet attained the level greater than a "C plus" grade.
C plus	78-79%	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.
C	73-77%	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.
C minus	70-72%	Demonstrates work relatively weaker than the level of distinction needed for a "C" grade yet attained the level greater than a "D plus" grade.
D plus	68-69%	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.
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 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.

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:

- Passing the course with a C or better,
- Present a legitimate, non-academic reason to the instructor, and
- 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.**
The prerequisite for such active participation is attendance.
- To lead class discussion as part of your participation
- **To read the assigned materials before coming to class so we can discuss them in detail.** This means that you are familiar with the assigned readings and can raise thoughtful questions that encourage an interactive-learning and student-centered discussion.
- **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 department office; this is a College of Social Sciences policy. Do NOT slide them under my office door.
- 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](http://www.sjsu.edu/gup/syllabusinfo/) at www.sjsu.edu/gup/syllabusinfo/. Make sure to review these policies and resources.

SOCI 144 **Spring 2020** Tentative Course Schedule and Readings

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

Key to readings: UBS = David Greene's *Unfit to Be a Slave*
 R = Course readings posted on the Canvas website

Session, Date: Topic	Readings Before Class	Reminders
1, Jan 23: Getting Acquainted and Building a Learning Community		
2, Jan 28: The Question of Formal Schooling and Liberation (1)	- "Chapter 3: Gatekeepers and Social Control," pp.43-58 [UBS]	
3, Jan 30: The Question of Formal Schooling and Liberation (2)	- M. Apple, "Reproduction, Contestation, and Curriculum" [R]	
4, Feb 4: Conventional Approaches in Nonformal Learning: Basic Skills, Vocational, and Adult Education	- R. Lakes and P. Carter, "Disciplining the Working Classes: Neoliberal Designs in Vocational Education" [R] - G. Kelly, "To Become an American Woman: Education and Sex Role Socialization of the Vietnamese Immigrant Woman" [R]	
5, Feb 6: Conventional Approaches in Nonformal Learning: Nonprofit Organizations	- J. Minzey and C. LaTarte, "Community Education" [R]	
6, Feb 11: Introduction to Popular, Community, and Transformative Education (1)	- "Chapter 1: Learning for Life," pp. 1-18 [UBS] - "Chapter 2: The Field of Adult or Worker Education," pp. 19-40 [UBS]	
7, Feb 13: Introduction to Popular, Community, and Transformative Education (2)	- R. Arnold and B. Burke, "Popular Education" [R] - S. Braster. "The People, the Poor, and the Oppressed: The Concept of Popular Education through Time" [R]	
8, Feb 18: Presentation HW#1		COMPLETE BEFORE CLASS: Presentation HW#1

Session, Date: Topic	Readings Before Class	Reminders
9, Feb 20: Worker's Education: Content, Form, Process, Structure	- "Chapter 4: Political Literacy," pp. 59-78 [UBS]	
10, Feb 25: Worker's Education: Advances and Challenges	- "Chapter 5: The Political Economy and Adult Education," pp. 79-100 [UBS] - B. Salt, R. Cervero, and A. Herod, "Workers' Education and Neoliberal Globalization" [R] OPTIONAL: L. Cooper, "Workers' Education and Political Consciousness: A Case Study from South Africa" [R]	
11, Feb 27: Community Education and Social Movements (1)	- W. Ayers, "Popular Education: Teaching for Social Justice" [R] - A. Choudry, "Activist Research for Education and Social Movement Mobilization" [R]	
12, Mar 3: Community Education and Social Movements (2)	- "Chapter 6: Tools for Social Change Consciousness and Social Transformation" [UBS]	
13, Mar 5: Review		
14, Mar 10: Mid-Term Essay		Due: Mid-Term Exam Essay
15, Mar 12: Community Education: Contribution of P. Freire	- B. Bee, "The Politics of Literacy" [R] - D. Thomas, "Revisiting <i>Pedagogy of the Oppressed</i> " [R]	
16, Mar 17: Community Education and Democratic Revolutionary Change	- J. Hammond, "Popular Education as Community Organizing in El Salvador" [R] - A. Cabral, "The Role of Culture in the Struggle for Independence" [R]	
17-19, Mar 19, 24, 26: Community Education and Democratic Changes	- "Chapter 7: Spaces and Schools for Education for Liberation" [UBS]	
20, Apr 7: Community Education and Popular Theater	- R. Kidd, "Popular Theatre and Nonformal Education in the Third World" [R]	
21, Apr 9: Presentation HW#2		

Session, Date: Topic	Readings Before Class	Reminders
22, Apr 14: Community Education: Early U.S. Neighborhood Approaches	<ul style="list-style-type: none"> - B. Marquez, "Organizing the Mexican-American Community in Texas: The Legacy of Saul Alinsky" [R] - B. Moyers, Bill and H. Myles "The Adventures of a Radical Hillbilly" [R] 	
23, Apr 16: Education for Racial-Ethnic and Immigrant Community Justice	<ul style="list-style-type: none"> - E. J. Huggins and A. D. LeBlanc-Ernest, "Revolutionary Women, Revolutionary Education" [R] - D. Fujino, "The Greatest Political Opportunity of My Life': Joining the Black Panther Party" [R] 	
24, Apr 21: Education for Racial-Ethnic and Immigrant Community Justice: Case Studies	<ul style="list-style-type: none"> - N. Theodore, "Generative Work" [R] - R. Torruellas, "Affirming Cultural Citizenship in the Puerto Rican Community" [R] 	
25, Apr 23: Women, Gender, Sexuality, and Popular Education	<ul style="list-style-type: none"> - L. Rivera, "Changing Women" [R] - D. Nadeaum "Embodying Feminist Popular Education Under Global Restructuring" [R] 	
26, Apr 28: Popular Education with Youth	<ul style="list-style-type: none"> - B. Checkoway "Education for Democracy by Young People in Community-Based Organizations" [R] 	
27, Apr 30: Facilitation Demonstrations		
28, May 5: Facilitation Demonstrations		
29, May 7: Closing Remarks & Review	<ul style="list-style-type: none"> - J. Holst, "Social Justice and Dispositions for Adult Education" [R] - "8: Conclusion," pp. 145-150 [UBS] 	Due: Project Report
May 18, Monday, Final Exam		Due: Final Exam Essay

Bibliography for the Additional Required Readings

The Question of Formal Schooling and Liberation

Apple, Michael W. 1981. "Reproduction, Contestation, and Curriculum." *Interchange* 12(2-3):27-47.

Conventional Approaches in Nonformal Learning

Minzey, Jack D. and Clyde LaTarte, 1972. "Community Education: What it is and Is Not." Pp. 3-29 in *Community Education: From Program to Process*. Midland, MI: Pendell Pub. Co.

Lakes, Richard D. and Patricia A. Carter. 2009. "Disciplining the Working Classes: Neoliberal Designs in Vocational Education." *Pedagogies* 4(2):139-152.

Kelly, Gail Paradise. 2000. "To Become an American Woman: Education and Sex Role Socialization of the Vietnamese Immigrant Woman." Pp. 554-564 in *Unequal Sisters: A Multicultural Reader in U.S. Women's History*, 3rd ed., edited by V. Ruiz and E. C. DuBois. New York: Routledge.

Introduction to Popular, Community, and Transformative Education

Arnold, Rick and Bev Burke. 1983. "Popular Education." Pp. 7-14 in *A Popular Education Handbook*. Ottawa and Toronto, Canada: CUSO Development Education and Ontario Institute for Studies in Education.

Braster, Sjaak. 2011. "The People, the Poor, and the Oppressed: The Concept of Popular Education Through Time." *Paedagogica Historica* 47(1-2):1-14.

Worker's Education

Cooper, Linda. 2007. "Workers' Education and Political Consciousness: A Case Study from South Africa." *The Economic and Labour Relations Review* 17(2):183-198.

Salt, Ben, Ronald M. Cervero, and Andrew Herod. 2000. "Workers' Education and Neoliberal Globalization: An Adequate Response to Transnational Corporations?" *Adult Education Quarterly* 51(1):9-31.

Community Education

Ayers, William. 1998. "Popular Education: Teaching for Social Justice" Pp. xxvii-xxv in *Teaching for Social Justice: A Democracy and Education Reader*, edited W. Ayers, J. A. Hunt, and T. Quinn. New York: New Press.

Choudry, Aziz. 2014. "Activist Research for Education and Social Movement Mobilization." *Postcolonial Directions in Education* 3(1):88-121.

Bee, Barbara. 1980. "The Politics of Literacy." Pp. 39-56 in *Literacy and Revolution: The Pedagogy of Paulo Freire* edited by R. Mackie. London: Pluto Press.

Thomas, David P. 2009. "Revisiting *Pedagogy of the Oppressed*: Paulo Freire and Contemporary African Studies." *Review of African Political Economy* 36(120):253-269.

Hammond, John L. 1999. "Popular Education as Community Organizing in El Salvador." *Latin American Perspectives* 26(4):69-94.

Cabral, Amilcar. 1973 [1977-78]. "The Role of Culture in the Struggle for Independence." *International Journal of Politics* 7(4):18-43.

Kidd, Ross. 1985. "Popular Theatre and Nonformal Education in the Third World: Five Strands of Experience." *International Review of Education* 30(3):265-287.

Marquez, Benjamin. 1989. "Organizing the Mexican-American Community in Texas: The Legacy of Saul Alinsky." *Review of Policy Research* 9(2):355-373.

Moyers, Bill, and Myles Horton. 1982. "The Adventures of a Radical Hillbilly: An Interview with Myles Horton." *Appalachian Journal* 9(4):248-285.

Huggins, Ericka, and Angela D. LeBlanc-Ernest. 2009. "Revolutionary Women, Revolutionary Education: The Black Panther Party's Oakland Community School." Pp. 161-184 in *Want to Start a Revolution*. New York: New York University Press.

Fujino, Diane C. 2012. "The Greatest Political Opportunity of My Life': Joining the Black Panther Party." Pp. 163-167 in *Samurai among Panthers: Richard Aoki on Race, Resistance, and a Paradoxical Life*. Minneapolis, MN: University of Minnesota Press.

Theodore, Nik. 2010. "Generative Work: Popular Education and Day Laborer Organizing in the US." Center for Economic Development. Chicago, IL: University of Illinois, Chicago.

- Torruellas, Rosa M., Rina Benmayor, Anneris Goris, and Ana Juarbe. 1991. "Affirming Cultural Citizenship in the Puerto Rican Community: Critical Literacy and the El Barrio Popular Education Program." Pp. 183-219 in *Literacy as Praxis: Culture, Language, and Pedagogy*, edited by C. Walsh. Norwood, NJ: Ablex Pub.
- Rivera, Lorna. 2003. "Changing Women: An Ethnographic Study of Homeless Mothers and Popular Education." *Journal of Sociology and Social Welfare* 30(2):31-51.
- Nadeau, Denise. 1996. "Embodying Feminist Popular Education Under Global Restructuring." Pp. 40-60 in *Gender in Popular Education*, edited by S. Walters, Shirley and E. Manicom. Atlantic Highlands, NJ: Zed Books.
- Checkoway, Barry. 2013. "Education for Democracy by Young People in Community-Based Organizations." *Youth and Society* 45(3):389-403.

Future Opportunities

- Holst, John D. 2010. "Social Justice and Dispositions for Adult Education." *Adult Education Quarterly* 60(3):249-260.

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**

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For further information visit the University Police Web site at:

<http://www.sjsu.edu/police/>