

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 12:00 noon – 1:00 p.m. and by appt.
Class Days/Time:	Tuesdays & Thursdays 1:30 – 2:45 p.m.
Classroom:	DMH 231
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 urban social change and social movements. In particular, we will examine how social movements affect and transform cities.

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 how societal struggles make and transform city life, economics, cultures, and communities as well as to address many urban problems (focusing on economic power inequalities, racism, and sexism) locally and internationally.
- CLO3: Use analytical tools and skills to study various aspects of city life.

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

	CLO1	CLO2	CLO3
PLO1: Be able to think sociologically about the relationship between social structure, interaction, identities, and 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			X
PLO4: Be proficient in oral and written communication skills appropriate to the discipline			X
PLO5: Be able to practice sociology as educated and civically engaged persons			X

READINGS AND MATERIALS

Required Readings

- Gottdiener, Mark, Ray Hutchison, and Michael Ryan. 2015. **The New Urban Sociology, 5th ed.** Boulder, CO: Westview Press. ISBN: 978-0-8133-4956-5. \$52.00.
- Murch, Donna Jean. 2010. **Living for the City: Migration, Education, and the Rise of the Black Panther Party in Oakland, California.** Chapel Hill, NC: University of North Carolina Press. ISBN 978-0-8078-7113-3 \$32.50.
- 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>.

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, 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 introduced in the readings. The lecture relates to but does not necessarily cover 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 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 will *not earn any credit related to participation* if you miss ten class sessions.

Photo essay portfolio (to assess CLO#1, #2, and #3): You are expected to relate course concepts to visual images of changes in city life. Directions will be provided during the semester.

Take-home exams (to assess CLO#1 and #2): The exams, which consist 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.

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:

- 25% Active participation & analytical creativity during reading discussions and in-class activities
- 30% Two take-home essay exams (15% each)
- 20% Photo essay portfolio on everyday life in the city, due tentatively **Feb 18 and Apr 7**
- 15% Final project report, due tentatively **May 7**
- 10% Final project presentation, starting tentatively **Apr 30**

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 (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 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 dishonestly 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 <http://www.sjsu.edu/gup/syllabusinfo/>. Make sure to review these policies and resources.

GEOG 161 & SOCI 161 **SPRING 2020** 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

LFC = D. Murch's *Living for the City*

NUS = M. Gottdiener, R. Hutchison, and M. Ryan's *New Urban Sociology*, 5th ed.

Tentative Schedule and Readings

Session: Date, Topic	Read to Prepare for Class Session	Reminders
1: Jan 23, Course Introduction		Read over this course syllabus
2: Jan 28, Urbanization Before 1600s	<ul style="list-style-type: none"> – Excerpt from <i>Fundamentals of Political Economy</i> [C] OPTIONAL: "2: The Origins of Urban Life," pp. 25-41 [NUS] 	
3: Jan 30, Third World Urbanization	<ul style="list-style-type: none"> – "11: Urbanization in the Developing World," pp. 275-310 [NUS] 	
4: Feb 3, Third World Urban Movements	<ul style="list-style-type: none"> – Compilation on "Urban Struggles in Metro Manila" [C] 	
5: Feb 6, Capitalist Urbanization, incl. the US, 1600s-1890s	<ul style="list-style-type: none"> – Excerpt from "3: The Rise of Urban Sociology ...," pp. 51-52 [NUS] – Excerpt from "2: The Origins of Urban Life," pp. 41-48 [NUS] – Excerpt from "4: Contemporary Urban Sociology," pp. 79-82 [NUS] – Excerpt from "5: Urbanization in the United States," pp. 105-120 [NUS] OPTIONAL: Compilation "On the Paris Commune" [C] OPTIONAL: B. Eynon, "What Was the 'Great Strike of 1877'" [C] 	
6: Feb 11, Capitalist Urbanization in the US, 1900s-1940s	<ul style="list-style-type: none"> – Excerpt from "3: The Rise of Urban Sociology," pp. 58-78 [NUS] – Kevin Fox, "The Racialization of Space" and "The Federal Government...," pp. 38-74 [C] 	

Session: Date, Topic	Read to Prepare for Class Session	Reminders
7: Feb 13, Capitalist Urbanization in the US, 1950s-2010s	<ul style="list-style-type: none"> – Excerpt from “5: Urbanization in the United States,” pp. 120-128 [NUS] – “6: Urbanization, Globalization and the Emergence of the Multi-Centered Region,” pp. 129-157 [NUS] – Excerpt from “14: The Future of Urban Sociology (Globalization and World Cities),” pp. 370-375 [NUS] OPTIONAL: “10: Urbanization in Developed Nations,” pp. 243-274 [NUS]	
8: Feb 18, Governments & the Urban Process of Uneven Development	<ul style="list-style-type: none"> – “9: Metropolitan Problems,” pp. 219-241 [NUS] – Kevin Fox, “Urban Renewal, Public Housing and Downtown Redevelopment,” pp. 75-94 [C] 	DUE: Photo essay portfolio on the city (part one)
9: Feb 20, The Case of Oakland	<ul style="list-style-type: none"> – “Part 1: City of Migrants, 1940-1960,” pp. 13-68 [LFC] 	
10: Feb 25, The Case of Urban Southern California	<ul style="list-style-type: none"> – Laura Pulido, “2: Differential Racialization in Southern California” [C] 	
11: Feb 27, The Socio-Spatial Perspective	<ul style="list-style-type: none"> – “1: The New Urban Sociology,” pp. 1-23 [NUS] – Excerpt from “4: Contemporary Urban Sociology,” pp. 92-103 [NUS] 	
12: Mar 3, Review		
13: Mar 5, Mid-Term Evaluation		DUE: Mid-Term essay
14: Mar 10, Urban Big Businesses	<ul style="list-style-type: none"> – Karl Beitel, “4: Dot-Com Boom and Struggles in the Mission” [C] 	
15: Mar 12, Urban Master Planners [1]	<ul style="list-style-type: none"> – “12: Metropolitan Planning and Environmental Issues,” pp. 311-342 [NUS] – J. Allen Whitt, “What These Campaigns Tell Us About Political Power” [C] 	
16: Mar 17, Urban Master Planners [2]	<ul style="list-style-type: none"> – John Krinsky, “Neoliberal Cities” [C] – Excerpt from “14: The Future of Urban Sociology (Racialization of Urban Space, The Revanchist City),” pp. 377-80 [NUS] 	
17-18-19: Mar 19, 24, & 26, Displacement and Housing Development	<ul style="list-style-type: none"> – John Betancur, “Gentrification and Community Fabric in Chicago” [C] – Erin McElroy and Andrew Szeto, “The Racial Contours of YIMBY/NIMBY Bay Area Gentrification” [C] – “13: Metropolitan Social Policy,” pp. 343-368 [NUS] 	

Session: Date, Topic	Read to Prepare for Class Session	Reminders
20: Apr 7, Urban Cultures and Communities	<ul style="list-style-type: none"> – “7: People and Lifestyles in the Metropolis: Urban and Suburban Culture,” pp. 159-193 [NUS] – “Part 2: The Campus and the Street, 1961-1966” pp. 69-116 [LFC] 	
21: Apr 9, Social Spaces and Communities in the City	<ul style="list-style-type: none"> – Linda Peake, “‘Race’ and Sexuality” [C] – Tommi Mecca, “Sometimes You Work with the Democrats...” [C] 	
22: Apr 14, Urban Grassroots Activism and Justice Movements [1]	<ul style="list-style-type: none"> – “Part 3: Black Power and Urban Movement, 1966-1982,” pp. 117-228 [LFC] 	
23: Apr 16, Urban Grassroots Activism and Justice Movements [2]	<ul style="list-style-type: none"> – “Introduction” and “Conclusion,” pp. 3-11 and 229-236 [LFC] – Laura Pulido, “The Third World Left Today and Contemporary Activism” [C] 	
24: Apr 21, Urban Grassroots Activism and Justice Movements [3]	<ul style="list-style-type: none"> – Mary Robertson, “Reflections from the Occupied Ohlone Territory” [C] – Mary Pardo, “Mexican American Women Grassroots Community Activists” [C] 	
25: Apr 23, Urban Grassroots Activism and Justice Movements [4]	<ul style="list-style-type: none"> – Stephanie Luce and Penny Lewis, “Economic Development for Whom?” [C] 	
26: Apr 28, Urban Grassroots Activism and Justice Movements [5]	<ul style="list-style-type: none"> – Els de Graauw and Shannon Gleeson, “Context, Coalitions, and Organizing” [C] – Miriam Greenberg, “Radical Ruptures” [C] 	
27: Apr 30, Presentations		
28: May 5, Presentations		
29: May 7, Closing Remarks & Review		<p>DUE: Photo essay portfolio on the city (parts one and two)</p> <p>DUE: Final Report</p>
May 19, Tuesday, Final Exam		DUE: Final Essay

Bibliographical References

INTRODUCTION AND URBAN HISTORIES

- Eynon, Bret. 2007. "What was the 'Great Strike' of 1877." Pp. 1-12 in *1877: The Grand Army of Starvation*. New York: American Social History Productions.
- Pulido, Laura. 2006. "Differential Racialization in Southern California." Pp. 34-59 in *Black, Brown, Yellow, and Left: Radical Activism in Los Angeles*. Berkeley, CA: University of California Press.
- Wang, George C (ed.) 2017 [1977]. Excerpts from *Fundamentals of Political Economy*, translated by K. K. Fung. New York: Routledge.

URBAN ISSUES AND POLICIES: BIG BUSINESS, MASTER PLANNERS AND DISPLACEMENT

- Beitel, Karl. 2013. "Dot-Com Boom and Struggles in the Mission" and "The Public-Private Partnership: The Case of Mission Bay." Pp. 62-114 in *Local Protests, Global Movements: Capital, Community, and State in San Francisco*. Philadelphia, PA: Temple University Press.
- Betancur, John. 2011. "Gentrification and Community Fabric in Chicago." *Urban Studies* 48(2): 383-406.
- Krinsky, John. 2016. "Neoliberal Cities." Pp. 45-56 in *The CQ Press Guide to Urban Politics and Policy in the United States*, edited by C. K. Palus and R. Dilworth. Thousand Oaks, CA: CQ Press.
- McElroy, Erin and Andrew Szeto. 2017. "The Racial Contours of YIMBY/NIMBY Bay Area Gentrification." *Berkeley Planning Journal* 29 (1):7-45.
- Whitt, J. Allen. 2014. "What These Campaigns Tell Us About Political Power." Pp. 133-173 in *Urban Elites and Mass Transportation: The Dialectics of Power*. Princeton, NJ: Princeton University Press.

URBAN SPACES, COMMUNITIES, GRASSROOTS ACTIVISM, AND JUSTICE MOVEMENTS

- de Graauw, Els and Shannon Gleeson. 2017. "Context, Coalitions, and Organizing." Pp. 80-98 in *The City is the Factory: New Solidarities and Spatial Strategies in an Urban Age*, edited by M. Greenberg and P. Lewis. Ithaca, NY: Cornell University Press.
- Greenberg, Miriam. 2017. "Radical Ruptures." Pp. 120-139 in *The City is the Factory: New Solidarities and Spatial Strategies in an Urban Age*, edited by M. Greenberg and P. Lewis. Ithaca, NY: Cornell University Press.
- Luce, Stephanie and Penny Lewis. 2017. "Economic Development for Whom?" Pp. 62-79 in *The City is the Factory: New Solidarities and Spatial Strategies in an Urban Age*, edited by M. Greenberg and P. Lewis. Ithaca, NY: Cornell University Press.
- Mecca, Tommi. 2011. "Sometimes You Work with the Democrats, and Sometimes You Riot." Pp. 183-191 in *Ten Years that Shook the City: San Francisco 1968-1978*, edited by C. Carlsson and L. R. Elliott. San Francisco, CA: City Lights Books.
- Pardo, Mary. 1990. "Mexican American Women Grassroots Community Activists: Mothers of East Los Angeles." *Frontiers: A Journal of Women Studies* 10(1):1-7.
- Peake, Linda. 1993. "'Race' and Sexuality: Challenging the Patriarchal Structuring of Urban Social Space." *Environment and Planning D: Society and Space* 11(4):415-432.
- Pulido, Laura. 2006. "The Third World Left Today and Contemporary Activism." Pp. 215-238 in *Black, Brown, Yellow, and Left: Radical Activism in Los Angeles*. Berkeley, CA: University of California Press.
- Robertson, Mary. 2011. "Reflections from Occupied Ohlone Territory." Pp. 163-169 in *Ten Years that Shook the City: San Francisco 1968-1978*, edited by C. Carlsson and L. R. Elliott. San Francisco, CA: City Lights Books.

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/>