GEOG & SOCI 161-01 City Life

Course and Contact Information

Instructor: Peter Chua
E-Messaging: Please use Canvas <Inbox> for electronic communication
Communication: Please check your Canvas announcements regularly
Office Location: DMH 223
Student Hours: Tuesdays & Thursdays 12:10 – 1:10 p.m., and by appointment

Office Hours: I personally welcome you to contact me outside of class. We can address together, for instance, how to better understand a major topic, to improve study skills, to learn more from the assigned readings, and to address barriers in your learning of course materials. I hope you find the course accessible, inclusive, and personally transformational.

Class Days/Time: Tuesdays and Thursdays 10:45 a.m. – 12:00 noon
Classroom: Yoshihiro Uchida Hall 124
Prerequisite: SOCI 1 Introduction to Sociology and junior-level standing
Recommendation: Completion of at least one other sociology course to appreciate fully the issues and debates discussed in this course
Course Format: Meets in-person with designated location & date/time sessions to deepen and advance your learning of the material with guided online modules and activities.
Course Website: sjsu.instructure.com
To log-in, use:
- Your 9-digit SJSU ID number as the username
- Your SJSUOne password as the password

What You Will Learn: Course Description

City life remains fraught with many social problems, opportunities, and voices asserting justice. So, this upper-division undergraduate course offers you ways to explore urban processes more sociologically and to enrich your analysis of the social, economic, and political issues facing urban communities in the United States. To promote greater urban justice, this semester we will focus on issues of urban inequalities and interactions, urban planning and the state, and urban grassroots struggles and movements.
Course Learning Outcomes (CLOs)

The outcomes of this class are for you to:

CLO1: Identify the major aspects of urban social life, particularly related to social interactions, social inequalities, and urban development

CLO2: Explain social inequalities in cities and the uneven development of cities

CLO3: Apply appropriate sociological perspectives (such as the sociospatial perspective) to address social problems of cities

CLO4: Analyze the impacts of urban development policies and urban social movement activities

CLO5: Evaluate the strengths and weaknesses of urban development policies and urban social movement activities in addressing social problems of cities

CLO6: Develop more appropriate practical activities for taking part in struggles for urban and national justice to address urban problems

Required Readings and Materials

Required Readings

  - Available free as a SJSU library ebook. (Unlimited access.)
  - Available in paperback (ISBN 978-0-8133-4956-5) at the campus bookstore:
    - New: $53.95 List Price
    - Used rental: $25.35
  - Available in paperback (ISBN 978-0-679-74195-4) at the campus bookstore:
    - New: $17.95 List Price
    - Used rental: $8.45
- GEOG/SOCI 161: City Life Readings, Fall 2021. Available at the Canvas site.

Reference Readings on Introducing Sociology & Social Problems


Technology Requirement

You 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 LibreOffice (available free at www.libreoffice.org)
- An PDF reader app

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students.
Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

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.

- See www.sjsu.edu/at/ec/canvas/index.html to familiarize yourself with the login process and security
- To reset your password, go to sjsuone.sjsu.edu/sjsuone/resetpassword/
- For technical support, go to support.sjsu.edu/ecampus/ContentPages/Home.aspx
- Contact me if you have course-specific questions on Canvas
- For context, guide, and challenges regarding technology security and privacy, see:
  - www.eff.org/deeplinks/2017/08/student-privacy-tips-students
  - www.eff.org/deeplinks/2020/03/what-you-should-know-about-online-tools-during-covid-19-crisis

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. Michael Aguilar [michael.aguilar(at)sjsu.edu], the library liaison to sociology, is available by appointment and for consultation.

How You’ll Know You’re Learning, What You’ll Be Doing: Course Requirement and Assignments

The following activities and assignments ensure that you successfully achieve your learning outcomes:

1. Active engagement during discussions, in-class activities, and with course learning materials (to assess CLO#1, #2 and #3): Required readings and in-class activities provide introductory insights and important details on urban issues and perspectives. 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. 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 note-taking, and regurgitation.

Evaluation of class participation 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 not related to the course), 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).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy
(S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

2. **Skill-practice “quiz”-survey responses** *(to assess CLO#1, #2, #3, #4, and #5)*: You are expected to complete several short skill-practice surveys. You’ll demonstrate your comprehension of readings and your ability to use and apply course concepts and perspectives.

3. **End-of-semester assignment** *(to assess CLO#1, #2, #3, #4, #5, and #6)*: The end-of-semester assignment expands on issues raised in the readings and mini-lectures and allows for the sharpening of your analytical, speaking, creative, and argumentative abilities. You will be expected to complete an assignment that relates to urban justice. I will give details on this assignment later in the semester.

4. **Major reflections and discussion posts** *(to assess CLO#1, #2, #3, #4, and #5)* You’ll demonstrate your learning of concepts and perspectives and your ability to apply these perspectives through mid-term and end-of-semester reflections and discussion posts.

The University Policy S16-9, Course Syllabi *(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 *(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**

**Approach to Grading**

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

**Determination of Your Course Grade**

The satisfactory completion of the following requirements determines your overall grade:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Category</th>
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<tbody>
<tr>
<td>15%</td>
<td>Active engagement with course materials during discussion &amp; in-class activities</td>
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<tr>
<td>30%</td>
<td>Analytical creativity in your “practice-by-doing” survey responses</td>
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<tr>
<td>30%</td>
<td>Two major reflections and discussion posts (15% each)</td>
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<td>25%</td>
<td>End-of-semester assignment, due tentatively Dec 2</td>
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### Grading Criteria

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<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>
<tr>
<td>D</td>
<td>63-67%</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>D minus</td>
<td>60-62</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “D” grade yet attained the level greater than a “F” grade.</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>
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### 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 those who are:

- Passing the course with a C or better,
- Present a legitimate, non-academic reason to the instructor, and
- Have only two major assignments left to finish.

### Course Accessibility

This course provides you a learning environment that allows you to achieve your academic goals. It is designed for every student to learn and succeed.

Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed.
If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

A Few Things to Help You Be Successful

My pedagogical values ...
- I think that learning and teaching are complex, endlessly fascinating collaboration with everyone in the course
- I view my role is to facilitate your learning and critical thinking, so you have more control over your own learning process. My role is not to transmit (and pass on) facts, information, and pre-existing knowledge
- I am interested in your academic development and personal well-being. I believe you can do the work, and I will coach you through the process
- I think learning should be exciting while also challenging

As the instructor, I expect myself ...
- To promote a caring, accessible, enriching and respectful learning environment for all
- To work hard to help you succeed in the course
- To listen and respect the views of everyone in the course
- To be available if you need extra help
- To share my training and experiences and show how to make use of course content
- To model professional skills, ethics, and values
- To treat everyone fairly, justly, and reasonable, particularly related to grading
- To provide meaningful feedback on your work
- To take lead in maintaining a positive learning environment

As students, you are expected ...
- To be motivated and have a positive attitude to work to your fullest potential to achieve the course learning outcomes
- 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 responsible in your learning by preparing for class, participating in discussion and activities, learning from others through teamwork, and finishing and turning in assignments and exams on time
- To submit your own work for individual assignments and exams and your group work for team projects and assignments. You should be confident and know that you have what it takes to succeed in this course without engaging in academic misconduct because it is best to always practice academic integrity. You should not jeopardize the hard work you’ve put into this course.
- To know that your attendance and participation will benefit you in several ways
- To listen and respect the inputs and opinions of others
- To be comfortable in taking risks by asking questions so you’ll learn more. This also promotes greater interactive-learning and student-centered discussion
- To cooperate and collaborate with your peers in teams, in class, and outside of class

Also, see “Communication, Netiquette, and Expectations” at the course website.

GEOG 161 & SOCI 161 Fall 2021 Course Schedule

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

Key to readings:

NUS = Mark Gottdiener, R. Hutchison, and M. Ryan’s New Urban Sociology, 5th ed.
DLGAC = Jane Jacobs’s The Death and Life of Great American Cities
## Course Tentative Schedule and Readings

### Module 1: Community “Lost” and the Human Ecological Perspective

After studying this module, you should be able to:

1.1 Competently use the Canvas Learning Management System (LMS) to be successful in the course

1.2 Explain community “lost” approach, the varying definitions and perspectives of the city associated with this approach, and the weaknesses of these perspectives
   - 1.2.1 Explain the significance of the “urban bias” in urban studies
   - 1.2.2 Distinguish among European and U.S. scholars and observers of urban social life, including Tonnies, Wirth, Burgess, and others associated with the Chicago School and the human urban ecological perspective

1.3 Identify key models of urban development from a variety of early sociologists

1.4 Apply the human urban ecological perspective in discussing spatial patterns within metropolitan regions and spatial differences among metropolitan regions

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<tr>
<th>Unit: Date, Topics</th>
<th>Practice-By-Doing and Learning Feedback</th>
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| 1: Aug. 19: Getting Acquainted & Building Our SOCI 161 Learning Community | 1. Before class, complete the following:  
   (a) Read the syllabus  
   (b) Log on to Canvas, get acquainted with using Canvas, and verify you can assess course materials on Canvas and the SJSU library  
2. During class, ask questions, and participate in the discussion  
3. By Aug. 21, complete the following:  
   (a) Complete the “Course & Canvas Quiz”  
   (b) Create a slide for the “Meet Your Peer” activity  
   (c) Complete the “Practice Assignment” |
| 2: Aug. 24: Early Conceptions of Urban Communities (1) | 1. Before class, complete the following:  
   (a) Read “Tonnies & 19th-Century Commentaries on the Rural” by Hillyard  
   (b) Read “The Search for Community” (pp. 195-197) in NUS  
   (c) Read “Introduction” and “The Crops” by Matthews et al.  
   (d) Answer the Unit 2 practice-by-doing questions  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 3: Aug. 26, Early Conceptions of Urban Communities (2) | 1. Before class, complete the following:  
   (a) Read “Urbanism as a Way of Life” by Wirth  
   (b) Read “3: The Rise of Urban Sociology” (pp. 51-61) in NUS  
   (c) Answer the Unit 3 practice-by-doing questions  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 4: Aug. 31, Human Urban Ecological Analysis (1) | 1. Before class, complete the following:  
   (a) Read “The Growth of the City” by Burgess  
   (b) Read “The Chicago School of Urban Sociology” (pp. 61-73) in NUS  
   (c) Answer the Unit 4 practice-by-doing questions  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 5: Sept. 5, Human Urban Ecological Analysis (2) | 1. Before class, complete the following:  
   (a) Read “Neighborhoods and Communities,” (pp. 211-215), “Defining the Metropolitan Region” (pp. 5-9), “From Human Ecology to Urban Ecology” (pp. 73-77) in NUS  
   (b) Read “Making Choropleth Maps” and “Making Sense of Maps” by Anderson  
   (c) Answer the Unit 5 practice-by-doing questions  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
Module 2: Perspectives on Urban Inequalities

After studying this module, you should be able to:

2.1 Identify key appropriate concepts in relations to the sociospatial perspective and the development of multicentered metropolitan regions
2.2 Distinguish among models and perspectives on urban experiences, urban displacement, and racial, gender, sexual, and class inequalities in the city and associate scholars to these models and perspectives, including but not limited to thinkers and scholars such as Mumford and Engels
2.3 Describe how patterns of urban life in the U.S. emerged as related to white flight, residential segregation, suburbanization, globalization, economic shifts, and the development of multicentered metropolitan region
2.4 Describe processes by which Third World people are able to wrest control of their local places and challenge neoliberal policy making and myths related to the development of Third World cities
2.5 Explain urban inequalities as they reflect on patterns of racialized housing segregation and its impact on urban social problems
2.6 Apply the sociospatial perspective in discussing metropolitan regions and processes of urban development and the growth of discuss metropolitan regions
2.7 Apply a sociospatial perspective in discussing displacement processes and assess how displacement processes result from and contribute to social inequality
2.8 Apply the sociospatial perspective in discussing how the working class, women, sexual marginalized groups (including lesbian, gay, transgender, and transsexual people) create neighborhoods and communities and how their lived experiences express their group circumstances

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<th>Unit: Date, Topics</th>
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<td><strong>6: Sept. 7, Experiencing the City</strong></td>
<td>1. Before class, complete the following:</td>
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<td>(a) Read “What is the City?” by Mumford</td>
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<td>(b) Read “Mental Maps and Semiotics of Urban Space” and “Behavior in Public Space” (pp. 207-211) in NUS</td>
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<td>(c) Read “1: The New Urban Sociology” (pp. 1-22) in NUS</td>
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<td>(b) Answer the Unit 6 practice-by-doing questions</td>
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<td>2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities</td>
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<td><strong>7: Sept. 9, Gendered and Sexualized Interactions</strong></td>
<td>1. Before class, complete the following:</td>
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<td>(a) Read “Analyzing Gender in Public Spaces” by Gardner</td>
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<td>(b) Read “Women, Gender Roles, and Space” and “Gay and Lesbian Communities and Urban Life” (pp. 170-177) in NUS</td>
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<td>(c) Submit Unit 7 discussion post and replies</td>
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<td>2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities</td>
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<td><strong>8: Sept. 14, Class Analysis of Urban Life and Communities</strong></td>
<td>1. Before class, complete the following:</td>
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<td>(a) Read “The Great Towns” by Engels</td>
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<td></td>
<td>(b) Read “8: Neighborhoods and Communities” (pp. 197-207) and “Class Differences and Spatial Location” (pp. 160-170) in NUS</td>
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<td></td>
<td>(c) Answer the Unit 8 practice-by-doing questions</td>
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<td>2. During the Zoom session, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities</td>
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<td><strong>9: Sept. 16,</strong></td>
<td>1. Before class, complete the following:</td>
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### Module 3: Mid-Term Reflection

After studying this module, you should be able to:

3.1 Refine your course notes and grasp of course materials through further dialogue and reviewing your learning in the course so far

3.2 Reflect on your ability to apply perspectives on urban social life covered in this course so far

3.3 Reflect on your ability to analyze urban perspectives covered in this course so far

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<tr>
<th>Unit: Date, Topics</th>
<th>Practice-By-Doing and Learning Feedback</th>
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| 14: Oct. 5, Reflection Guidance | 1. Review and revise your notes and re-read Chapter 1 in NUS  
2. During class, get guidance on the mid-term reflection and discussion posts |
| 15: Oct. 7, Mid-Term Reflection and Discussion | 1. Complete and submit your mid-term reflection and discussion-post replies |
Module 4: Perspectives on Urban Planning and Grassroots Struggle

After studying this module, you should be able to:
4.1 Appropriately use key concepts related to economic and political power in cities and the impact of economic and political power on city life
   - 4.1.1. Identify the characteristics of multicentered metropolitan regional development in global capitalism
   - 4.1.2. Describe the processes by which people are able to wrest control of their local places and challenge neoliberal policy making
4.2 Appraise influential urban planners and planning critics, including but not limited to Moses and Jacobs
4.3 Apply appropriate perspectives to make urban policies and social movements effective
4.4 Analyze how particular urban social movements address the interplay of urban problems, social inequalities, and social justice

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<tr>
<th>Unit: Date, Topics</th>
<th>Learning Activities and Learning-By-Doing</th>
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</table>
| 16: Oct. 12, Urban Economic and Political Power (1) | 1. Before class, complete the following:  
   - (a) Read “Metropolitan Social Policy” by Gottdiener et al.  
   - (b) Answer the Unit 16 practice-by-doing questions  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 17: Oct. 14, Urban Economic and Political Power (2) | 1. Review reading of Unit 16  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 18: Oct. 19, Urban Masterplans Versus Urban Dwellers (1) | 1. Before class, complete the following:  
   - (a) Read “Metropolitan Planning & Environmental Issues” (pp. 316-329) excerpt in NUS  
   - (b) Read “Stuyvesant Town, NY” by Firley et al.  
   - (c) Answer the Unit 18 practice-by-doing questions  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 19: Oct. 21, Urban Masterplans Versus Urban Dwellers (2) | 1. Before class, complete the following:  
   - (a) Read Chapter 1 (pp. 3-25) in DLGAC  
   - (b) Answer the Unit 19 practice-by-doing questions  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 20: Oct. 26, Urban Grassroots Organizing (1) | 1. Before class, complete the following:  
   - (a) Read “Urban Social Movements” by Gottdiener et al.  
   - (b) Answer the Unit 20 practice-by-doing questions  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 21: Oct. 28, Urban Grassroots Organizing (2) | 1. Before class, complete the following:  
   - (a) Read “Unidos Por La Justicia and Mujeres Fuertes” by Jiménez  
   - (b) Answer the Unit 21 practice-by-doing questions  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |

Module 5: Perspectives on the Urban Built Environment and Urban Interactions

After studying this module, you should be able to:
5.1 Describe the interrelations between social interactions in the city, the built environment of the city, and urban social movements
5.2 Explain the conventional ideas about sidewalks, parks, neighborhoods, and city diversity
that Jacobs wants to challenge.

5.3 Discuss the key features to “good designs” of the “successful” urban built environment (from sidewalks, parks, buildings, blocks, neighborhoods, and so on), according to Jacobs.

5.4 Explain the major forces of “decline” in U.S. cities and of their “regeneration,” according to Jacobs.

5.5 Assess Jacobs’s overarching argument in *The Decline of Great American Cities*. Consider who she is arguing against and why. Identify the set of evidence (and examples) she provides to support her argument. Describe how her argument contributes to a sociological understanding of urban life.

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<tr>
<th>Unit: Date, Topics</th>
<th>Learning Activities and Learning-By-Doing</th>
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| 22: Nov. 2, Studying City at Eye-Level | 1. Before class, complete the following:  
(a) Read excerpts from "How to Study Public Space" by Jan Gehl et al.  
(b) Answer the Unit 22 practice-by-doing questions  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 23: Nov. 4, Making the City a Place of Identities & Interactions | 1. Before the zoom session, complete the following:  
(a) Read "The Great Neighborhood Book" by Walljasper et al.  
(b) Read “7: People and Lifestyle in the Metropolis” (pp. 177-192) in NUS  
(c) Answer the Unit 23 practice-by-doing questions  
2. During the Zoom session, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 24: Nov. 9, Jacobs on the Particularities of Cities | 1. Before class, complete the following:  
(a) Read Chapters 2, 3, 4, 5, and 6 in DLGAC  
(b) Answer the Unit 24 practice-by-doing questions  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 25-26: Nov. 16-18, Jacobs on City Diversity | 1. Review reading of Unit 24  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 27: Nov. 23, Jacobs on Forces of Decline and Regeneration | 1. Before class, complete the following:  
(a) Read Chapters 9, 10, 11, 12, 18, and 19 in DLGAC  
(b) Submit Unit 27 discussion post and replies  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |

**Module 6: Closing Remarks and End-of-Semester Reflection**

After studying this module, you should be able to:

6.1 Present verbally your analysis of urban interactions.

6.2. Refine your course notes and grasp of course materials through further dialogue and reviewing your learning in the course.

6.3 Reflect on your ability to apply better perspectives on urban social life, particularly the sociospatial perspective, covered in this course, to analyze varying aspects in urban social life.

6.4. Reflect on your ability to analyze better urban perspectives covered in this course.

<table>
<thead>
<tr>
<th>Unit: Date, Topics</th>
<th>Practice-By-Doing and Learning Feedback</th>
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<tbody>
<tr>
<td>28: Nov. 30, Consultation</td>
<td>1. Consult on your end-of-semester assignment</td>
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| 29: Dec. 2, Closing Remarks and | 1. Submit your end-of-semester assignment  
2. Before class, complete the following: |
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<tr>
<th>Unit: Date, Topics</th>
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| End-of-Semester Guidance | (a) read chapter 14 in NUS  
(b) review and revise your notes |
| Dec 9 Thur., due 10pm | Submit your end-the-semester reflection and discussion-post replies |

Resources for Student Support and University Policies

Per University Policy S16-9 Course Syllabi [www.sjsu.edu/senate/docs/S16-9.pdf](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibility, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed the Syllabus Information web page at [www.sjsu.edu/curriculum/courses/syllabus-info.php](http://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to review these policies and resources.

Also, see the course website on university and college resources for student support.

SOCI 161 City Life and the SJSU B.A. Sociology Program Learning Outcomes

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>PLO1: Be able to think sociologically about the relationship between social structure, interaction, identities, &amp; inequalities</th>
<th>CLO1</th>
<th>CLO2</th>
<th>CLO3</th>
<th>CLO4</th>
<th>CLO5</th>
<th>CLO6</th>
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<tr>
<th>PLO2: Be able to identify and explain major sociological theories and apply them to everyday life</th>
<th>CLO1</th>
<th>CLO2</th>
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<th>CLO5</th>
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<tr>
<th>PLO3: Be proficient in qualitative and quantitative research design, data collection and data analysis</th>
<th>CLO1</th>
<th>CLO2</th>
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<th>CLO4</th>
<th>CLO5</th>
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<th>PLO4: Be proficient in oral and written communication skills appropriate to the discipline</th>
<th>CLO1</th>
<th>CLO2</th>
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<th>PLO5: Be able to practice sociology as educated and civically engaged persons</th>
<th>CLO1</th>
<th>CLO2</th>
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