

# Cover Sheet: Request 11514

AFA3930 The Wire

## Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Tabled at PV - General Education Committee (GEC)
Submitter	Vincent Adejumo vadejumo3@ufl.edu
Created	2/23/2017 11:10:02 PM
Updated	11/1/2017 11:19:23 AM
Description of request	Diversity, Humanities, E6 (6,000 words)

## Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - African American Studies 011601004	Vincent Adejumo		2/24/2017
ScreenShots.pdf					2/23/2017
Presentation Grading Scale.pdf					2/23/2017
Discussion Question Rubric.pdf					2/24/2017
College	Approved	CLAS - College of Liberal Arts and Sciences	Vincent Adejumo		2/27/2017
No document changes					
General Education Committee	Tabled	PV - General Education Committee (GEC)	Vincent Adejumo	Tabled for Fall	6/20/2017
ProjectExpectationsUpdated.pdf					4/25/2017
General Education Committee	Tabled	PV - General Education Committee (GEC)			6/20/2017
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|Gen\_Ed|New-Close-Modify for request 11514

## Info

**Request:** AFA3930 The Wire

**Description of request:** Diversity, Humanities, E6 (6,000 words)

**Submitter:** Casey Griffith cgriffith@aa.ufl.edu

**Created:** 10/31/2017 4:47:37 PM

**Form version:** 2

## Responses

### Course Prefix and Number

Response:  
AFA 3930

*Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog). If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.*

### Course Title

*Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).*

Response:  
The Wire

### Delivery Method

*Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.*

Response:  
4204Classroom

### Request Type

Response:  
Change GE/WR designation (selecting this option will open additional form fields below)

### Effective Term

*Enter the term (semester and year) that the course would first be taught with the requested change(s).*

Response:  
Earliest Available

### Effective Year

Response:  
Earliest Available

**Credit Hours**

*Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.*

Response:  
3

**Current GE Classification(s)**

*Indicate all of the currently-approved general education designations for this course.*

Response:  
4236None

**Current Writing Requirement Classification**

*Indicate the currently-approved WR designation of this course.*

Response:  
None

**One-semester Approval?**

Response:  
No

**Requested GE Classification**

*Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.*

Response:  
4245,4250D, S

**Requested Writing Requirement Classification**

*Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.*

Response:  
E6

## **The Wire**

AFA 3930 – Section 2D05 – Spring 2017  
African American Studies Program – The University of Florida  
Dr. Vincent Adejumo- Lecturer

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Class Meeting Days: Mon, Wed, Fri	Office: Walker Hall
Class Meeting Period: 5	Building: LAR 0239
Class Time: 11:45 – 12:35	Phone: 352-392-0936
Office Hours: M, W, Fr at 11:00 AM	Email: <a href="mailto:vadejumo3@ufl.edu">vadejumo3@ufl.edu</a>
Credits: (03) Three Hours	Skype: vadejumo3
Instagram: dr.vincent_ed_oluwole_adejumo	Twitter: ufintroafam

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### **Catalog Description**

An integrated interdisciplinary study of the award-winning HBO series, *The Wire*, including examination of themes such as urbanization, education, politics, sexuality, race, and criminality.

### **Course Description**

In America today, there are many large urban municipalities that have experienced substantial transformation over time which in turn has affected different populations and institutions within their communities. Scholars refer to this transformation in urban communities as “urbanization”. *The Wire* is an American drama produced by HBO that chronicles the after effects of such transformation or “urbanization” in the city of Baltimore. This course will critically examine various themes that are presented in the show as well as academic research and theories that correlates with those themes. Major topics that will be examined in both the show and correlating academic research include the illegal drug trade, race and ethnicity, sexuality, public policy and politics, K-12 education, and the news media with urban studies discipline serving as a baseline. In the context of this course, urban studies refer to the study of African-Americans in the underclass of society, particularly in inner-cities and how various local institutions such as city hall, public schools, corporations, and the church shape their lives. In addition to urbanization serving as the main foundation for discourse, each reading that is assigned throughout the course will contain theories from multiple disciplines associated with urban studies which includes political science, sociology, African American studies, gender studies, and education.

### **Course Objectives**

Students will 1) obtain a general introduction to various institutions in an urban setting 2) Identify theories and theorists that address various themes presented in the show and academic research 3) demonstrate an understanding of basic concepts common in discourse about urban education, politics, crime, and sexuality 4) be able to summarize a general overview of themes related to the academic research presented in the course within the context of African American culture 5) Explain some of the contemporary socio-cultural issues that are present in the show from a social science perspective.

### **Disability Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester

### **Course Evaluation**

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Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

### **General Education Objectives and Learning Outcomes**

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking to satisfy the 6,000-word requirement, Diversity, and Humanities Requirements.

#### **Writing Requirement (6,000 Words)**

The Writing Requirement for “The Wire” Course ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive writing credit, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course. Satisfactory completion of the writing requirement entails receiving a grade of “C” or better on the final project report and a “C” or better average on the critical analysis question responses. Dr. Adejumo will evaluate and provide feedback within 48 hours of each student’s written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization.

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#### **Important Considerations**

- A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.
- Some majors require or recommend specific general education courses.
- Certain classes are approved to count for multiple general education program areas. Students can count a general education course toward one area only except for (D) and (N) credits, which must be earned concurrently with another area. For example, a course designated as HD can count toward both the H and D requirements, but a course designated CH can count only as C or H.

- Study abroad courses can fulfill international credit, in addition to fulfilling credit in other subject areas. Study abroad must be approved in advance by an academic advisor and the UF International Center.

Successful completion of these requirements will result in the student learning outcomes listed below.

### Social and Behavioral Sciences (S)

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theories or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

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#### Social and Behavioral Sciences

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<u>Content</u>	<u>Critical Thinking</u>	<u>Communication</u>
Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.	Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems	Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline
<ul style="list-style-type: none"> <li>• Students will demonstrate competence <u>in systematic racism</u>, destruction of institutions, and white flight which are associated with the discipline of urban studies.</li> <li>• Students will know the history of factors that led to increased crime in inner cities, policies such as war on drugs, and qualitative and quantitative methods such as statistical analysis and in-depth interview techniques that are associated with</li> </ul>	<ul style="list-style-type: none"> <li>• Students will analyze information by reading and critically writing about information from peer reviewed articles and published manuscripts that are specific to the discipline of urban studies, and develop reasoned solutions <u>from a social and behavioral science perspective</u> to problems that are presented in the course material.</li> <li>• Students will identify and analyze key elements, biases and influences that shape thought within urban studies by preparing</li> </ul>	<ul style="list-style-type: none"> <li>• Students will communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms that are appropriate to the discipline of urban studies <u>from a social and behavioral science perspective</u>, individually and in groups.</li> <li>• Students will participate in directed class <u>presentation based on social and behavioral science themes</u> throughout the semester in the classroom and electronically via Canvas to reflect on</li> </ul>

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<p>the discipline of urban studies.</p> <ul style="list-style-type: none"> <li>Achievement of this learning outcome will be assessed through quizzes, <u>critical analysis</u> question responses and rebuttals <u>on Canvas</u>, final project, and lead group <u>presentations</u>. All assessment activities will <u>be evaluated within the paradigm of social and behavioral sciences</u> and will <u>also</u> receive extensive feedback from Dr. Adejumo within 48 hours of submission <u>on Canvas</u>.</li> </ul>	<p>weekly thought papers to response questions that requires research of materials presented in the course and analysis of work done by multiple scholars of urban studies to understand the issues and concepts within the discipline.</p> <ul style="list-style-type: none"> <li>Achievement of this learning outcome will be assessed <u>from a social and behavioral science perspective</u> by the final research project and the <u>critical analysis</u> question responses <u>to peers on Canvas</u>.</li> </ul>	<p>assigned books and peer reviewed articles.</p> <ul style="list-style-type: none"> <li>Achievement of this learning outcome will be assessed through formal observation of student <u>participation</u>, during discourse in the classroom and electronically via Canvas. Feedback will be provided by Dr. Adejumo within 48 hours of each <u>critical analysis</u> question post response on Canvas.</li> </ul>
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## Diversity (D)

Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups in the United States. Students are expected to analyze and evaluate their own cultural norms and values in relation to those of other cultures and to distinguish opportunities and constraints faced by other persons and groups.

Diversity		
<u>Content</u>	<u>Critical Thinking</u>	<u>Communication</u>
<p>Know the roles of social structure and status of different groups within the United States.</p>	<p>Analyze and evaluate your own cultural norms and values in relation to those of other cultures.</p> <p>Identify, evaluate and compare your own social status, opportunities and constraints with those of other persons and groups.</p>	<p>Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline</p>
<ul style="list-style-type: none"> <li>Social structures that students will be</li> </ul>	<ul style="list-style-type: none"> <li>Students will analyze and evaluate their own</li> </ul>	<ul style="list-style-type: none"> <li>Students will receive consistent feedback</li> </ul>

<p>presented and expected to master in the course include economic and educational disparities, racial caste systems, and differing cultural norms as it pertains to urban environments that are illustrated in “The Wire”.</p>	<p>cultural norms and values in relation to those that relate to urban studies as portrayed in “The Wire”. Example of cultural norms that are discussed in the course include patterns of behavior and thought between differing ethnic groups.</p> <ul style="list-style-type: none"> <li>Students will identify, evaluate, and compare their own social status, opportunities, and constraints with those of other persons and groups that in some way, shape, or form relate to urban studies as portrayed in “The Wire”.</li> </ul>	<p>within 48 hours of all work that is submitted on Canvas and in classroom activities such as the lead discussant assignment.</p> <ul style="list-style-type: none"> <li>At the end of the semester, students will also formally present information gathered and created from the course via the final project.</li> </ul>
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**Requirements and Evaluation**

Module response on Canvas Board(5000 words) 25%

In each 2-week module, students will be expected to develop a critical analysis to the weekly Canvas module question. Each Canvas module question will be a topic developed from the selected readings/videos in the module. In answering the question in an initial response, students will identify theories and concepts that are in the selected readings/episodes and explain why those theories and concepts answer the question.

In the first 5 modules, which focuses on the selected articles and *The Wire* episodes, students will be expected to develop a critical analysis to the weekly module question. Each Canvas module question will be a topic developed from the selected chapters in the module. In answering the question in an initial response, students will identify theories and concepts that are in the selected readings/episodes and explain why those theories and concepts answer the question.

Each initial response to the module question will be 2 pages (500 words) in length, double spaced, 12-point font and includes at least 2 citations from the selected readings and 2 citations from the selected episodes. After the initial response to the question is posted, students will

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respond to at least 2 different initial responses of their classmates in at least 350 or more words using readings for that week and will be due the Friday of the Second Week of Each Module!! Initial responses will be due on Fridays at 11:00 PM of the 1<sup>st</sup> week and response to peers will be due Fridays at 11:00 PM of the 2nd week.

Each initial response to the question in modules 6 and 7 will be 3 pages, 750 words in length, double spaced, 12-point font and includes at least 3 citations from selected readings! Initial 3 page 750 word responses will be due on the Friday 11 PM of the first week of each module and will be graded on a 100-point scale. See the grading rubric for the critical analysis question on Canvas.

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After the initial response to the question is posted, students will respond to at least 2 different initial responses of their classmates in at least 500 or more words using readings for that week and will be due the Saturday of the second week of each module. Failure to post initial 3-page double spaced response by 11:00 PM 1st week Friday will result in a half grade deduction for the assignment. Failure to post 2 rebuttal statements by 11:00 PM of the 2nd Week Friday will also result in a half grade deduction for the assignment.

Failure to complete both tasks in the allotted time frame will result in a zero for the assignment unless there is an acceptable reason. Acceptable reasons for missing an assignment include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved at the discretion of Dr. Adejumo. Feedback will be provided on each initial response and rebuttal within 48 hours of each post.

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Module Quizzes 25%

In the first 5 modules, students will be expected to demonstrate mastery of the material for the module via a multiple-choice quiz during the third week of the Module. The allotted time for the quiz is 30 minutes and can be started at any time from noon Monday of the second week of the module until Sunday Night 11 PM. Failure to complete the quiz by 11:00 PM Sunday Night will result in a zero for the assignment unless there is an acceptable reason. Acceptable reasons for missing an assignment include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved at the discretion of Dr. Adejumo.

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Final Project (1,200 words) 25%

The final project will require students to choose 1 exercise from the following list below:

1. Interview at least 5 students about their perceptions/experiences of politics, sexuality, education, and the media based on the plot lines in the show themes in the readings. Your final packet will entail at-least 5 informed consents, New Protocol submission form (I am the principle investigator), the 10-question questionnaire, and a 1,200-word paper in either APA, MLA, or Chicago style format that synthesizes the perceptions/experiences of the participants of black individuals with at least five peer-reviewed sources that is presented in the course.

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2. Create a musical/spoken word album of at least 13 tracks that focuses on the contemporary issues of politics, education, sexuality, and the media based on plot lines in the show and themes in the readings. In addition to the album, you will submit a 1,200-word paper in either APA, MLA, or Chicago style format that synthesizes the contemporary issues of urban studies as it pertains to "The Wire" that is present in the album with at least five peer-reviewed sources that is presented in the course.

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3. Create a WordPress blog or Facebook profile with at least 10 separate entries spanning 10 weeks that highlight 10 episodes from the show and focus on specific theme that is present not only in the show but also in the academic research. Include a picture or screen cap from a specific moment in the show, a brief background summary, and a lengthy entry as to how the theme is presented in the show, in the academic research, and how it relates to society today. Each entry should be at least 300 words. In addition to the WordPress Blog, you will submit a 1,200-word paper in either APA, MLA, or Chicago style format that synthesizes the information in the WordPress blogs with at least five peer-reviewed sources that is presented in the course.

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4. Create a professional poster board with a dimension of at least 42X63 using visual and textual content presented in the show and selected readings. The content should be presented in story form to effectively chronical the information. In addition to the professional poster board, you will submit a 1,200-word paper in either APA, MLA, or Chicago style format that synthesizes the information in the poster board with at least five peer-reviewed sources that is presented in the course.

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5. Create a 15-minute movie loosely based on the figures and themes that are presented in the show and academic readings. In addition to the 15-minute movie, you will submit a 1,200-word paper in either APA, MLA, or Chicago style format that synthesizes the information in the movie with at least five peer-reviewed sources that is presented in the course.

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Lead Presentation

20%

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Create and present a PowerPoint to the class based on the themes in the show that relate to current events today. For example, the death of Freddie Gray may relate to the theme of police brutality in the show so that presentation will encompass facts from the case as well as examples of police brutality in the show. You can also use material from a reputable news organization or academic website to bolster your presentation. The PowerPoint must be clear, concise, and at

least 10 slides containing a brief introduction and at least two main points from a combination of material that is presented in the course. Presentations are to be between 10 and 15 minutes.

### Participation 5%

Participation grade is based on attendance. 100% attendance will result in full points awarded for participation. One missed class will result in 70% attendance grade. Two missed classes will result in 50% attendance grade. Three missed classes will result in 30% attendance grade. Four or more missed classes will result in a 0% for participation.

### ***Requirements and Evaluation at a Glance***

1. Module Quizzes	25%
2. <u>Canvas Module</u> Responses	25%
3. Final Project	25%
4. Lead <u>Presentation</u>	20%
5. Participation	5%

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### ***Grading Scale***

94-100=A, 90-93=A-, 87-89=B+, 83-86=B, 80- 82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 59 and below = F

### ***Presentation of Work***

All written assignments must be typed, double-spaced using Times Roman 12-point font in MS Word with 250 words per page. You must use a standard **one-inch** margin – no **Bold-faced** or large fonts. Use the style APA, MLA or Chicago that is used in your academic discipline. All pages should be numbered. Do not include a cover sheet. Put identifying information in the top, right corner, single spaced. The assignment title or paper title may be centered.

### ***Writing Style Manual and Studio Resources***

The Writing Studio— part of the University Writing Program, and located in 302 Tigert Hall — is a free service for current UF students. Here students can work one-on-one with a tutor. Because our goal is to help students become more effective writers, we do not purely proofread or edit student work. We can, however, assist students to become better proofreaders and editors of their own work. Most students come to see us on their own, but you can send students to us or request that we come and give a presentation to one of your classes. If you would like to speak with us, our office phone is 846-1138, <https://writing.ufl.edu/writing-studio/for-students/>

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Avoiding Plagiarism- <https://writing.ufl.edu/files/2014/09/Avoiding-Plagiarism-Docs.pdf>

How to provide supporting Documentation- <https://writing.ufl.edu/files/2014/09/Providing-support-docs.pdf>

[Publication manual of the American Psychological Association, 6th ed.](#)  
[BF76.7 .P83 2010 Education Library Reference, Reserves](#)

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[MLA handbook for writers of research papers, 5th ed.](#)  
[LB2369 .G53 1999 Education Library General Collection \(the 7th ed.,2009 is available at Library West\)](#)

[The Chicago manual of style, 16th ed.](#)  
[Z253 .U69 2010 Education Library Reserve](#)

[UF Libraries' Style Guide Portal - provides links to style guides for print and online resources](#)

### ***Violations of the Student Honor Code***

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Each student in this course is expected to abide by the University of Florida's Student Honor Code and Code of Conduct. Any work submitted by a student in this course for academic credit will be the student's own work. Do not plagiarize. All work must be cited. Students suspected of academic dishonesty or of violating the Honor Code will be reported to the Dean of Students Office.

A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(b) Unauthorized Use of Materials or Resources ("Cheating"). A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:

1. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express authorization to resubmit the paper or project.
2. Any materials or resources prepared by another student and used without the other student's express consent or without proper attribution to the other student.
3. Any materials or resources which the faculty member has notified the student or the class are prohibited.

4. Use of a cheat sheet when not authorized to do so or use of any other resources or materials during an examination, quiz, or other academic activity without the express permission of the faculty member, whether access to such resource or materials is through a cell phone, PDA, other electronic device, or any other means.

For more information on violations of honor code, please visit here:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

### **Evaluation of all Assignments Criteria**

1) Quality, scope and organization of documentation; 2) Clarity and coherence of expression; 3) Spelling, Grammar and Punctuation; 4) Quality of critical analysis; 5) Demonstration of an understanding of information and concepts addressed in the readings and/or discussed in class; 6) Following directions and completing assignments on time. 7) Each assignment that is submitted will be evaluated within 48 hours of submission. See Grading rubric for specified distribution of points. *UF has an online writing for students Visit their site at <http://web.cwoc.ufl.edu/owl>*

### **Required Books and Materials**

The Wire and Philosophy: This America, Man (Popular Culture and Philosophy)  
ISBN-10: 0812698231 ISBN-13: 978-0812698237

*The Wire: The Complete Series*: Can order the complete DVD boxset or stream via Amazon Prime or HBO GO.

### **Required Articles**

Richardson, Joseph, and Christopher St. Vil. "Putting in Work: Black Male Youth Joblessness, Violence, Crime, and the Code of the Street." *Spectrum: A Journal on Black Men*, vol. 3, no. 2, 2015, pp. 71–98.  
[www.jstor.org/stable/10.2979/spectrum.3.2.71](http://www.jstor.org/stable/10.2979/spectrum.3.2.71).

Chaddha, Anmol, and William Julius Wilson. "'Way Down in the Hole': Systemic Urban Inequality and *The Wire*." *Critical Inquiry*, vol. 38, no. 1, 2011, pp. 164–188. [www.jstor.org/stable/10.1086/661647](http://www.jstor.org/stable/10.1086/661647).

Covert, Bryce. "The Economic Devastation Fueling The Anger In Baltimore"

Wallach, Lori "NAFTA at 20: One Million U.S. Jobs Lost, Higher Income Inequality"

Discoverthenetworks.org "Baltimore's Decline"

Caraley, Demetrios. "Washington Abandons the Cities." *Political Science Quarterly*, vol. 107, no. 1, 1992, pp. 1–30. [www.jstor.org/stable/2152132](http://www.jstor.org/stable/2152132).

Black students' school success: Coping with the "burden of acting White."  
Fordham, Signithia; Ogbu, John U. *The Urban Review*, Vol 18(3), 1986, 176-206. <http://dx.doi.org/10.1007/BF01112192>

Wilson, William Julius. "The Obama Administration's Proposals to Address Concentrated Urban Poverty" © 2010 American Sociological Association, *Harvard University* DOI: [10.1111/j.1540-6040.2009.01315.x](https://doi.org/10.1111/j.1540-6040.2009.01315.x)

Hurley, R. J., Jensen, J. J., Weaver, A., & Dixon, T. (2015). *Viewer Ethnicity Matters: Black Crime in TV News and Its Impact on Decisions Regarding Public Policy*. *Journal of Social Issues*, 71(1), 155-170. DOI: [10.1111/josi.12102](https://doi.org/10.1111/josi.12102)

McCoy, Terrance. "Baltimore riots 'Hero Mom' struggling despite sudden fame"  
Copyright © 2015, Chicago Tribune

### **Attendance Policy**

Attendance for *The Wire* Course is **mandatory**! Students are responsible for satisfying all academic objectives as defined by Dr. Adejumo. Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Three or more unexcused absences in the course will result in a corresponding deduction from your participation grade.

# The Wire Course Outline

## Module 1- I got that work (January 4th – January 15th)

*Diversity:* Lectures, Critical analysis responses, and Assignments for the module will center on how social roles and status effect African American populations who reside in large inner cities that have a high concentration of gang related activity and declining employment opportunities such as Baltimore. Students are expected to analyze and evaluate their own cultural norms and values in relation to African American men who reside in the inner city and are effected by crime and unemployment.

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Social and Behavioral Sciences: Students will learn to identify, describe, and explain social institutions, structures, or processes that are present in “The Wire” as well as in urban settings. Module 1 will emphasize the effective application of accepted problem-solving techniques as it pertains to Urban Inequality and behaviors that are associated with it. Students are expected to assess and analyze ethical perspectives in individual and societal decisions as it relates to key themes that relate to “The Wire”.

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### January 4th

In-class Lecture: Syllabus  
Episodes due: Season 1- Episode 1

**Deleted:** The lectures, discussions, and assignments for the module will present the history, key themes, principles, and terminology that is associated with Urban Studies as it pertains to season one of “The Wire” in which violent crime committed by African American males is the main focus. Students will learn to identify and to analyze the key elements, biases and influences that shape their understanding of crumbling institutions such as law enforcement and in large cities such as Baltimore. This module emphasizes that student provide as clear and effective analysis and approach to systematic crime and unemployment in large urban areas from a social and behavioral sciences perspective.

### January 6th

In-class Lecture: Systematic Urban Inequality and the Wire  
Episodes due: Season 1- Episode 2 -4  
Assignment Due: Initial Response to critical analysis question on Canvas centered on Systematic Inequality

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### January 9th

In-class Lecture: Putting in Work: Black Male Youth Joblessness, Violence, Crime, and the Code of the Street  
Episodes Due: Season 1- Episode 5 -13

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### January 13th

Assignment Due: Rebuttal to atleast two peers for initial critical analysis response based on the material from the week on Canvas centering on black male youth joblessness

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### January 15th

Assignment Due: Quiz 1 on all material presented in the module

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## Module 2- The Jolly Roger (January 16th – January 29th)

*Diversity:* Lectures, Critical analysis responses, and Assignments for the module will center on how social roles and status effect Caucasians who are on the lower socio-economic scale that resided in large inner cities that have a high concentration of gang related activated and declining employment opportunities such as Baltimore. Students are expected to analyze and evaluate their own cultural norms and values in relation to lower socio-economic Caucasian males that work in the blue-collar job sector and are effected by loss of job opportunities due to the changing economy in America.

**Deleted:** Humanities: The lectures, discussions, and assignments for the module will present the history, key themes, principles, and terminology that are associated with Urban Studies as it pertains to season two of “The Wire” in which loss of jobs of lower socio-economic Caucasians since the 1980’s is the focus. Students will learn to identify and to analyze the key elements, biases and influences that shape their understanding of crumbling institutions such as labor unions in the blue-collar sector and in large cities such as Baltimore. This module emphasizes that students provide clear and effective analysis and approach to public policies that contributed to the decline of blue collar jobs and how it affected lower socio-economic Caucasians who reside in predominately African American communities such a Baltimore. ¶

Social and Behavioral Sciences: Students will learn to identify, describe, and explain social institutions, structures, or processes that are present in “The Wire” as well as how it pertains to the economic dynamics of major inner cities. Module 2 will emphasize the effective application of accepted problem-solving techniques as it pertains to U.S. economic policies that effect the infrastructure of urban areas. Students are expected to assess and analyze ethical perspectives in individual and societal decisions as it relates to key themes that relate to economic and social issues that are present in “The Wire” and how they relate to urban areas in America.

**January 16th**

MLK Day

**January 18th**

~~In-class lecture~~; The Economic Devastation Fueling The Anger In Baltimore

Episodes Due: Season 2- Episode 1-3

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**January 20th**

Assignment Due: Initial Response to critical analysis question on Canvas centered on economic devastation of Baltimore

Episodes Due: Season 2- Episode 4-6

**Deleted:** Initial Discussion .

**January 23rd**

~~In-class lecture~~; Trade Agreements and U.S. Hegemony

Episodes Due: Season 2- Episode 7-8

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**January 27th**

Assignment Due: Rebuttal to at least two peers for initial critical analysis response based on the material from the week on Canvas centered on the impact of Trade Agreements in the U.S. and abroad

Season 2: Episode 9 - 12

**Deleted:** Rebuttal Discussion

**January 29th**

Assignment due: Quiz 2 on all material presented in the module

**Module 3- Politics as Usual (January 30th – February 12th)**

*Diversity:* Lectures, Critical analysis, and Assignments for the module will center on how social roles and status effect African Americans and Caucasians who are on the higher socio-economic scale that reside in large inner cities that have a high concentration of gang related activity and declining employment opportunities such as Baltimore. Students are expected to analyze and evaluate their own cultural norms and values in relation to higher socio-economic African American and Caucasians that are elected or appointed in high profile local government positions and the intersection of drug related crime and private industry.

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Social and Behavioral Sciences: Students will learn to identify, describe, and explain social institutions, structures, or processes that are present in “The Wire” as well as how it pertains to public policy. Module 3 will emphasize the effective application of accepted problem-solving techniques as it pertains to public policies that effect the infrastructure of urban areas. Students are expected to assess and analyze ethical perspectives in individual and societal decisions as it relates to key themes that relate to political and policy issues that are present in “The Wire” and relate to urban areas in America.

**Deleted:** *Humanities:* The lectures, discussions, and assignments for the module will present the history, key themes, principles, and terminology that are associated with Urban Studies as it pertains to season three of “The Wire” in the interaction of high profile African American and Caucasian elected officials and business people with the underground economy is the focus. Students will learn to identify and to analyze the key elements, biases and influences that shape their understanding of crumbling political institutions such as City Hall in the blue-collar in large cities such as Baltimore. This module emphasizes that students provide clear and effective analysis and approach to political corruption at the federal, state, and local level that contributed to the decline of large cities such as Baltimore. ¶

**January 30th**

~~In-class lecture~~; Baltimore Decline

Episodes Due: Season 3- Episode 1-3

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**February 3rd**

Assignment Due: Initial Response to critical analysis question on Canvas centered on the political and social landscape of the 1980’s that contributed to the decline of Baltimore and other urban centers in the 1990’s

Episodes Due: Season 3- Episode 6-8

**Deleted:** Initial Discussion . ¶

**February 6th**

~~In-class Lecture~~; Washington Abandons the Cities

Episodes due: Season 3- Episode 9-10

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**February 10th**



Assignment Due: Rebuttal to at least two peers for initial critical analysis response based on the material from the week on Canvas centered on the federal government in Washington DC cutting aid to state and local authorities in the 1980's and 1990's.

**Deleted:** Rebuttal - Discussion

**February 12th**

Assignment due: Quiz 3

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**Module 4- No Child Left Behind (February 13th – February 26th)**

*Diversity:* Lectures, Critical analysis, and Assignments for the module will center on how social roles and status effect African American children ages 10 – 17 that reside in large inner cities that have a high concentration of gang related activity and declining employment opportunities for youth such as Baltimore. Students are expected to analyze and evaluate their own cultural norms and values in relation to at-risks youth who are African American and how the public education system serves as either a detriment or conduit to their success in and outside the classroom.

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*Social and Behavioral Sciences:* Students will learn to identify, describe, and explain social institutions, structures, or processes that are present in “The Wire” as well as how it pertains to public education. Module 4 will emphasize the effective application of accepted problem-solving techniques as it pertains to public education that effect the social landscape of urban areas. Students are expected to assess and analyze ethical perspectives in individual and societal decisions as it relates to key themes that relate to political and policy issues that are present in “The Wire” and relate to urban areas in America.

**February 13th**

In-class Lecture: Black Students' School Success: Coping with the "Burden of 'Acting White'

Episodes Due: Season 4- Episode 1 - 2

**Deleted:** *Humanities:* The lectures, discussions, and assignments for the module will present the history, key themes, principles, and terminology that are associated with Urban Studies as it pertains to season four of “The Wire” in which the interaction of African American students in the inner city interacting with the public education system and their environment is the focus. Students will learn to identify and to analyze the key elements, biases and influences that shape their understanding of public educational institutions such as school board districts in cities such as Baltimore. This module emphasizes that students provide clear and effective analysis and approach to educational policies such as the “No Child Left Behind Act” and its sociological impact of African American youth who reside in urban centers such as Baltimore. ¶

**February 17th**

Assignment Due: Initial Response to critical analysis question on Canvas centered on black children coping with social pressures to “act white” educational settings.

Season 4: Episode 3 - 6

**February 20th**

Lecture: The Obama Administration’s Proposals to Address Concentrated Urban Poverty

Episodes due: Season 4- Episode 7 - 9

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**Deleted:** Initial Discussion .

**February 24th**

Assignment Due: Rebuttal to at least two peers for initial critical analysis response based on the material from the week on Canvas centered on Past President Obama’s administration attempt to address poverty in Urban areas.

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**February 26th**

Quiz 4

**Module 5- Breaking News (February 27th – March 19th)**

*Diversity:* Lectures, Critical analysis, and Assignments for the module will center on how local news media reports on social roles and status of various citizens who reside in large inner cities that have a high concentration of gang related activity and declining employment opportunities for youth such as Baltimore. Students are expected to analyze and evaluate their own cultural norms and values in relation to how the news media report on violent crimes as it pertains to African Americans and Caucasians and how it effects the perception in which these groups are perceived in American society.

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*Social and Behavioral Sciences:* Students will learn to identify, describe, and explain social institutions, structures, or processes that are present in “The Wire” as well as how it pertains to the news media. Module 5 will emphasize the effective application of accepted problem-solving techniques as it pertains to how black bodies are portrayed in the national and local news media and how it effects how audiences from varying demographics perceive urban

areas. Students are expected to assess and analyze ethical perspectives in individual and societal decisions as it relates to key themes that relate to news media case studies that are present in “The Wire” and relate to urban areas in America.

**February 27th**

In-class lecture; Viewer Ethnicity Matters, Black Crime in TV News and Its Impact on Decisions Regarding Public Policy

Episodes Due: Season 5- Episode 1-2

**March 3rd**

Assignment due: Initial Response to critical analysis question on Canvas centered on how crime concerning black people are portrayed on local and national news media outlets

Episodes Due: Season 5- Episode 6-7

**Spring Break March 4<sup>th</sup> – March 11**

**March 13th**

In-class Lecture; Baltimore Mom

Episodes Due: Season 5- Episode 8-10

**March 17th**

Assignment Due: Rebuttal to at least two peers for initial critical analysis response based on the material from the week on Canvas centered on the sociologically circumstances that influence the behaviors of parents of inner city youth.

**March 19th**

Assignment Due: Quiz 5

**Module 6- Gamecube (March 22nd – April 2nd)**

*Diversity*: Lectures, Critical analysis s, and Assignments for the module will center on how the political, educational, media, and underground economy institutions in Baltimore are interconnected to create a never-ending pattern which in turn creates little room for “true” change in society. Students are expected to analyze and evaluate their own cultural norms and values in relation to how “The Game” is present in each aspect of “The Wire” and in their own individual reality.

*Social and Behavioral Sciences*: Students will learn to identify, describe, and explain social institutions, structures, or processes that are present in “The Wire” as well as how it pertains to social landscapes and behavioral patterns. Module 6 will emphasize the effective application of accepted problem-solving techniques as it pertains to how urban institutions that are hierarchal in nature effect social norms and behaviors. Students are expected to assess and analyze ethical perspectives in individual and societal decisions as it relates to key themes that relate to urban institutions that are present in “The Wire”.

**March 20th**

In-class Lecture: Line 2- All in the Game

**March 22nd**

In-class Lecture: Line 15: The Wire as American Tragedy

**March 24th**

Assignment Due: Initial Response to critical analysis question on Canvas centered on how hierarchical structures in urban American effect the social landscape and behavioral patterns of those who reside in those environments.

**March 27th**

In-class Lecture; Line 6- Came to Do Good, Stayed to do Well

**Deleted: Humanities**: The lectures, discussions, and assignments for the module will present the history, key themes, principles, and terminology that are associated with Urban Studies as it pertains to season five of “The Wire” in which the local news media influencing the political, educational, and law enforcing institutions in the city of Baltimore is the focus. Students will learn to identify and to analyze the key elements, biases and influences that shape their understanding of how the news media, especially as it pertains to investigative reporting, effects all aspects of Baltimore. This module emphasizes that students provide clear and effective analysis and approach to how institutions respond to reports by the local news media and its sociological impact of all citizens of Baltimore. ¶

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**Deleted: Humanities**: The lectures, discussions, and assignments for the module will present the history, key themes, principles, and terminology that are associated with Urban Studies as it pertains associated sociological and political patterns of institutions and cities in a city such as Baltimore. Students will learn to identify and to analyze the key elements, biases and influences that shape their understanding of how human interaction of their environment influences the institutions that shape their perceptions. This module emphasizes that students provide clear and effective analysis and approach to how humans influences institutions and how institutions serve as a patterned guide to the human experience. ¶

**Deleted: Initial Discussion**

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March 29th

~~In-class Lecture~~; Line 18- Class Projects and the Project Class

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March 31st

Assignment Due: ~~Rebuttal to at least two peers for initial critical analysis response based on the material from the week on Canvas centered on how Hegelian concepts apply to~~

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**Module 7- Discretion (April 5th – April 16th)**

*Diversity:* Lectures, ~~Critical analysis~~, and Assignments for the module will center on how popular culture portrays African Americans in different social demographics such as women, young black males, and LGBTQ in Baltimore and how they are perceived by the larger dominant hegemonic society in America. Students are expected to analyze and evaluate their own cultural norms and values in relation to how these individual groups are portrayed in “The Wire” and what maybe fantasy or reality from their own point of view.

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*Social and Behavioral Sciences:* ~~Students will learn to identify, describe, and explain social institutions, structures, or processes that are present in “The Wire” as well as how it pertains to marginalized groups in the black community. Module 7 will emphasize the effective application of accepted problem-solving techniques as it pertains to how marginalized groups within the black community that reside in urban areas cope with their oppression. Students are expected to assess and analyze ethical perspectives in individual and societal decisions as it relates to key themes that relate to subjugated and oppressed groups that are present in “The Wire”.~~

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April 3rd

~~In-class lecture~~; Line 13- Capital Noir

Deleted: *Humanities:* The lectures, discussions, and assignments for the module will present the history, key themes, principles, and terminology that are associated with Urban Studies as it pertains to how African American women, LGBTQ, and youth can make a living in a city such as Baltimore despite environmental obstacles such as violent crime and declining job opportunities. Students will learn to identify and to analyze the key elements, biases and influences that shape their understanding of how the larger dominant hegemonic society uses popular culture and media to shape their views on African American women, youth, and LGBTQ individuals. This module emphasizes that students provide clear and effective analysis and approach to how institution can influence the way in which the aforementioned groups are treated in the United States. ¶

April 5th

~~In-class lecture~~; Line 21- Stop Snitching, Screw the system

April 7th

Assignment due: ~~Initial Response to critical analysis question on Canvas centered on how marginalized groups within urban areas use tactics to resist the larger dominant hegemonic society~~

April 10th

~~In-class lecture~~; Line 10- The Best of Boys and Lads

April 12th

~~In-class lecture~~; Line 12- Women Up in the Game

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April 14th

Assignment due: ~~Rebuttal to at least two peers for initial critical analysis response based on how marginalized groups within the black community use tactics to cope with traditional norms and ideals within the community~~

April 17th

Assignment due: Final Project Due 8:00 AM

**Final Project Presentations**

April 17th and April 19th

**Selected Websites**

[www.blackpast.org](http://www.blackpast.org)

<http://www.jstor.org/>

<http://cms.uflib.ufl.edu/>

### Access JSTOR Database

1. Go to <http://www.uflib.ufl.edu/>
2. If off campus, click on Off-Campus Access link under *Services*
3. Under option 1: UF proxy service, click **Follow this link to login with the UF proxy server.**
4. Input your username and password or library card information on left
5. After successful logging in, click UF Smathers Library
6. Click on the database & Journals tab
7. Under find online databases, click databases A-Z, then type in JSTOR in the search box
8. Click on JSTOR-ALL..Website will reroute to the JSTOR website
9. Use the general or advance search option to research journal articles

### Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

### General Guidelines

When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication
- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING
- Limit and possibly avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or Canvas Module post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and other's)
- Do not send confidential patient information via e-mail

### Email Netiquette

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address

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The Writing Studio is a free service for current UF students. Here, students have the opportunity to work one-on-one with a tutor. Because our aim is to help students become more effective writers, we do not purely proofread or edit student work. We can, however, assist students to become better proofreaders and editors of their own work. We offer students individual, half-hour sessions with one of our experienced grad student writing tutors. Go to [tutortrac.clas.ufl.edu](http://tutortrac.clas.ufl.edu), and log on with your GatorLink username and UF ID. You can make a maximum of one appointment per day, and two per week. Remember to bring a PAPER COPY of your document when you come in for an appointment. If you need to speak to us, our office phone is (352) 846-1138.

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- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button

### ***Message Board Netiquette and Guidelines***

When posting on the Canvas Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- Do not make personal or insulting remarks
- Be open-minded

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### **Course Do's and Don't's**

- Do check the announcements page every Monday and Tuesday for assignment updates
- Do check syllabus page on canvas for due dates of assignments
- Do email if you have any questions or concerns regarding an assignment
- Do complete every assignment in full and on-time to increase your chance to receive maximum points on an assignment
- Don't assume if you are unsure about an assignment
- Don't request extra credit, especially if you missed or made an unsatisfactory grade on an assignment

\*\*\*Explicit content is presented in the course and Dr. Adejumo will set the parameters of profane language during the first week classes. Course assignment requirements, dates, and times are subject to change at any time at the discretion of Dr. Adejumo.

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Discussion Question Rubric

Category	100 pts. Above Average Standard	70 Pts. Average Standard	40 Pts. Below Average Standard	0 Pts. None Response
<b>Initial Response to Question</b>	The initial 500-word (250 words per page) response provides a clear, strong statement of the author's position on the topic	Initial 500-word response provides a clear statement of the author's position on the topic	The initial 500-word response is present but does not make the author's position clear	There isn't a 500-word response
<b>Support for Position</b>	Includes 4 or more citations from the selected readings and videos from that week/module within the initial response to the discussion question. The writer anticipates the reader's concerns, biases or arguments and had provided at least 1 counter argument.	Includes 3 or more citations from the selected readings and videos from the week/module within the initial response to the discussion question	Includes 1 citation from the selected readings and videos from the week/module within the initial response to the discussion question	No citation is included
<b>2 Rebuttals of 2 page (500) words</b>	There is 1 rebuttal of 500 words to 2 different colleagues' initial response to the discussion question and also there are references to the previous week's readings. All sentences are well structured and thought out	There is 1 rebuttal of 500 words to 2 different colleagues' initial response to the discussion question.	There is 1 rebuttal of 500 words to 1 other colleague's initial response to the discussion question.	No rebuttal was given.
<b>Accuracy of initial response/rebuttals</b>	All supportive facts (dates,	Almost all supportive facts	Most supportive facts (dates, stats)	Most supportive facts (dates,

Discussion Question Rubric

<b>Overall Presentation of initial response and rebuttals</b>	stats) are accurately reported in initial response to discussion questions and rebuttals to colleagues	(dates, stats) are accurately reported in initial response to discussion questions and rebuttals to colleagues	are accurately reported in initial response to discussion questions and rebuttals to colleagues	stats) were inaccurately reported in initial response to discussion questions and rebuttals to colleagues
	Each initial response to the question is 500 words in length (250 Words per Page), double spaced, 12-point font and includes at least 4 <b><i>CITATIONS FROM THE SELETED CHAPTERS and videos.</i></b>	Each initial response to the question is 500 words in length (250 Words per Page), double spaced, 12-point font and there are 2 citations from the selected chapters and videos	Each initial response to the question is 1 page in length (250 Words per Page) , double spaced, 12 point font and no citations are included	Each initial response is not a page in length (250 Words per Page) and/or not double spaced and/or not in 12 point font and no citations are included

## The Wire Lead Discussant Grading Scale

Topic Presented: \_\_\_\_\_

Presenter: \_\_\_\_\_

	Poor					Excellent
Maintaining good eye contact with the class	0	1	2	3	4	5
Making limited use of notes & not reading	0	1	2	3	4	5
Quality of graphics/slides/props	0	1	2	3	4	5
Quality of the material presented - evaluation, depth, detail, relevance, etc	0	1	2	3	4	5
Maintaining the interest of the class	0	1	2	3	4	5
Was the presenters successful in keeping the time of their presentation totaling between 10-15 minutes	0	1	2	3	4	5
Overall, for the presentation, rate the consistency of the material presented	0	1	2	3	4	5



# **Project Expectations**

## **Movie Project**

Each of you have chosen to do the movie for the final project. In addition to the requirements of the assignment on Canvas, below are some additional expectations of what I am looking for so that you may earn the best possible grade:

- 1) The movie must have a cohesive theme/concept throughout the duration of the film.
- 2) All scripts must be submitted in digital form along with the final project by the due date.
- 3) I expect that any action that may be in the film to be safe and reasonable. Do not do or attempt anything that may cause bodily harm.
- 4) In addition to the Movie, you will submit a 1,200-word paper in either APA, MLA, or Chicago style format that synthesizes the contemporary issues in “The Wire” that is present in the Movie with atleast five peer-reviewed sources that is presented in the course. You will submit the final paper on Canvas.

## **13 Track Album**

For your final projects, each of you have chosen to do the 13 track album. In addition to the guidelines that I specified on Canvas, there are additional requirements for the project to ensure that you get the best grade possible. Below are the expectations:

- 1) There must be a theme/concept to the album
- 2) Each track, whether spoken word, rapping, or singing, must contain some sort of background composition of any combination of beats and melodies.
- 3) Atleast 11 of the tracks must be written and you must provide the lyrics in digital form. This means that up to two of the tracks can be freestyle.
- 4) Up to 2 of the tracks can be collaboration in which other performers are responsible for up to half of the bars that are being sung/rapped/spoken.
- 5) All of the tracks may include an artist to do background vocals and/or hooks.
- 6) In addition to the album, you will submit a 1,200-word paper in either APA, MLA, or Chicago style format that synthesizes the contemporary issues in “The Wire” that is present in the album with atleast five peer-reviewed sources that is presented in the course. You will submit the final paper on Canvas.

## **Poster Board**

You selected the professional poster board and research paper that coincides with it as your final project. In addition to the guidelines set forth on Canvas regarding the assignment, below are additional expectations to ensure that you receive the best grade possible:

- 1) Your 5-6 page paper should be in either APA, MLA, or Chicago style format and should include at least 4 separate sources that are either from books or peer reviewed articles that were presented in the course.
- 2) Your poster board should be vibrant, clean, and organized.
- 3) Your poster board and paper should include atleast 1 character from “The Wire” and 1 real life figure, preferably both from the same time period (ex: Big Meech and Avon Barksdale, both of whom were popular in the 2000’s)

## **WordPress**

For your blog project, you are required to have 300 words for each post for 10 consecutive weeks that highlight 10 figures and/or cities from “The Wire”, either male or female that in some way relate to the material in the course. Include a picture of each figure/city, a brief background summary, and a lengthy entry as for why this figure is important to yourself and to the United States within the context of concepts discussed in “The Wire”. Each entry should be at least 300 words. In addition to the WordPress Blog, you will submit a 1,200-word paper in either APA, MLA, or Chicago style format that synthesizes the information in the WordPress blogs with atleast five peer-reviewed sources that is presented in the course.

## **Interview**

You all selected the Interview and paper as your final project. In addition to the requirements that were set forth on Canvas, below are some additional expectations of the assignment to ensure that you receive the best grade possible:

- 1) Every packet submitted must entail 5 informed consent forms signed by 5 different students, New protocol submission form, and a list of atleast 10 questions.
- 2) Every student interviewed will fill out and sign an informed consent form before proceeding to be interviewed
- 3) Your final packet will entail at-least 5 informed consents, New Protocol submission form (I am the principle investigator), the 10 question questionnaire, and the 5-6 page paper. The final research paper and summary of interviews (which should go at the end behind your works cited section as Appendix), informed consent, and protocol will be submitted on Canvas. You can scan the informed consent and protocol as a .pdf file and upload it to Canvas.
- 4) The final research paper will be in either APA, MLA, or Chicago style format.

## Module 1

The screenshot shows a Blackboard discussion page titled "I Got That Work" with a date of Jan 4, 2016 at 9:30pm. The page is viewed in a browser window with the URL [https://ufl.instructure.com/courses/335462/discussion\\_topics/1287004](https://ufl.instructure.com/courses/335462/discussion_topics/1287004). On the left is a navigation menu for UF Florida with options like Account, Dashboard, Courses, Calendar, and Inbox. The main content area includes a "Question" section with a paragraph about statistics in urban police departments, an "Instruction" section with six numbered steps for replying, and "Readings" and "Watch" sections with links to articles and video content. At the bottom, there is a search bar and a "Subscribe" button.

## Module 3

The screenshot shows a Blackboard discussion page titled "Politics as Usual" with a date of Jan 4, 2016 at 9:30pm. The page is viewed in a browser window with the URL [https://ufl.instructure.com/courses/335462/discussion\\_topics/1287002](https://ufl.instructure.com/courses/335462/discussion_topics/1287002). The layout is similar to the first screenshot, with a navigation menu on the left and a main content area. The "Question" section asks about similarities and differences between Mayor Kurt Schmoke and Mayor Clarence Royce. The "Instruction" section contains six numbered steps for replying. The "Read" section lists several article links, and the "Watch" section includes a link to a video about Baltimore's public housing. A search bar and a "Subscribe" button are located at the bottom.

# Module 7

Topic: Discretion

Secure | https://ufl.instructure.com/courses/335462/discussion\_topics/1286998

UF UNIVERSITY OF FLORIDA

Account

Dashboard

Courses

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Inbox

Commons

Help

Assignments

**Discussions**

Grades

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Discretion Jan 8, 2016 at 9:14pm

**Question**

Is there a difference in the reason why persons of European descent watch "The Wire" compared to persons with some form of African Ancestry? How would George Lukacs theory of literary realism relate to themes in the show as well as society in 2016?

**Instruction**

1. Click Reply
2. Click the paper clip button to add attachments to upload your document (.doc or .docx)
3. Copy and paste from word document into the body of the message. Make sure that there are at least 600 words (3 pages) in the body (I can see the word count), click post
4. Add a Unique Title at the top of the message
5. Initial response to question due at 11:00 PM Friday Night (4/7)
6. Two Replies of at least 350 words or more to 2 other students is due at 11:00 PM Friday Night (just respond in the body of message) (4/14)

**Readings**

Line 13: Capital Noir

Line 21: Stop Snitching, Screw the system

Line 10: The Best of Boys and Lads

Line 12: Women Up in the Game

*This topic is locked until Apr 3 at 12am.*

Search entries or author  Unread