

# **The Wire**

AFA 3303 – Section VA02 – Spring 2025  
African American Studies Program – The University of Florida  
Dr. Vincent Adejumo- Senior Lecturer

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Office: 1012

Class Time: Online

Office Hours: Tuesday 4 pm – 5 pm

Credits: (03) Three Hours

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## **Catalog Description**

An integrated interdisciplinary study of the award-winning HBO series, *The Wire*, including examination of themes such as 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. *The Wire* is an American drama produced by HBO that chronicles the after effects of such transformation 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. Each reading that is assigned throughout the course will contain theories from multiple disciplines 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.

## **Webinar Lectures**

“The Wire” is taught in an asynchronous online format which means you are required to view the online lectures for each module.

## **ATTENDANCE AND ABSENCES**

Students may only participate in classes if they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first-class meeting. Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

## **MAKE UPS DUE TO ILLNESS**

A student who is absent from class or any required class-related activity because of illness should contact their instructor, if feasible, as early as possible prior to the missed class or activity. Students shall be permitted a reasonable amount of time to make up the material or activities covered during an excused absence.

## **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**

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/>

## **GRADES AND GRADE POINTS**

The Office of the University Registrar records student grades.

The word *credit* refers to one semester hour, generally representing one hour per week of lecture or two or more hours per week of laboratory work.

### **PASSING GRADES AND GRADE POINTS**

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	.67
S	0

### **FAILING GRADES AND GRADE POINTS**

E	0
WF	0
I	0
NG	0

### **NON-PUNITIVE GRADES AND GRADE POINTS**

W	0
H	0
I*	0
N*	0
U	0

### **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.

**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.

Social and Behavioral Sciences		
<p><u>Content</u> Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.</p>	<p><u>Critical Thinking</u> Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems</p>	<p><u>Communication</u> 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>• Students will demonstrate competence in systematic racism, destruction of institutions, and white flight which are</li> </ul>	<ul style="list-style-type: none"> <li>• Students will analyze information by reading and critically writing about information from peer reviewed</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</li> </ul>

<p>associated with the discipline of urban studies.</p> <ul style="list-style-type: none"> <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 the discipline of urban studies.</li> <li>• Achievement of this learning outcome will be assessed through quizzes, critical analysis question responses and rebuttals on Canvas, final project, and lead group presentations. All assessment activities will be evaluated within the paradigm of social and behavioral sciences and will also receive extensive feedback from Dr. Adejumo within 48 hours of submission on Canvas.</li> </ul>	<p>articles and published manuscripts that are specific to the discipline of urban studies, and develop reasoned solutions from a social and behavioral science perspective to problems that are presented in the course material.</p> <ul style="list-style-type: none"> <li>• Students will identify and analyze key elements, biases and influences that shape thought within urban studies by preparing 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.</li> <li>• Achievement of this learning outcome will be assessed from a social and behavioral science perspective by the</li> </ul>	<p>discipline of urban studies from a social and behavioral science perspective, individually and in groups.</p> <ul style="list-style-type: none"> <li>• Students will participate in directed class presentation based on social and behavioral science themes throughout the semester in the classroom and electronically via Canvas to reflect on assigned books and peer reviewed articles.</li> <li>• Achievement of this learning outcome will be assessed through formal observation of student participation during discourse in the classroom and electronically via Canvas. Feedback will be provided by Dr. Adejumo within 48 hours of each critical analysis question post response on Canvas.</li> </ul>
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	<p>final research project and the critical analysis question responses to peers on Canvas.</p>	
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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.

<u>Diversity</u>		
<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 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”.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will analyze and evaluate their own 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.</li> <li>• Students will identify, evaluate, and compare</li> </ul>	<ul style="list-style-type: none"> <li>• Students will receive consistent feedback within 48 hours of all work that is submitted on Canvas and in classroom activities such as the lead discussant assignment.</li> <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>

	<p>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”.</p>	
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**Requirements and Evaluation**

Module Discussion responses 25%

In each 2-week module, students will be expected to develop a critical analysis to the weekly discussion board question. Each discussion 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 discussion board questions. Each discussion 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 question will be 2 pages (350 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. The initial response will be due on Friday. 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 250 or more words using readings for that week and will be due the Saturday of Each Module!! Initial responses will be due on Fridays at 11:00 PM of the week and response to peers will be due Saturdays at 11:00 PM of the week.

Each initial response to the question in modules 6 and 7 will be 2 pages 500 words in length, double spaced, 12-point font and includes at least 3 citations from selected readings! Initial 2 page 350 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 discussion question on Canvas.

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 250 or more words using readings for that week and will be due the Saturday of each module. Failure to post initial 2-page double spaced response by 11:00 PM on Friday will result in a half grade deduction for the assignment. Failure

to post 2 rebuttal statements by 11:00 PM by Saturday 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.

### 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 anytime 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.

### Final Project

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 atleast five peer-reviewed sources that is presented in the course.
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 The Wire that is present in the album with atleast five peer-reviewed sources that is presented in the course.



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.
  
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.
  
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.
  
6. Create an alternative ending for one of the main characters of The Wire. The story must be at least 8 pages and include at least 6 references from the academic material (Articles/Books) that are presented in the course.

*Create-an-Episode Group Project*

*25%*

Each group will create an episode via a 15 slide Powerpoint based on the themes in the show that relate to current events today. So for example, the death of Freddie Gray may relate to the theme of police brutality in the show so that episode will encompass facts from the case as well as examples of police brutality in the show. Your group can also use material from a reputable news organization or academic website to bolster your episode. The episode must be clear, concise, and at least 15 Powerpoint slides containing a brief introduction and at least two main points from a combination of material that is presented in the course.

**Requirements and Evaluation at a Glance**

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|--------------------------------|-----|
| 1. Module Quizzes              | 25% |
| 2. Module Discussion Responses | 25% |
| 3. Final Project               | 25% |
| 4. Lead Discussion             | 25% |

## **Grading Scale**

94-100=A, 90-93=A-, 87-89=B+, 84-86=B, 80- 83=B-, 77-79=C+, 74-76=C, 70-73=C-, 67-69=D+, 63-66=D, 60-62=D-, 57-59=F+, 57 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.

## **University of Florida Honor Code**

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. To learn more about the UF policy regarding Academic Honesty, please visit:

<http://www.dso.ufl.edu/judicial/academic.php>

## **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. 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

## **The Wire Course Outline**

### **Module 1- I got that work (January 13<sup>th</sup> – January 26<sup>th</sup>)**

Date	Webinar Lecture	Readings Due	Assignment Due	Episodes due
January 13 <sup>th</sup>	Syllabus			
January 14 <sup>th</sup>	Inequality	Systematic Urban Inequality and the Wire		Season 1: Episode 2 -4
January 15 <sup>th</sup>	Inequality			Season 1: Episode 5 - 8

<i>January 17th</i>			<i>Discussion 1</i>	
<i>January 18th</i>			<i>Rebuttal</i>	
<i>January 21st</i>	Put in Work	Putting in Work: Black Male Youth Joblessness, Violence, Crime, and the Code of the Street		Season 1: Episode 9 -11
<i>January 23rd</i>	Put in Work			Season 1: Episode 12 - 13
<i>January 24th</i>			<i>Discussion 2</i>	
<i>January 25th</i>			<i>Rebuttal</i>	
<i>January 26th</i>			<i>Quiz 1</i>	

**Module 2- The Jolly Roger (January 27th – February 9th)**

<b>Date</b>	<b>Lecture</b>	<b>Readings Due</b>	<b>Assignment Due</b>	<b>Episodes due</b>
<i>January 28th</i>	Baltimore	The Economic Devastation Fueling The Anger In Baltimore		Season 2: Episode 1-2
<i>January 30th</i>	Baltimore			Season 2: Episode 3
<i>January 31st</i>			<i>Initial Discussion 1</i>	Season 2: Episode 4-6
<i>February 1st</i>			<i>Rebuttal</i>	
<i>February 4th</i>	Agreements	Trade Agreements and U.S. Hegemony		<i>Season 2: Episode 7-8</i>
<i>February 6th</i>				Season 2: Episode 9-10
<i>February 7th</i>			<i>Initial Discussion 2</i>	<i>Season 2: Episode 11- 12</i>
<i>February 8th</i>			<i>Rebuttal</i>	
<i>February 9th</i>			<i>Quiz 2</i>	

**Module 3- Politics as Usual (February 10th – February 23rd)**

Date	Lecture	Readings Due	Assignment Due	Episodes due
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<i>February 11th</i>	Bodymore, Murderland	Baltimore Decline		Season 3: Episode 1-3
<i>February 13th</i>				Season 3: Episode 4-5
<i>February 14th</i>			<i>Initial Discussion</i>	Season 3: Episode 6-8
<i>February 15th</i>			<i>Rebuttal</i>	
<i>February 18th</i>	Cookie Crumble	Washington Abandons the Cities		Season 3: Episode 9-10
<i>February 20th</i>				Season 3: Episode 11-12
<i>February 21st</i>			<i>Initial Discussion</i>	
<i>February 22nd</i>			<i>Rebuttal</i>	
<i>February 23rd</i>			Quiz 3	

**Module 4- No Child Left Behind (February 24th – March 9th)**

Date	Lecture	Readings Due	Assignment Due	Episodes due
<i>February 25th</i>	Oreo	Black Students' School Success: Coping with the "Burden of 'Acting White'"		Season 4: Episode 1 - 2
<i>February 27th</i>	Oreo			Season 4: Episode 3 - 4
<i>February 28th</i>			<i>Initial Discussion</i>	Season 4: Episode 5 - 6
<i>March 1st</i>			<i>Rebuttal</i>	
<i>March 4th</i>	The 'hood	The Obama Administration's Proposals to Address Concentrated Urban Poverty		Season 4: Episode 7 - 9
<i>March 6th</i>	The 'hood			Season 4: Episode 10 - 13
<i>March 7th</i>			<i>Rebuttal Discussion</i>	
<i>March 8th</i>			<i>Rebuttal</i>	

March 9th			Quiz 4	
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**Module 5- Breaking News (March 10th – March 30th)**

Date	Lecture	Readings Due	Assignment Due	Episodes due
March 11th	Views from the 6	Viewer Ethnicity Matters: Black Crime in TV News and Its Impact on Decisions Regarding Public Policy		Season 5: Episode 1-2
March 13th	Views from the 6			Season 5: Episode 3-5
March 14th			Initial Discussion	Season 5: Episode 6-7
March 15th			Rebuttal	
<b><i>Spring Break March 15<sup>th</sup> – 22<sup>nd</sup> 2025</i></b>				
March 25th	The Single Parent	Baltimore Mom		Season 5: Episode 8-10
March 28th			Rebuttal Discussion	
March 29th			Rebuttal	
March 30th			Quiz 5	

**Module 6- Gamecube (March 31st – April 13th)**

Date	Lecture	Readings Due	Assignment Due
April 1st		Line 2: All in the Game	
April 3rd		Line 15: The Wire as American Tragedy	
April 4th			Initial Response Due
April 5th			Rebuttals Due
April 8th		Line 6: Came to Do Good, Stayed to do Well	
April 10th		Line 18: Class Projects and the Project Class	
April 11th			Initial response due
April 12th			Rebuttals due

**Module 7- Discretion (April 14th – April 27th)**

Date	Lecture	Readings Due	Assignment Due
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April 15th		Line 13: Capital Noir	
April 17th		Line 21: Stop Snitching, Screw the system	
April 18th			<i>Initial Response Due</i>
April 19th			<i>Rebuttals due</i>
April 22nd		Line 10: The Best of Boys and Lads	
April 24th		Line 12: Women Up in the Game	
April 25th			<i>Initial Response and Rebuttals Due</i>
April 26th			<i>Final Project Due 11:59 PM</i>
April 26th			<i>Create an Episode PowerPoint Due 11:59 PM</i>

### **Final Project and Episode Presentations**

Final Project due April 26th

Final Episode due April 26th

### **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 logout 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 discussion 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
- 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 Discussion 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

### **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 anytime at the discretion of Dr. Adejumo.