

Course Syllabus

The Wire: Life on the Streets and the War on Drugs

INTER 155—item #6000

Instructors: Charlene Freyberg & Eric Davis

Office: online

Dates: 4/8/21-6/25/21

Classroom: online

Charlene's office hours: M & Th: 10:00am-10:30am, Tues. & Wed. 9:30a-11am and by appt.

Eric's office hours: M-Th 11:30am-12:20pm, and by appointment

Charlene's phone: 425-564-2698

Eric's phone: 425-564-5721

Class (**OPTIONAL LIVE IN PERSON**)--**ALL class meetings WILL BE RECORDED and POSTED IN CANVAS weekly modules & are REQUIRED to be watched: Monday & Thursday 10:30am-11:30am**

E-

mail: charlene.freyberg@bellevuecollege.edu & eric.davis@bellevuecollege.edu

Required Text (available in modules or you can purchase if you want a physical copy):

Anderson, Elijah (2009). *Code of the Street: Decency, Violence and the Moral Life of the Inner City.* New York: Penguin Press.

Venkatesh, Sudhur (2008). *Gang leader for a day: A rogue sociologist takes to the streets.*

Video: The Wire season 1, season 3 & season 4

Course Description: This course will examine HBO's series, *The Wire*, to understand the issues of criminality and the War on Drugs. The course will include media literacy and criminal justice lenses in its approach and will open your eyes to drugs, cops, gang members, "the code of the street" and West Baltimore. This course examines a series of topics related to urban inequality and poverty. We will use the television series, *The Wire*, as a thread to integrate topics that form the basis of a thorough understanding of urban inequality, including: crime, incarceration, work and labor markets, the unregulated economy, urban politics, and education. The content of the course is comprised of academic research that will be examined in conjunction with the series. Of course, the series is fictional, not a documentary. That said, it offers a sophisticated depiction of systemic urban inequality that constrains the lives of the urban poor. *The Wire* reflects fundamental criminal justice and sociological principles that have long been the concern of social scientists and policymakers focusing on social inequality. The assigned readings analyze the institutions governing life in urban neighborhoods, as well as the social, economic, political and cultural factors that shape the experiences of the urban poor. To be clear, this course is not intended to teach students about the show, per se. Instead, the course integrates academic research with the series to develop a rigorous examination of urban inequality.

CJ& 112 Introduction to Criminology • 5 Cr.

After completing this class, students should be able to:

- Define, recognize, and explain, key concepts related to the field of study called Criminology.
- Explain the various methods of measuring crime, including the techniques of scientific methodology employed in each measure, the strengths and weakness characteristic of each measure, and the sociological, political, and economic usefulness of each measure.

- Distinguish and explain the principle theories that attempt to explain various criminal behavior patterns that exist in the United States.
- Compare and contrast the crime rate in the United States with that of other industrialized countries around the world.
- Use theory to explain criminal behavior as it is commonly portrayed in the movies.
- Identify the authors of the principle theories that attempt to explain various criminal behavior patterns.
- Describe and articulate the historical development of criminological theories as they occurred and progressed throughout the world.
- Critically analyze, compare and contrast the basic approaches to the control of crime utilized in this country.

CJ 253 Drug Use & the Law in American Society • 5 Cr.

After completing this class, students should be able to:

- Distinguish between the physical appearance of different types of commonly abused, licit and illicit substances.
- Summarize the historical development of drug laws in the United States.
- Define, identify and recognize the political, legal, and physiological reasoning behind the design, construction, and implementation of American drug laws.
- Schematize the differences in the pharmacological, physiological, and psychological effects of specific forms of illicit drugs, for example, heroin, cocaine, marijuana, LSD, and such according to the federal drug code regulations.
- Support arguments with citations from scientific evidence, expert opinion, journal articles and appropriate texts the pharmacological, physiological, and psychological effects of specific groups of licit drugs, for example, amphetamines, barbiturates, and tranquilizers.

CES 100 Race and Ethnicity in the United States • 5 Cr.

After completing this class, students should be able to:

- Critically examine and reflect upon the role race plays in one's own life.
- Identify the ways race and ethnicity have shaped individuals, groups, and community experiences in both the past and present.
- Describe how race and ethnicity are socially constructed and institutionalized in American society.

CES 286 Popular Culture, Identity and Social Change • 5 Cr.

After completing this class, students should be able to:

- Demonstrate an understanding of how popular culture reflects, reinforces, and/or disrupts social norms

- Critically analyze how race, class, gender, sexuality, and ability function in popular culture and the impact that these messages have on individual and group experiences
 - Critically "read" popular culture artifacts and events and investigate pop culture consumption, production, and resistance
 - Reflect on how one consumes and resists popular culture in one's own life
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Weekly Cadence and TODOs

Sundays

- Complete required episodes *prior* to Sunday.
- **Weekly episode journal entries due no later than 11:59pm**
- Complete pre-readings for the upcoming week

Mondays

- Mondays Reading(s) completed by class (10:30am)
- **10:30am —> Attend Live Session**
- Watch or Review the recording of the 10:30am Live Session

Tuesdays

- **Reading responses (varies week to week) due no later than 11:59pm**
- Prep for Wednesday Discussion Board
- Watch an episode for the upcoming week

Wednesdays

- Discussion Board original post due no later than 11:59pm
- Review other Discussion Board posts in preparation for your replies
- Watch another episode or two for next week!

Thursdays

- **10:30am —> Attend Live Session**
- **Reading responses (varies week to week) due no later than 11:59pm**
- Review Discussion Board responses; Post your required replies
- Watch or Review the recording from the 10:30am Live Session

Fridays

- Reply posts to the Discussion Board are due no later than 11:59pm
- Finish watching required episodes for the following week.
 - **Weekly episode journal entries are due on Sunday!**

NOTE: The following schedule is **general overview**. Readings listed in the Course Modules take precedent.

COURSE OUTLINE:

Welcome Week 4/8-4/11

4/8 (Thursday) **Introduction to course and expectations (syllabus)**

The Wire: Season 1, Episode 1: “the target”, Episode 2: “the detail”, Episode 3: “the buy” & Episode 4: “old cases”

Week 1 4/12-4/18

Read: David Simon on Baltimore's

Anguish: <https://www.themarshallproject.org/2015/04/29/david-simon-on-baltimore-s-anguish> (Links to an external site.)

Sense and Non-sense about Crime and Drugs: A Policy Guide (6th Edition). Samuel Walker. (p.11-17)

Code of the Street: Elijah Anderson (Chapter 1: Down Germantown Avenue)

Have You Seen 'The Wire?': https://www.huffpost.com/entry/have-you-seen-the-wire_b_7840604 (Links to an external site.)

The Wire: Season 1, Episode 5: “the pager”, Episode 6: “the wire”, Episode 7: “one arrest”, Episode 8: “lessons”

Week 2 4/19-4/25

Gang Leader for a Day: Sudhir Venkatesh (chapter 1)

Code of the Street: Elijah Anderson (chapter 2: Campaigning for Respect)

The Wire Season 1: Episode 9: “game day”, Episode 10: “the cost”, & Episode 11: “the hunt”

4/22 (Thursday) NO CLASS-College Issues Day

DUE Friday 4/23: TOPIC STATEMENT FOR FINAL PROJECT

Week 3 4/26 - 5/2

Race on The Wire

Actions

: Haynes, J. (2016). Race on The Wire: A Metacritical Account. Journal for Cultural Research, 20(2), 157-170.

Venkatesh, Sudhir and Steven Levitt (2000). "Are We a Family or a Business? History and Disjuncture in the Urban American Street Gang." Theory and Society 29:427-462.

<https://search.proquest.com/docview/821462051?accountid=35840> (Links to an external site.)

Gang Leader for a Day: Sudhir Venkatesh (chapter 2)

Code of the Street: Elijah Anderson (chapter 3)

Demystifying Crime and Criminal Justice: 2nd Edition: The Myth of Black Crime (chapter 5)

The Wire: Season 1: Episode 12: "cleaning up" & Episode 13: "sentencing", Season 3: Episode 1: "Time After Time", Episode 2: "All Due Respect"

Week 4 5/3 - 5/9

Gang Leader for a Day: Sudhir Venkatesh (chapter 3)

Gang Leader for a Day: Sudhir Venkatesh (chapter 4: Gang Leader for a Day)

"The Asshole" by: VanManah <http://64.6.252.14/class/Stuff/PDF/vanmanah.pdf> (Links to an external site.)

Demystifying Crime and Criminal Justice: 2nd Edition: Myths about Drug Legalization or Decriminalization (chapter 7) and The Myth about Drug Use and Violent Offending (chapter 8)

Brennan Center for Justice: What Caused the Crime Decline? (p.65-79)

https://www.brennancenter.org/sites/default/files/analysis/What_Caused_The_Crime_Decline.pdf (Links to an external site.)

The Wire: Season 3: Episode 3: "Dead Soldiers", Episode 4: "Hamsterdam", Episode 5: "Straight and True", Episode 6: "Homecoming"

Week 5 5/10 - 5/16

https://www.washingtonpost.com/news/wonk/wp/2015/08/12/black-poverty-differs-from-white-poverty/?utm_term=.b58fa355b7d9 (Links to an external site.)

Demystifying Crime and Criminal Justice: 2nd Edition: The Myth that the Role of the Police is to Fight Crime (chapter 14)

The Wire: Season 3: Episode 7: “Back Burners”, Episode 8: “Moral Midgetry”, & Episode 9: “Slapstick”

Week 6 5/17 - 5/23

Police Ethics (3rd Edition) by: Michael Caldero & John P. Crank (Social Psychology of Cops--p.104-113)

Demystifying Crime and Criminal Justice: 2nd Edition: The Myths of Racial Profiling (chapter 18)

The Wire: Season 3: Episode 10: “Reformation”, Episode 11: “Middle Ground”, Episode 12: “Mission Accomplished”

FINAL PROJECT Check-In Appointments

Week 7 5/24 - 5/30

5/31 (Monday) NO CLASS-Memorial Day

<https://www.teenvogue.com/story/how-the-school-to-prison-pipeline-works> (Links to an external site.)

https://www.aclu.org/sites/default/files/assets/141027_iachr_racial_disparities_aclu_submission_0.pdf (Links to an external site.)

<https://www.texasmonthly.com/articles/the-prisoner/> (Links to an external site.)

The Wire: Season 4: Episode 1: “Boys of Summer”, Episode 2: “Soft Eyes”, Episode 3: “Home Rooms”

Week 8 6/1 - 6/6

Demystifying Crime & Criminal Justice: 2nd Edition (chapter 4) The Myth that Violent Juveniles will become adult criminals

Demystifying Crime and Criminal Justice: 2nd Edition: (chapter 21) The Myth that Punishment Reduces Crime

[Lost Girls: Young Women Face Harsher Punishment in Maryland's Juvenile Justice system: http://www.baltimoresun.com/news/maryland/investigations/bal-juvenile-justice-gender-gap-20161216-story.html](http://www.baltimoresun.com/news/maryland/investigations/bal-juvenile-justice-gender-gap-20161216-story.html) (Links to an external site.)

https://www.buzzfeed.com/albertsamaha/threesheldons?utm_term=.sqXYD0QAX#.vf3Y2pdb5 (Links to an external site.)

The Wire: Season 4: Episode 4: “Refugees”, Episode 5: “Alliances”, Episode 6: “Margin of Error”, & Episode 7: “Unto Others”

Week 9 6/7 - 6/13

https://storage.googleapis.com/vera-web-assets/downloads/Publications/for-the-record-public-health-justice-system-responses-opioid-crisis/legacy_downloads/Minimizing-Harm-Evidence-Brief.pdf (Links to an external site.)

<https://choices.scholastic.com/issues/2017-18/110117/the-shocking-truth-about-kids-and-jail.html> (Links to an external site.)

The Wire: Season 4: Episode 8: “Corner Boys”, Episode 9: “Know Your Place” & Episode 10: “Misgivings”

Week 10 6/14 - 6/20

The Wire: Season 4: Episode 11: “A New Day”, Episode 12: “That Got’s His Own”, & Episode 13: “Final Grades”

FINAL PROJECT DUE no later than 11:59pm on Monday, June 21st

6/22 (Tues.) Student Success Day--office hours only--no class

Finals Week 6/23 - 6/25

No Final Exam in INTER 155

COURSE REQUIREMENTS:

Participation (25%)

Live lectures will be held on Monday and Thursday each week starting April 8th (with the exception of Thursday 4/22 and Monday, May 31st). Live attendance is OPTIONAL but **all students are required to participate in related Discussion Boards (DBs)**. Those unable to attend the live class meetings need to watch the posted recordings. Please note that Discussion Board due dates that you see listed on the Canvas Course Calendar actually reflect deadlines for initial posts. Reply posts need to be submitted within a couple of days after the fact. ***Due dates and points per DB will vary.***

Weekly Journal (25%)

Students are required to submit weekly journal entries for upcoming episodes of HBO's *The Wire* that **briefly** summarizes the main theme(s) of **each** episode and then lists 6 to 10 reflective thoughts, comments, and/or questions that come to mind as you watch the block of episodes for that week. Each weekly submission should be ~350-500 words (1-2 pages. Typewritten.

Double-spaced. 12 point standard font). **DUE: Every Sunday evening by 11:59pm**

Readings (25%)

After completion of required readings, students are asked to respond to questions listed in corresponding Discussion Boards.

The 1st set of **readings each** week will be due no later than **11:59pm on Tuesday**.

The second set of readings will come due no later than each **Thursday by 11:59pm**.

Final Project (25%)

The Final Project in INTER 155 asks students to critically examine core themes (Race, Criminology, and Popular Culture) using **HBO's *The Wire*** as a focal point.

Students are required to produce one (1) option from the following list:

- Musical EP (3 tracks; ~10min total)
- Ten (10) minute movie
- Fifteen (15) minute Podcast
- Multimedia slideshow or webpage
- Poster Board Presentation
- Other options (requires Instructor approval)

In addition to an artistic element from the above list, students **may** need to submit a 2-3 page summary explaining and/or elaborating on your creative submission. This additional summary will depend on whether or not you embed written analysis into your lyrics, script, slideshow, or poster.

- Topic Statement ~ Due no later than 11:59pm on Friday, April 23rd.
- 15 min Check-in Appointments ~ Will be scheduled for the 6th week of class.
- Final Projects ~ Due no later than 11:59pm on Monday, June 21st.

A	94-100%	A-	90-93%	B+	87-89%
B	84-86%	B-	80-83%	C+	77-79%
C	74-76%	C-	70-73%	D+	67-69%
D	60-66%	F	0-59%		

Academic Etiquette: Class begins promptly at 10:30am on Monday & Thursday. Please make every effort to be online class and on time. **Respect for opinions voiced in class is essential, and I expect all students to treat each other courteously.** Any type of disruptive or discourteous behavior is unacceptable and will not be tolerated; these types of behaviors will result in the student(s) being asked to leave the online class. **Class “No No’s”:** being unmuted and having noise in the background (disrupting) or interrupting other students or the instructors.

Affirmation of Inclusion: Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Academic Integrity: *Plagiarism or cheating of ANY kind will not be tolerated and will result in failing the test and/or the course as well as other disciplinary action (see Bellevue College Handbook, Academic Dishonesty).* If you are at any time unclear about what constitutes plagiarism or cheating, see me ASAP. In all instances, you must do your own work.

Attendance: All students are expected to attend every online class or watch the video recording of every class (before the next live class). Obviously, if students do not attend class regularly, the opportunity to perform well in this course is greatly diminished.

Students with Disabilities: I am committed to providing assistance to help you be successful in this course. If you require accommodation based on a documented disability, have emergency medical information to share, or need special arrangements in case of emergency evacuation; please make an appointment with DRC (DisabilityResourceCenter.) If you would like to inquire about becoming a DRC student, you may call 425-564-2498 or go in person to the DRC program office in B-132.

Course Requirements: All students are expected to read the required chapters of the textbook as outlined in the schedule section of this syllabus. Students are also expected to attend class regularly, take notes, ask questions, and participate in class discussions.

Make-up Policy: *Any* make-up assignments are allowed **only at the discretion of the instructor** and immediate notification from the student is imperative. **Any excused**

absence (with documentation-Emergency Room release, Dr. note or death notification of family member) will be allowed to make up the assignment without any point penalty and be given 1 week to complete the work.

Assignments: Are to be typed and turned into the instructor by the format stated in the instructions--in class or on Canvas. No hand written work will be accepted (unless it is an in-class assignment which the instructor will collect at the end of the class period). If the assignment is posted on Canvas **it is the student's responsibility** to check on due dates and format to upload (ONLY in-text, PDF and Word documents will be accepted) on Canvas. **NO LATE WORK WILL BE ACCEPTED due to computer issues (including Canvas issues), poor time management or incorrect format upload.** Please see me in class or in my office hours if you need help about assignments in Canvas.

Bellevue College E-mail

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to *MyBC*.

All e-mail communication from you should come to me from your BC account (not your g-mail, hotmail, yahoo, etc.). Please e-mail me through CANVAS for the quickest reply. I will respond to you within 24-48 hours (except on weekends). BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Computing Services website. \(Links to an external site.\)](#)[Links to an external site. \(Links to an external site.\)](#)

Public Safety

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in D-171 and on the web at: <http://bellevuecollege.edu/publicsafety/> [\(Links to an external site.\)](#)[Links to an external site. \(Links to an external site.\)](#)

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable

alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at www.bellevuecollege.edu/titleix/ (Links to an external site.)Links to an external site. (Links to an external site.).

Cheating, Stealing and Plagiarizing*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at BellevueCollege. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete (“I”). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an “F”).

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.