
Teaching Portfolio

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Statement of Teaching Philosophy

Students were all on their laptops, talking amongst each other, and grumbling with frustration. Our class focus that day was on welfare, and we had already looked at federal policy and brainstormed the perspectives of society and the media. I shifted to a classroom activity that asked my students to explore the issue from a place of empathy: If you were someone in need of government assistance because you were struggling financially in substantial ways, how would you get help? The task they were struggling through was to find the qualifications for “welfare” in their home state. The longer students looked, the more questions and comments arose from the flurry of google searches and government website rabbit holes: “Is *this* the right website?” “How come these two websites for California say contradictory things?” “I can’t find the information in any language other than English...” “I have to self-declare I’ve *abandoned* or *harmed* my child in order to get these benefits?!”

After 10 minutes of frustration and data gathering in this upper-level Sociology class on *The Wire* and Urban Inequalities, my students began to unpack the debates themselves. Instead of challenging prior knowledge, assumptions, and confusion, we began our conversation with policy in action. This allowed us to debate cultural framings of the deserving and undeserving poor, the challenges of effective public policy around work and families, and the stigma of government support from a place of common knowing.

The challenge of both doing and teaching sociology is that the field examines the social world that our students and we already inhabit, participate in, are influenced by, and “know.” The goal is to move beyond anecdotes, media perceptions, and the truths passed on to us by those we trust most, and to begin to theorize *why*: Why do we see the world in the ways that we do? Why might others see it differently? Why do urban inequalities persist? However, it is also important, especially in diverse classroom settings, to use empathy and embedded experiential learning opportunities to better understand the complexities and contradictions in social systems and individual circumstances. Through sociological theory and empirical works, as well as engaging student voice and prior knowledge, students can develop a rich sociological toolkit which will allow students to view their own worlds anew, and to look at how inequalities are interconnected and entangled.

I frame my courses as a social contract in which we, together as a class, work to better understand the topic we are tasked with. Students co-construct classroom norms, values, and expectations for participation and community; students take turns writing analytical discussion questions to guide class conversation; students post relevant content from the media or other classes onto Blackboard to be used by peers or incorporated into the syllabus; student midterm feedback substantively changes the course. An example of this was in Spring of 2016 when I was first teaching a course on *The Wire* and Urban Inequalities. Given the pace of the course readings and the number of episodes we watched, there was a lot to cover each lecture. After the mid-term evaluation, it was clear from student responses that we were not dedicating enough class time to unpacking the episodes. I listened to this feedback and restructured my class structure to create more time for this in each lesson. By the end of the semester, when I asked students on an informal “End of Semester Reflection” to describe a time when they felt really

engaged in class, one student wrote: “Most days I felt really engaged but especially the days after the mid-class eval when we most meaningfully tied *The Wire* to the readings.” By soliciting and listening to feedback, my students helped me reframe our class conversations to increase the depth of student learning and engagement.

Flexibility is another feature of teaching that I value which is also rooted in listening to student feedback. In my upper level course, I assigned weekly in-class reading assignments to encourage, support, and incentivize student engagement with course readings outside of class. In the mid-term evaluation, nearly half of students (42%) explicitly mentioned these reading responses when asked, “What is helping me to learn in this class?” Students commented that it primed them for class discussions, “helps guide deeper understandings”, and kept them accountable for being prepared for class. I had, however, initially designed it so that I would grade the best ten assignments out of eleven. However, once I spent time in office hours talking with students and checking in with how the course syllabus was going, I realized that more opportunities would lower student stress and increase student engagement. By the end of the semester, this change I made was brought up by a student in his/her student evaluation: “Increasing the number of reading responses lowered my stress level a lot. While I made an honest effort to reading all assignments, there were some weeks where there just wasn’t enough hours in the day. Based on class discussion + hearing multiple views, I felt I still was able to understand the topic.”

I begin each course with a conversation about Paulo Freire’s (1993) concept of “problem-posing education”, in which I as the *teacher-student* and they as the *student-teachers* critically reflect on our ourselves and our worlds. This framework builds off the course’s goals of critical reflection by creating space for different voices, positions, and ultimately a more democratic classroom dynamic. I serve as a model of sociological analysis and intellectual risk taking, but am not the one who “owns” the knowledge we are exploring. Instead, through this framework I can support student development of their voices as critical scholars and activists in their own right. Given that sociology courses often cover content and concepts that deal with issues of power, inequalities, and injustices, a co-construction of norms is critical for open and safe discussions. In order for their to be open discussions, the classroom must be continuously constructed as a safe space for students to communicate their thoughts, experiences, and confusion so that all students can continue to develop their “sociological imagination” without it coming at the expense of another student or individual’s positionality as illuminated in the welfare activity above.

At the heart of these structures for my classrooms are my values of student-centered inquiry, critical reflexivity and positionality, and the concurrent development of sociological skills and knowledge. Through explicit structures and modeling, I create a classroom that is both safe for student risk taking and scaffolded so that students can master complex sociological concepts and frameworks through projects that align to their own interests. In this way I teach with my students interests and needs in mind, am flexible in differentiating to support their learning goals and needs, all with the goal of helping them develop their sociological imaginations.

Courses and Teaching Experience

I have had the opportunity to serve in multiple roles while a graduate student at Northeastern University, including as an Instructor of Record, Co-Instructor, Teaching Assistant, and Guest Lecturer. All courses listed below are from Northeastern, with the exception of the course from Spring 2009 when I was a senior at Skidmore College and served as a Co-Facilitator in a credit bearing course for undergraduate students.

Course Title	Semester/Year	Teaching Role	Course Format	Enrollment
HUSV2350: Ethnic Relations, Cultural Competency, and Human Services	Spring 2018	Instructor of Record	Lecture	15
SOCL 1101: Introduction to Sociology	Summer 2017	Instructor of Record	Lecture	19
	Spring 2015	Teaching Assistant	Lecture	50
	Fall 2013	Teaching Assistant	Lecture	50
SOCL 4514: <i>The Wire</i> and the Study of Urban Inequalities	Spring 2016	Instructor of Record	Seminar	36
	Fall 2013	Teaching Assistant	Seminar	18
SOCL 4600: Senior Seminar	Fall 2015	Co-Instructor	Seminar	18
SOCL 2270: Race and Ethnic Relations	Spring 2014	Teaching Assistant	Seminar	12
SOCL 2358: Current Issues in Cities/Suburbs	Fall 2014	Teaching Assistant	Online	35
	Spring 2013	Teaching Assistant	Lecture	35
IG 201C: Intragroup Race Dialogues: White Racial Identity	Spring 2009	Co-Facilitator	Dialogue	12

Invited Lectures

Each semester I have had the opportunity to serve as an invited guest lecturer with both the Sociology and Human Services Department at Northeastern University. Courses have ranged from introductory classes to upper level electives in both departments. Given my professional and scholarly experiences in education, many of these lectures have focused on education, inequality, and its intersection with the topics covered in those courses.

Course	Lecture Title	Semester/Year
Introduction to Sociology	Sociology of Education	Fall 2016
	Sociology of Education	Spring 2015
	Sociology of Education	Fall 2013
Sociology of Violence	Neighborhood Disadvantage: Housing, Schools, and Violence	Fall 2015
	When Schools and Prisons Intersect	Spring 2015
Ethnic Relations, Cultural Identity, and Human Services	Cultural Identity Development	Spring 2015
	Social Work Practice with Immigrants	Spring 2015
Sociology of Cities and Suburbs	Segregation and Education	Spring 2015
	Cities, Schools, and Prisons	Spring 2013
<i>The Wire</i> and the Study of Urban Inequalities	The Informal Economy	Fall 2014
Racial and Ethnic Relations	Educational Achievement Gap(s)	Spring 2014

Student Evaluations- TRACE Surveys

HUSV2350: Ethnic Relations, Cultural Competency, and Human Services
(13 of 15 students participated)

	Course Mean	Department Mean	University Mean
<i>Course Related Questions</i>	4.5	4.2	4.0
<i>Learning Related Questions</i>	4.6	4.2	4.2
<i>Instructor Related Questions</i>	4.7	4.5	4.4
<i>Instructor Effectiveness</i>	4.7	4.6	4.4

Selected comment(s):

“Sarah did a great job tying in the reading to our course work and making it feel really relevant, instead of just filler work. The assignments she gave were fairly graded and she was always open to giving help if needed. The assignments were also very relevant to the course and allowed us to explore topics of our interest as they related to the class.”

“Love this professor! She's an angel. So helpful with rubrics and guidelines. Clear, concise, and organized. Makes class enjoyable, relatable to students. Really cares about what she teaches.”

“Sarah was always flexible to meet for extra help. She makes herself available and makes the course material comprehensible. She's great at explaining material and giving real life examples. Also, she's very responsive over email.”

“Sarah is a great professor who relates to students and makes class discussions interesting. She brings unique perspectives to commonplace issues we're used to discussing.”

SOCL 1101: Introduction to Sociology
(18 of 19 students participated)

	Course Mean	Department Mean	University Mean
<i>Course Related Questions</i>	4.4	4.3	4.1
<i>Learning Related Questions</i>	4.5	4.2	4.2
<i>Instructor Related Questions</i>	4.7	4.4	4.4
<i>Instructor Effectiveness</i>	4.7	4.5	4.5

Selected comment(s):

"Introduction to sociology should be a mandatory course for all incoming freshman - understanding the people in societies and their rules and how we fit into them is necessary in seeing systems of oppression and domination. This intersectional lens allows for a more compassionate conversation about human rights, justice, equity, and liberation."

"Professor Faude is an excellent professor, and I would 100% recommend her to anyone who is interested in her class. She was able to make a 3.5 hour 8 am class engaging and interesting throughout which is a difficult task. She came to class ready to go and was understanding and compassionate."

"Great at facilitating classroom discussion. Kept the material interesting, focused on the things that needed the most attention. Was very fair in terms of grading. Excited to teach which helped keep the class from feeling like a bore"

"Sarah is incredibly passionate about this course and what it teaches - and that shows in both her dissertation and in class. But personality aside, she is engaging and knowledgeable and encouraged us to not only critique each other, but to critique ourselves... To demand more understanding, to question everything. That, in my opinion, is the best skill a teacher can give to a student."

SOCL 4514: *The Wire* and the Study of Urban Inequalities
(25 of 36 students participated)

	Course Mean	Department Mean	University Mean
<i>Course Related Questions</i>	4.6	4.1	4.1
<i>Learning Related Questions</i>	4.6	4.2	4.2
<i>Instructor Related Questions</i>	4.8	4.4	4.4
<i>Instructor Effectiveness</i>	4.9	4.4	4.4

Selected comment(s):

“This is an excellent course that ties many elements of urban inequalities into one cohesive course. The course readings allow students to see *The Wire* through a new perspective and actually analyze all of the sociological intersections within each season. A strength of this course is that it allows for an equal amount structured lectures and group discussions which is really helpful in dissecting each episode and each reading in relation to the broader picture of urban inequalities. Highly recommend this course if you are at all interested in the major issues faced by people in urban communities and if you want to watch a great show! It can be a lot of work but it's manageable and rewarding!”

“LOVED this class. One of my favorite classes I have ever taken at Northeastern. The material is extensive and relevant. Each episode of *The Wire* has connections in the academic readings and class discussions. Assignments are just the right amount of challenging and thought provoking, and I look forward to coming to class every week.”

“Sarah is extremely enthusiastic and passionate about this subject. She expertly has conveyed the theories she wants us to learn, and has worked to adapt the course as the semester has gone on to accommodate our feedback and understandings.”

“Sarah is amazing. She made what could have been a very tedious and laborious class into one I looked forward to every single day. Her energy and enthusiasm for the content was so apparent from the very first day. She struck a very tricky balance between creating a fun and light-hearted classroom space for us to freak out about show episodes and air our grievances with characters while at the same time being able to tackle very VERY heavy topics like racial inequality, drug addiction, education, and gang violence among a LOT of others. She made the work easy to get through and reinforced the main concepts in each. Most importantly, though, I felt like I learned a lot from the class on a ton of different topics. I couldn't think of a better professor to teach this course.”

Teaching Development

Higher Education

I applied and was selected to a part of the first cohort of Northeastern's *Future Faculty Program for Teaching in Higher Education*, hosted through the University's Center for Advancing Teaching & Learning Through Research (CATLR). The *Future Faculty Program* is a two-semester long, sequenced curriculum designed to prepare graduate and postdoctoral students for the teaching responsibilities of a faculty career. The program is particularly focused on research based practices and the opportunity to develop and document our development as educators.

I completed the first sequence during the fall semester of 2015. This seminar was entitled: *Research-Based Principles for Effective Teaching*. During this time I developed the course syllabus, assignments, and rubrics for the upper-level undergraduate course SOCL4514: *The Wire* and Urban Inequalities that I was to teach the following semester. I completed the second sequence during the spring semester of 2016. The second seminar was entitled: *Reflection and Assessment for Effective Teaching*. During this time I developed evaluation tools to receive mid-term and end of semester feedback from students, was observed by a consultant from CATLR and participated in an observation debrief, and developed and workshopped an initial draft of this Teaching Portfolio.

K-12 Professional Development

In my roles as both a classroom educator and a teacher coach and mentor (see pages below for more detail), I also benefitted from several professional development opportunities. Through Breakthrough Greater Boston I attended and ultimately helped to facilitate their IC and Teacher Intern professional development programs. As a Teach for America Corps Member I also participated in an intensive 6-week professional development training before entering the classroom, as well as ongoing mentorship and coaching from educators while in the classroom. Through my graduate level work and certification program at UPenn I also underwent state and district professional development programs related to English instruction and adolescent development. Finally, my development as a teacher was greatly influenced by a special weekend intensive training through the organization Facing History and Ourselves on teaching history through literature, specifically around pedagogical practices for exploring civil rights, youth voice, and inequalities in education through their curriculum "Choices in Little Rock." From this I developed an interdisciplinary unit on the role of children in the civil rights movement. While it is not relevant to outline in greater detail here, I name these additional professional development opportunities in order to illuminate the ways in which I have been working on my identity and skills as an educator before returning to higher educational contexts.

Additional Teaching Experience

While I have now had several years of teaching experience within the higher education classroom context, these experiences have always built upon and occurred alongside other experiences of teaching, coaching/mentoring, and tutoring. In the tables that follow, I detail my experiences outside of higher education. These experiences are all framed around improving the educational opportunities and outcomes for low-income students of color in K-12 (specifically 6-12) contexts.

K-12 Education Experience

Prior to beginning my PhD in Sociology, I earned my MEd in Urban Education from the University of Pennsylvania's Graduate School of Education concurrently with a Certification for teaching Secondary English. I also served as a Teach for America corp member. For two and a half years I worked as a lead teacher in two different urban public charter schools in Philadelphia, one with an Afrocentric curricular focus and the other a no-excuses data-driven charter school. In each context I designed the curriculum using the city and state standards, and differentiated my lessons and instruction to support student learning and mastery.

Grade Level	Course Title	Semester/Year	School Context	Sections Taught	Total Enrollment
12th	World Literature	Spring 2014	1st year Turnaround of a Neighborhood Public High School by a No-Excuses Charter	4	60
9th	Technology	Spring 2014	1st year Turnaround of a Neighborhood Public High School by a No-Excuses Charter	4	80
6th	English Language Arts	SY 2012-2013	Afrocentric Public Charter Middle School	5	90
7th	English Language Arts	SY 2011-2012	Afrocentric Public Charter Middle School	6	140

Coaching and Mentoring Experiences

In addition to serving as a lead teacher, I also worked within a variety of contexts to support other college and graduate students in their efforts to teach or tutor urban middle and high school youth of color. The table below details my experiences in these higher education, non-profit, and hybrid educational spaces. In each context I developed individualized professional development for the students I supervised, observed their direct service with students, and provided feedback of their practice.

Organization	Semester/Year	Role	Number of Students Supervised	Type of Students Supervised
Youth Development Initiative Project (NEU YDIP)	Summer 2014-2017	Program Design and Development Advisor	20	Northeastern University students serving as tutors
Breakthrough Greater Boston	Summer 2015	Summer Instructional Coach Advisor / Science Instructional Coach	6	College Students serving as Teacher Interns
	Fall 2014	After-School Instructional Coach	6	College Students serving as Teacher Interns
	Summer 2014	Science Instructional Coach	4	College Students serving as Teacher Interns
	Summer 2013	Science Instructional Coach	4	College Students serving as Teacher Interns
University of Pennsylvania Graduate School of Education	Fall 2012	Mentor Teacher	1	UPenn GSE Master's student

More specifically, for UPenn's GSE, I was chosen by my principal and the head of mentorship to mentor a Master's student in only my second year of teaching. At Breakthrough I worked at both their Cambridge and Boston sites to support college students serving as summer- and semester-long teacher interns. At YDIP at Northeastern, I developed a professional development program for their tutors.

Teaching Resources- Materials Overview

In this section are materials I developed in preparation for three different courses at Northeastern University.

A. Syllabi

1. HUSV2350: Ethnic Relations, Cultural Competency, and Human Services

This course is a requirement for a major in Human Services, and enrolls students from all course years who have already taken the introductory course. In this course students understand racialized inequalities through a lens that was simultaneously intersectional and across individual, institutional, and policy, political, and discursive levels. Course texts were ethnographies on immigration, education, social welfare, and criminal justice systems. Student work included posing weekly discussion questions, leading one 30-minute class section, a power autobiography, a Boston-specific study of one ethnolinguistic community, as well as class discussion. The final project was to design an intervention for a specific population adversely impacted by a racialized social issue.

2. SOCL 4514: *The Wire* and the Study of Urban Inequalities

This course is an upper-level course with the department of Sociology open to students of all majors. This course couples episodes from the first four seasons of HBO's *The Wire* with academic and long-form journalism articles. Central themes of the course therefore mirrored the show's major themes of the drug trade, deindustrialization, policing, and urban education to provide a survey of urban inequalities more broadly. Student work included weekly reading responses, an urban autobiography, and a census data activity comparing three communities. The final project was to pitch a new season of *The Wire* to address an under explored urban inequality, including justifying the importance of the social issue using academic scholarship as well as developing new characters and plot lines.

3. SOCL 1101: Introduction to Sociology

This course is a course open to all course years and majors. This course uses a mix of lecture and in class discussion to cover a survey of sociological topics and fields of inquiry including theory, methods, race, class, gender, and various social institutions. Student work includes a socialization autobiography, in-class group work, daily homework assignments, and three unit exams.

B. Teaching Resources

1. **Final Project: A Critical Intervention**
2. **Final Project: HBO Pitch for *The Wire* Season 6**
3. **Regional Population Case Study**
4. **Urban Autobiography**
5. **End of Semester Evaluation**

A1: Syllabus for HUSV 2350: Ethnic Relations, Cultural Competency, and Human Services

Course Description

This undergraduate-level course examines the role of social institutions in serving different communities over time, and the implications of these intersections. Specifically, through four texts, this course will dive into to the role of the social systems of immigration, education, welfare, and criminal justice. We will unpack the ways in which institutions and the populations they serve are constructed and constrained by dichotomies like “deserving” and “undeserving”; “legal” and “illegal”; “public” and “private”; “inclusion” and “exclusion.”

Three central questions drive this course: (1) How do my identities and experiences shape how I see and interpret different client needs? (2) How are inequalities linked, complicated, and magnified through social experiences and social institutions? (3) What practitioner, policy, and/or institutional interventions might help make a difference?

While the social systems that we focus on in this class may not be where you envision working as a human services major, they will likely impact the families and communities that the clients you aim to serve are a part of. We will constantly move between the micro-, meso-, and macro-levels to see how at each vista we can understand and complicate our understandings of broader inequalities, community resilience, and systemic need. The course will include a steady reading schedule (about one chapter per class) and ask you to develop discussion questions, lead a class discussion on the reading on your own, identify and survey a community in the Boston area, and develop an intervention that would make a difference in any practitioner field.

Key Questions & Learning Objectives

1. How do my identities and experiences shape how I see and interpret different client needs?
 - Reflect on identity and explain how it influences personal experiences with institutions, in space, and in relation to broader inequalities.
 - Apply alternative narratives to personal experiences and explain what changes as a result.
2. How are inequalities linked, complicated, and magnified through social experiences and social institutions?
 - Summarize key empirical findings on the treatment and experience of different communities by different institutions.
 - Describe shifts in institutional goals and perceptions of them over time.
 - Identify, describe, and explain conditions of specific communities.
 - Compare/contrast multiple sources (academic, media, data) and analyze how they represent, define, and conceptualize different community strengths/needs.
3. What practitioner, policy, and/or institutional interventions might help make a difference
 - Defend or critique policy/programmatic interventions.
 - Design policy or programmatic interventions that address these issues.
 - Through a practitioner lens, identify best practices to support specific client needs.

Required Course Materials

This course uses four central texts, all of which are at the campus bookstore, and several (if not all) may also be available through the library either in book or online form. We will read all of the first two books for the course, and read most of the last two books. I recommend that you get access to all four so that you can bring them to class each time we are discussing them- we will actively engage the texts each class! Any additional required or suggested readings will be available through the course's blackboard site. If you have any challenges or hardships getting access to these texts, please let me know as soon as possible.

Gonzales, Roberto G. 2015. *Lives in Limbo: Undocumented and Coming of Age in America*.

Hays, Sharon. 2003. *Flat Broke with Children: Women in the Age of Welfare Reform*.

Rios, Victor. 2011. *Punished: Policing the Lives of Black and Latino Boys*.

Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.

Course Requirements

In-Class Engagement and Attendance (20%)

Given that attendance and participation do count for 20% of your final grade, the expectation *and* value of this engagement is incredibly high. Many of our classes will include small group work in which you and your classmates will work together to unpack aspects of urban inequalities and propose suggestions to ameliorate them, individual writing and reflective activities to better understand how we are differently positioned in urban spaces and in relation to urban inequalities, as well as more traditional discussion formats. Given the range of activities, the complexity of the topic, and the rigor of this course, it will be important that you “check-in” and work to be present in class. Much of the learning will come from your wrestling (on your own and with peers) with messy intellectual issues, and not simply from lectures. Also, since the articles for this class will be available on Blackboard, I understand that it may make sense to bring a laptop to class in order to be prepared with the readings. Please use the technology as a resource to enhance our class time rather than as a means of “checking out” or distracting others.

In the event that you have to miss a class (or arrive late or leave early due to a personal or professional conflict), please email me as soon as you know so that we can communicate about what activities, concepts, or announcements you may miss. Given that our class so highly values participation and engagement it is important to make coming to class (and doing so prepared!) a priority in order to be successful in this course. That said; please use this syllabus and the resources on Blackboard as a resource for you in case you do need to miss class.

Discussion Questions (15%)

As a way to gauge your engagement with the readings and preparation for class, you will be required to bring three discussion questions each class. These questions should demonstrate that you fully engaged with the readings, and are thinking at the individual, institutional, and

structural/historical levels as you do (hence the three questions...). These will be graded for completion and thoughtfulness (ie. you engage specifics from the readings rather than asking broader/vague “I wonder” or “How come” questions). If you read in preparation for class, and provide one question at the individual, institutional, and structural/historical levels, you should earn full credit on these. If we all come prepared, we will easily have a robust, engaged discussion on the topics for that day. There are 22 classes with readings, I will grade the best 20. Please submit your questions via the google form link by 9am on class days to receive full credit. <https://goo.gl/forms/f8BgC2kYRhy3cKUQ2>.

Responses will be evaluated as follows:

0	No questions submitted
1 (-)	Only one question submitted, or superficial reference to key points, plot, arguments, and/or evidence from reading. Not engaging at multiple levels.
2 ()	Only two questions submitted; questions fail to hit the three levels of the course; and/or do not demonstrate careful reading of key points, plot, arguments, and/or evidence from readings.
3 (+)	All three questions are submitted and they hit on the three levels of the course with substantive reference to key points, plot, arguments, and/or evidence from the reading.

Intersectionality Reflection (5%)

As we engage with issues of inequalities and human services, it is critical that we do so by first situating who we are, and how we navigate the world. By examining our own lived experiences in an intersectional way (as members of different identity groups), we can better understand the assumptions, prejudices, and misconceptions that are hidden and embedded in who we are, how we navigate institutions and society, and the ways in which we understand inequalities and the clients we aim to serve. This assignment is a brief critical essay (2-3 pages) and encourages you to be reflective and reflexive rather than use outside sources or even course materials. I will explain this assignment in our first two classes and *this assignment is due at the start of class on Tuesday January 16th*. Please bring two hard copies of this to class.

Discussion Leadership (15%)

One time during the semester, you will be expected to lead discussion for 30 minutes of class on the chapter for that class. As burgeoning practitioners in human services, it’s important for us to practice leadership, fluency in new topics, and facilitation skills to guide others’ learning. Fortunately, the preparation of discussion questions and the empathy of your peers (who will all have to do this as well), should make this a constructive and productive assignment. We will discuss the parameters and expectations of this in our second class, on *Friday January 12th, which is also when you will each sign up for your class to lead*. Please look ahead to the course schedule and days with an * in case you will have days you cannot do or classes you prefer.

Regional Population Case Study (10%)

In order to understand the strengths/needs of different communities, it is also important to identify the mobility, culture, geography, and characteristics of different subpopulations within a particular locality. This case study is an opportunity to dive deeper into learning about one of the many ethnic/cultural groups in the greater Boston area. This is a 5-7 page paper that will identify their history and reasons for migrating from other regions and/or to the Boston area, the scale of this community (estimated raw numbers, how many generations they've been here), where they live, local resources/advocacy organizations that support their interests/needs, local businesses to serve their communities, challenges of this subpopulation, etc. I will explain this assignment in more depth on Friday February 16th and *this assignment is due at the start of class on Friday March 2nd. Please submit ahead of time to TurnItIn on Blackboard and bring a copy (digital or hard copy) to class.*

Final Project (35%)

Although we will not have the opportunity to explore all communities, all institutions, and all historical/structural forces that influence the lived experiences and access to care that your clients will have, we will be modeling an in-depth exploration of different social systems and the populations most impacted by them. As service providers, it will be critical for you to be able to understand both the specifics of your clients' needs and the social contexts which inform their lives. Therefore, your final project is designed for you to explore the intersection of one community and one institution that serves them, and the broader social/historical factors that shape that interaction.

Each paper will include two parts. First, you will provide context on your population within the geographic area you are interested in, what their strengths and challenges are in that space, etc. Second, you will propose an intervention that would specifically address a need/gap/challenge either for the community or the institutions that serve them. This could be plans for a community event, a research study, a cultural and linguistically sustaining implementation plan for an organization, a professional development series for staff, or... anything that you can define, explain, and justify as a critical, positive, contribution to the complex work of service provision to diverse communities.

The purpose of this final assignment is to allow you the space to apply the learning objectives you've been practicing all semester. And, because much of our readings identify challenges, missteps, and institutional oppression of communities, it's an opportunity to imagine a different path. While we will see that institutional inertia and individual actions accumulate into large social problems, we will also see how many well-intentioned individuals and institutions are often craving a better path forward. The final assignment is your chance to be part of designing a solution.

Final Project components:

Memo (5%)

1-2 pages and due as a printed copy at the start of class on March 20th. We will begin discussion of the final project when we return from spring break, which gives you a week to begin drafting your ideas for this memo. While I know that your ideas may shift, this is an important

opportunity for you to start thinking about the final project, what communities, institutions, and policies you are most interested in learning more about and/or intervening in, and to get feedback from me regarding the feasibility.

Presentation (10%)

The final three class meetings are reserved for presentations. These are a great opportunity to present your final paper ideas and get feedback from your classmates. Depending on course enrollment, there should be enough time for everyone to present for 10-15 minutes and still get 5+ minutes of feedback from their peers and me.

Final Paper (20%)

10-12 pages and due at noon on the final exam day via TurnItIn on Blackboard. Depending on what you propose, you may have additional graphics, charts, professional development plans, etc. While that should absolutely be included in your final paper, the write-up, explanation, and context for those items should still be around ten pages.

Policies and Procedures

On Engagement

Professionalism and Handling Sensitive Topics

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In order for us to cultivate a safe space for trying out, challenging, and furthering our ideas, it is important that we all work hard to (1) challenge ideas rather than individuals; (2) value one voice at a time and not speak over or above each other (no one voice is more or less important than any other); (3) work to create an inclusive space with a diversity of opinion and experiences (if you are someone who often feels comfortable speaking and sharing your opinions, try stepping back to listen or write your thoughts down; if you are someone who rarely shares your thoughts, try stepping up so that your experiences and opinions are included). It is my job to facilitate the space so that this is possible, but I can only do so effectively if we all agree to set of norms and ground rules. We will develop these in our first few classes.

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as special instructions for assignments or readings, relevant events on campus or in the area, helpful hints, and/or important clarifications); (6) discussion board (space will be provided for student questions, conversations about the course content and related material, etc.). If you are unfamiliar with Blackboard, and/or have difficulty accessing it, please contact Information Services, or visit <http://infoservices.neu.edu>.

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While it is important that we have a common set of expectations (see University policies in paragraph above), it is often the case that ideas from this course or its readings may inform conversations that you have outside of class, or that outside conversations may help you develop your ideas for the course. In this course, collaboration and outside communication are a valuable way for you to develop your ideas. Given that much of the work we do stems from the support of those around us, all major written assignments for this course will include an acknowledgements section of who contributed to your ideas and in what capacity. There will also be extra credit opportunities for you on each assignment if you choose to submit a memo on your process of doing the assignment, detailing the challenges you faced, who or what helped you ultimately achieve the product you turned in, and what you hope to build on for the next assignment.

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The following scale will be used to calculate your final grade. Please understand that I absolutely sympathize with the frustration of ending up so close to a desired grade (e.g., 89.75,

93.6). However, in order to be consistent and fair in my grading, I do not round up. This scale is in place so that you can see precisely what you need to score in order to achieve a certain grade.

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87-89.99 = B+	74-76.99 = C	60-63.99 = D-
84-86.99 = B	70-73.99 = C-	0-59.99 = F

Late/Missed Work or Class Time

Grades will be reduced for any work that is turned in late, except in case of a documented emergency. Essays will be reduced by one half of a letter grade (e.g., from A to A-) for each day that the assignment is late. Given the value of in-class work and time, each missed day will result in lost points for that day's In-Class Engagement and Attendance grade, which is cumulatively 15% of your total grade. *Note:* If you are going to be absent, you can still get credit for your discussion questions.

Incompletes

In order to be eligible to receive an incomplete in the course, students must have completed at least 2/3 of the class requirements and maintained a minimum of a C- average overall. If you think you need to take this course for an incomplete, please see me as there is a contract that we both need to complete in order for this to happen.

Pass/Fail

If you would like to take this class Pass/Fail, you must notify me by as soon as you know so that we can complete the necessary paperwork. *Please see the Office of the Registrar's website for more information and the appropriate form.*

Course Schedule

Each part of this semester's schedule is broken into three specific thematic units, each driven by a central reading or series of readings. The goal of each, while focusing on a different institution, population, and historical moment, is to build a cumulative foundation upon which we can increase our critical fluency in these issues and practitioner skillsets. While these parts are in some ways discrete units, the knowledge and skills within them will continue to be important and relevant to the work we do later on in the course.

The Course Schedule is subject to change to better meet the needs of student learning (like guest lecture opportunities, student interests, etc.) and/or due to unforeseen factors (like snow, professor illness, etc). However, if required changes to the syllabus do occur, I will notify you and update the syllabus on Blackboard as soon as that change is known. If that update includes either an *increase* in the number of assignments or a *change* in the readings or episodes assigned, I will notify you within a minimum of 1 class period prior.

The schedule is broken into 4 discrete parts:

Part	Dates	Topic	Focus Reading	Assignments Due
1	1/9-1/12	Overview of the Racialization of Individuals, Institutions, and Services	<i>Lives in Limbo</i>	N/A
2	1/12-2/6	From “send me your poor huddled masses” “#buildthewall”	<i>Lives in Limbo</i>	Reflection Assignment (5%)
3	2/9-3/2	From “the deserving poor” “welfare queens”	<i>Flat Broke with Children</i>	Regional Population Case Study (10%)
<i>SPRING BREAK</i>				
4	3/13-4/6	From “innocent until proven guilty” “mass incarceration”	Chapters from both <i>The New Jim Crow</i> and <i>Punished</i>	Memo (5%)
5	4/10- end	Final Presentations	N/A	Presentation (10%) Final Project Paper (20%)

* next to a date = student led discussion for 30 min
ML = mini lecture

Part 1: Overview of the Racialization of Individuals, Institutions, and Services		
Date	Topic	Due for Class
Tuesday 1/9	Introductions, Syllabus, Course Overview Intersectionality and Linking the Individual, Institutional, and Structural/Historical Layers	-Purchase reading materials!
Friday 1/12	ML: When Immigration Was White Discussion of LIL Overview of DQs and discussion leadership	-Preface + Ch 1 of <i>Lives in Limbo</i>
Part 2: From “send me your poor huddled masses” “#buildthewall”		
Date	Topic	Due for Class
Tuesday 1/16	<i>Reflection share-out</i> Discussion of LIL	-Reflection Assignment (5%) -Ch 2+3 of <i>Lives in Limbo</i> -3 Discussion Questions

*Friday 1/19	ML: Culturally and Linguistically Sustaining Practices in Education- BPS case study Discussion of LIL	-Ch 4 of <i>Lives in Limbo</i> -3 Discussion Questions
*Tuesday 1/23	ML: Dreamers Discussion of LIL	-Ch 5 of <i>Lives in Limbo</i> -3 Discussion Questions
Friday 1/26	Tibrine Da Fonseca guest lecture on mixed-status families and healthcare	-Ch 6 interview (on BB) -Tiffany Joseph article (on BB) -3 Discussion Questions
*Tuesday 1/30	ML: Community Organizations Supporting Immigrant Communities <i>(please bring laptops for today's class)</i> Discussion of LIL	-Ch 6+7 of <i>Lives in Limbo</i> -3 Discussion Questions
*Friday 2/2	ML: DACA and TPS Discussion of LIL	-Ch 8 of <i>Lives in Limbo</i> -3 Discussion Questions
*Tuesday 2/6	ML: Culturally and Linguistically Appropriate Services in Healthcare Discussion of LIL	-Ch 9 of <i>Lives in Limbo</i> -3 Discussion Questions
Part 3: From “the deserving poor” “welfare queens”		
<i>Date</i>	<i>Topic</i>	<i>Due for Class</i>
*Friday 2/9	ML: When Welfare Was White Discussion of FB	-Ch 1 of <i>Flat Broke</i> -3 Discussion Questions
*Tuesday 2/13	ML: Welfare Cheats? <i>(please bring laptops for today's class)</i> Discussion of FB	-Ch 2 of <i>Flat Broke</i> -3 Discussion Questions
*Friday 2/16	<i>Introduce Mid-Term Paper</i> Discussion of FB	-Ch 3 of <i>Flat Broke</i> -3 Discussion Questions
*Tuesday 2/20	ML: Social Inequalities in the US Discussion of FB	-Ch 4+5 of <i>Flat Broke</i> -3 Discussion Questions
Friday 2/23	Rebekah Getman guest lecture on moralizing women's healthcare Discussion of FB	-Ch 6 of <i>Flat Broke</i> -3 Discussion Questions
*Tuesday 2/27	ML: Culture of Poverty Discussion of FB	-Ch 7 of <i>Flat Broke</i> -3 Discussion Questions
Friday 3/2	<i>Mid-term paper discussion</i> Discussion of FB <i>Mid-semester evaluation</i>	-Regional Population Case Study Due (10%) -Ch 8 of <i>Flat Broke</i> -3 Discussion Questions

SPRING BREAK – No Class 3/6 or 3/9

Part 4: From “innocent until proven guilty” “mass incarceration”		
<i>Date</i>	<i>Topic</i>	<i>Due for Class</i>
*Tuesday 3/13	<i>Introduce Final Project</i> Discussion of NJC	-Intro + Ch 1 of <i>New Jim Crow</i> -3 Discussion Questions
Friday 3/16	Watch 13 th Discussion of movie and NJC	-Ch 2 of <i>New Jim Crow</i> -3 Discussion Questions
Tuesday 3/20	Watch 13 th Discussion of movie and NJC	-Ch 3 of <i>New Jim Crow</i> -3 Discussion Questions
*Friday 3/23	<i>Memo Workshop</i> Discussion of NJC and Punished	-Memo (5%) -Preface + Ch 3 of <i>Punished</i> -3 Discussion Questions
*Tuesday 3/27	ML: Social Deviance and Control Discussion of Punished	-Ch 4 of <i>Punished</i> -3 Discussion Questions
*Friday 3/30	ML: Labeling Theory and Stigma Discussion of Punished	-Ch 7 of <i>Punished</i> -3 Discussion Questions
*Tuesday 4/3	ML: Crimmigration Discussion of NJC	-Ch 6 of <i>New Jim Crow</i> -3 Discussion Questions
Friday 4/6	<i>Wrap-Up (Final Projects/Presentations)</i> Discussion of Punished <i>Final evaluation</i>	-Conclusion of <i>Punished</i> -3 Discussion Questions
Part 5: Presentations + Wrap Up		
<i>Date</i>	<i>Topic</i>	<i>Due for Class</i>
Tuesday 4/10	Presentations and Final Paper Workshop	6 student presentations
Friday 4/13	Presentations and Final Paper Workshop	5 student presentations
Tuesday 4/17	Presentations and Final Paper Workshop	5 student presentations
Exam Date TBD	Final Papers Due (20%) via TurnItIn	

A2: Syllabus for SOCL 4514: *The Wire* and the Study of Urban Inequalities

Course Description

This upper-level undergraduate course examines urban inequality through sociological texts and the HBO series *The Wire* (which aired from 2002-2008 and operates as a "case study" of Baltimore, MD). Through these two types of texts, we will unpack the ways in which institutions and issues like crime, social control, labor markets, housing policies, local politics, policing, and education both reflect and contribute to systemic inequality in American cities.

Three central questions drive this course: (1) How do my identities and experiences in cities shape how I see and interpret urban inequalities? (2) How are urban inequalities linked, complicated, and magnified through social experiences and social institutions? (3) What personal, policy, and/or institutional interventions might help make a difference?

While much of the material for this class includes watching episodes of *The Wire*, this course uses the show as a tool to reveal and complicate our understandings of racial and class inequality that have been the concern of urban sociologists for decades. We all bring a variety of urban experiences, work experiences, and disciplinary backgrounds to class, so this course will ask us to bring both critical thinking and critical reflection together to look at urban inequalities. The course will include some weekly posts that use the show and sociological texts to answer key sociological questions, in-class activities to collaboratively unpack and design interventions to ameliorate urban inequalities, and independent final papers that focus on a single issue within the complex field of urban inequalities. This course will help you increase your ability to unpack complex problems, evaluate and analyze different data sources, and think creatively to innovate interventions that would make a difference with enduring social issues.

Key Questions & Learning Objectives

- (1) How do my identities and experiences in cities shape how I see and interpret urban inequalities?
 - Reflect on identity and explain how it influences personal experiences both in urban spaces and with urban inequalities.
 - Apply alternative narratives to personal experiences and explain what changes as a result.
- (2) How are urban inequalities linked, complicated, and magnified through social experiences and social institutions?
 - Summarize key theoretical and empirical research on urban inequalities.
 - Analyze characters from *The Wire* and their situations from a sociological perspective.
 - Interpret and compare census data for two urban areas.
 - Compare/contrast multiple sources (academic, media, data) and analyze how they represent, define, and conceptualize urban inequalities.
- (3) What personal, policy, and/or institutional interventions might help make a difference?
 - Defend or critique policy/programmatic interventions in cities.
 - Design policy or programmatic interventions that address urban issues.

Required Course Materials

***The Wire*:** All students must obtain legal access to Seasons 1-4 of *The Wire*. DVDs of *The Wire* can be purchased online or from certain big box retailers. Digital downloads of *The Wire* can be purchased from iTunes. These downloads are quite large, so be sure you have sufficient room on your computer before purchasing them. You may also rent episodes through Amazon instant video. Students are strongly discouraged from obtaining *The Wire* through illegal means (e.g. pirated copies, illegal streaming or download sites). Doing so is a violation of Federal Law and of University Policy. The total cost of four seasons will vary, depending on where you make your purchase, but should not exceed the cost of a typical textbook.

***Readings*:** There is no required textbook for this course. All assigned readings will be available on Blackboard either via web link or PDF.

Course Requirements

(1) In-Class Engagement and Attendance (15%)

Given that attendance and participation do count for 15% of your final grade, the expectation and value of this engagement is incredibly high. Many of our classes will include small group work in which you and your classmates will work together to unpack aspects of urban inequalities and propose suggestions to ameliorate them, individual writing and reflective activities to better understand how we are differently positioned in urban spaces and in relation to urban inequalities, as well as more traditional discussion formats. Given the range of activities, the complexity of the topic, and the rigor of this course, it will be important that you “check-in” and work to be present in class. Much of the learning will come from your wrestling (on your own and with peers) with messy intellectual issues, and not simply from lectures. Also, since the articles for this class will be available on Blackboard, I understand that it may make sense to bring a laptop to class in order to be prepared with the readings. Therefore please use the technology as a resource to enhance our class time rather than as a means of “checking out” or distracting others.

In the event that you have to miss a class (or arrive late or leave early due to a personal or professional conflict), please email me as soon as you know so that we can communicate about what activities, concepts, or announcements you may miss. Given that our class so highly values participation and engagement it is important to make coming to class (and doing so prepared!) a priority in order to be successful in this course. That said; please use this syllabus and the resources on Blackboard as a resource for you in case you do need to miss class.

(2) In-Class Reading Responses (15%)

As a way to gauge your engagement and mastery of key sociological concepts on urban inequality, we will begin each Friday class with a brief writing exercise. Papers will be collected at 12:00 each Friday (no late papers accepted, no makeups allowed). There will be 14 memos in all, but you will be graded on your best 10. Responses will be evaluated as follows:

- 0 No paper submitted
- 1 Superficial reference to readings or episodes; *no analysis*
- 2 Some reference from readings and episodes; *some analysis*
- 3 Substantive reference to readings and episodes; *engaged analysis and critique*

(3) Course Study Guide Contribution (5%)

Given the amount of material that we will cover outside of class, it will be helpful if we have a consistent way to keep track of both *The Wire*'s progression and the different scholarly ideas we read. Therefore, each member of the class will be responsible for creating three slides to help support our course's progression through so much material. The slides will consist of (1) a summary slide for one episode of *The Wire*; (2) a summary slide for one course reading in the style of an annotated bibliography entry; and (3) three key questions or ideas that could help guide/drive class discussion. We will determine who is presenting on which episodes/readings during the first week of class. Slides will be due ***via email by midnight the night before class.***

(4) Urban Autobiography Assignment (5%)

As we begin to engage with issues of urban inequalities, it is critical that we begin by exploring how it is that we have come to see the world (particularly the urban world) as we do. By examining our own lived experiences as members of different identity groups, we can better understand the assumptions, prejudices, and misconceptions that are hidden and embedded in who we are, how we navigate urban space, and the ways in which we understand urban inequalities. The goal of this assignment is to get you thinking reflectively and reflexively about your experience in cities and with urban inequalities. Through this brief critical essay (2 pages) you will explore the intersection of your identities and the ways in which you have experienced urban space and urban inequalities. I will explain this assignment in our second class and *this assignment is due at the start of class on Wednesday January 20th.*

(5) Census Data Assignment (10%)

Each student will obtain census data on (a) the city or town where you grew up (or one nearby with at least 5,000 people), and (b) the American city nearest to where you grew up (or a nearby city/town if you grew up in a major city), and (c) Baltimore. (Students who grew up outside of the United States can choose any major American city/suburb for the purposes of this assignment.) This assignment will have you comparing and contrasting these three spaces in terms of their total populations, demographics (race/ethnicity, class), education rates (high school and college graduate proportions), and housing rates (ie. homeownership rates and home values). By looking both across cities and across time, in this assignment you will look at how these familiar and perhaps not-so-familiar spaces have changed and what differences and consequences might exist in each place as a result. I will make more detailed information (instructions, structure, questions to answer, rubric) available later in the course and on Blackboard. *This assignment is due at the start of class on Friday February 19th.*

(6) The Wire Character Analytical Paper (15%)

The purpose of this assignment is to allow you to focus in depth on a central character in *The Wire* through a sociological lens. Through a short essay (approximately 6-7 pages) you will move beyond summarizing the plot or storylines of that character (although a brief summary and/or context will likely be necessary in your argument) to analyze the character's behavior, attitudes, social status, etc. using theories, ideas, and concepts discussed in class and the readings. In this essay you will explore and explain how this character illustrates, challenges, and/or complicates what we have learned about urban inequality. I will make more detailed

information (description, guidelines, and rubric) available later in the course and on Blackboard. *This assignment is due at the start of class on **Wednesday March 16th**.*

(7) Final Project: HBO Pitch for The Wire Season 6 (35%)

Although we will not have the opportunity to explore all of the episodes in our course, *The Wire* intentionally organizes its coverage of Baltimore around central themes that drive each season. Roughly, although we will see the ways in which these overlap in surprising and complex ways, the seasons of *The Wire* correspond as follows: (1) the illegal drug trade and police surveillance; (2) deindustrialization, unions, and the seaport; (3) city government, politics, and bureaucracy; (4) public education; (5) journalism.

Despite covering these themes with much acclaim, critics argue that more is needed to understand the complexity of urban inequalities. In your final project you will make a pitch for what topic, theme, or issue deserves more attention, by proposing a 6th Season of *The Wire* (approximately 12-15 pages). In this paper you will be using census (or other) data, critical analysis of *The Wire*, and scholarly sources (including but not limited to those used in class) to argue how your topic, theme, or issue will help audiences better understand the complexity of urban inequalities. The final assignment will be broken down into a Memo (5%), an Annotated Bibliography (10%) and the Final Project Paper (20%). I will make more detailed information (description, guidelines, and rubric) available later in the course and on Blackboard. *This assignment is due at the start of our last class on **Wednesday April 20th**.*

The purpose of this final assignment is to allow you the space to apply the learning objectives you've been practicing all semester. We've been explicitly practicing how to critically unpack and evaluate different sources (*The Wire*, scholarly sources, data) and how those sources can shed different light onto issues of urban inequality. The final project will purposefully build off of those smaller exercises and learning objectives that you've practiced both within and outside of our shared classroom space. In the final project, you will be balancing information from different sources with your own ideas and critical understandings of urban inequality.

Policies and Procedures

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Out-of-class engagement will be critical to student success within the in-class sessions. Besides keeping on-pace with the assigned episodes of *The Wire*, students are expected to consult Blackboard regularly for all relevant course material and announcements, including (1) materials from class (PowerPoints used during class, summary notes from activities, and/or enduring questions); (2) reading material (links or PDFs to required or supplemental articles); (3) assignments (instructions, examples, rubrics, and/or other related items); (4) grades; (5) announcements (such as special instructions for assignments or readings, relevant events on campus or in the area, helpful hints, and/or important clarifications); (6) discussion board (space will be provided for student questions, conversations about the course content and related material, etc.). If you are unfamiliar with Blackboard, and/or have difficulty accessing it, please contact me, Information Services, or visit <http://infoservices.neu.edu>.

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While it is important that we have a common set of expectations (see University policies in paragraph above), it is often the case that ideas from this course or its readings may inform conversations that you have outside of class, or that outside conversations may help you develop your ideas for the course. In this course, collaboration and outside communication are a valuable way for you to develop your ideas. Given that much of the work we do stems from the support of those around us, I encourage all major written assignments for this course to include an

acknowledgements section of who contributed to your ideas and in what capacity. There will also be extra credit opportunities on each assignment if you choose to submit a memo on your process of doing the assignment, the challenges you faced, who or what helped you ultimately achieve the product you turned in, and what you hope to build on for the next assignment.

Grading Scale

The following scale will be used to calculate your final grade. Please understand that I absolutely sympathize with the frustration of ending up so close to a desired grade (e.g., 89.75, 93.6). However, in order to be consistent and fair in my grading, I do not round up. This scale is in place so that you can see precisely what you need to score in order to achieve a certain grade.

94-100 = A	74-76.99 = C
90-93.99 = A-	70-73.99 = C-
87-89.99 = B+	67-69.99 = D+
84-86.99 = B	64-66.99 = D
80-83.99 = B-	60-63.99 = D-
77-79.99 = C+	0-59.99 = F

Late/Missed Work or Class Time

Given the pace of this course (in order to cover 4 entire seasons of *The Wire*), keeping up with readings, episodes, and assignments will be very important to your success in this course. There will of course be days when competing demands might impact your ability to meet the ambitious deadlines of this course, but do your best to keep up and stay caught up. Course discussions and activities will be stronger as a result, as will both your own and our cumulative learning and skill development. In the case of an emergency or unexpected disruption, please contact me ASAP.

For assignments, please do your best to submit them on time at the beginning of class. You will earn 5 fewer points for each day that an assignment is late. As for attendance, please do your best to be present and on time to classes. Given the value of our time together in class, you will earn .5 fewer points for each missed class (deducted from the In-Class Engagement and Attendance section-15% of your total grade). I understand that you may have to miss a class, but be aware that if you miss a day with an in-class reading response (all listed in the course schedule below), your absence will impact your grade in both categories. However, missing any classes could also impact the reading responses, as they will reflect the readings, episodes, and course discussions of the week (so get notes from someone!).

Incompletes

In order to be eligible to receive an incomplete in the course, you must have completed at least 2/3 of the class requirements and maintained a minimum of a C- average overall. If you think you need to take this course for an incomplete, please see me as soon as you know to complete a contract. There is a contract that we both need to complete in order for this to happen.

Pass/Fail

Please notify me as soon as you know that you would like to take this class Pass/Fail. *Please see the Office of the Registrar's website for more information and the appropriate form.*

SOCL 4514: *The Wire* and the Study of Urban Inequalities

Course Schedule

Each part of this semester’s schedule is broken into sections with concrete skills (S) and knowledge (K) that we will focus explicitly on in each. They are structured not only to follow the thematic arc of the show *The Wire*, but also to build a foundation upon which we can increase our critical fluency and sociological skillset. While these parts are in some ways discrete units, the knowledge and skills within them will continue to be important and relevant to the work we do later on in the course.

The Course Schedule is subject to change to better meet the needs of student learning (like guest lecture opportunities, student interests, etc.) and/or due to unforeseen factors (like snow, professor illness, etc). However, if required changes to the syllabus do occur, I will notify you and update the syllabus on Blackboard as soon as that change is known. If that update includes either an *increase* in the number of assignments or a *change* in the readings or episodes assigned, I will notify you within a minimum of 1 class period prior.

The schedule is broken into 4 discrete parts:

Weeks	<i>The Wire</i> Season	Skills	Knowledge	Assignments Due
1-4	1	Researching Urban Inequality	Crime, Policing, and Incarceration	Urban Autobiography (5%) Reading Responses #1-3
5-7	2	Using “the data”	Deindustrialization and Urban Labor Markets	Data Assignment (10%) Reading Responses #4-5
7-9	3	Untangling Inequalities...	Housing, Health, and Community	Reading Responses #6-8
SPRING BREAK				
10-15	4	...and Complicating Inequalities	Educational Inequalities	Analytical Paper (15%) Reading Responses #9-11 Memo (5%) Annotated Bib. (10%) Final Project Paper (20%) <i>due last class</i>

Part 1: (S) Researching Urban Inequality / (K) Crime, Policing, and Incarceration

Week 1: Introduction to the Course

Wednesday January 13

Friday January 15

Due for Class:

- *The Wire* Season 1, Episode 1: “The Target”
- Chaddha, A. & W.J. Wilson. 2011. “‘Way Down in the Hole’: Systemic Urban Inequality and *The Wire*.” *Critical Inquiry* 38: 164-188.

Week 2: Ways to Research Urban Inequality

Wednesday January 20

Due for Class:

- **Urban Autobiography Assignment (5%)**
- *The Wire* Season 1, Episode 2: “The Detail”
- *The Wire* Season 1, Episode 3: “The Buys”
- Levitt, S. & S. A. Venkatesh. 2000. “An Economic Analysis of a Drug-Selling Gang’s Finances.” *Quarterly Journal of Economics*: 755-789.
- Bourgois, P. 1997. “Overachievement in the Underground Economy: The Life Story of a Puerto Rican Stick-up Artist in East Harlem.” *Free Inquiry* 25(1): 23-32.

Friday January 22

Due for Class:

- *The Wire* Season 1, Episode 4: “Old Cases”
- *The Wire* Season 1, Episode 5: “The Pager”
- Harding, D. 2009. “Violence, Older Peers, and the Socialization of Adolescent Boys in Disadvantaged Neighborhoods.” *American Sociological Review*, 74(3): 445-464.

Reading Response #1

Week 3: Ethics, Challenges, and Opportunities of Urban Ethnography

Wednesday January 27

Due for Class:

- *The Wire* Season 1, Episode 6: “The Wire”
- *The Wire* Season 1, Episode 7: “One Arrest”
- *The Wire* Season 1, Episode 8: “Lessons”
- Anderson, E. 1994. “The Code of the Streets.” *Atlantic Monthly*, May: 81-94.
- Goffman, A. 2009. “On the Run: Wanted Men in a Philadelphia Ghetto.” *American Sociological Review* 74(3): 339-357.

Friday January 29

Due for Class:

- The Wire* Season 1, Episode 9: “Game Day”
- The Wire* Season 1, Episode 10: “The Cost”
- Jones, N. 2008. “Working ‘the Code’: On Girls, Gender, and Inner-City Violence.” *Australian & New Zealand Journal of Criminology* 41(1):63-83.

Reading Response #2

Week 4: Micro and Macro Examinations of Criminal Justice

Wednesday February 3

Due for Class:

- The Wire* Season 1, Episode 11: “The Hunt”
- The Wire* Season 1, Episode 12: “Cleaning Up”
- The Wire* Season 1, Episode 13: “Sentencing”
- Brooks, R. 2009. “The Narrative Production of ‘Real Police’.” Pp. 64-77 in *The Wire: Urban Decay and American Television*, edited by T. Potter and C.W. Marshall. New York, NY: Continuum International Publishing.
- Rios, V. 2006. “The Hyper-Criminalization of Black and Latino Male Youth in the Era of Mass Incarceration.” *Souls: A Critical Journal of Black Politics, Culture, and Society*, 8(2): 40-54

Friday February 5

Due for Class:

- Clear, T. 2007. “Death By a Thousand Little Cuts.” Pp. 93-120 in *Imprisoning Communities: How Mass Incarceration Makes Disadvantaged Neighborhoods Worse*. Oxford University Press.
- Pager, D. 2003. “The Mark of a Criminal Record.” *American Journal of Sociology* 108(5): 937-975.
- Alexander, M. 2012. “Introduction” Pp. 1-19 from *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

Reading Response #3

Part 2: (S) Using “the data” / (K) Deindustrialization and Urban Labor Markets

Week 5: Deindustrialization and *The Wire* in a Broader Economic Context

Wednesday February 10- Reading Response

- The Wire* Season 2, Episode 1: “Ebb Tide”
- The Wire* Season 2, Episode 2: “Collateral Damage”
- The Wire* Season 2, Episode 3: “Hot Shots”
- Bluestone, B. & B. Harrison. 1982. “Closed Plants and Lost Jobs.” Pp. 25-48
- Newman, K. 1985. “Urban Anthropology and the Deindustrialization Paradigm.” *Urban Anthropology and Studies of Cultural Systems and World Economic Development* p.5-19.

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- Rosenfeld, J. 2010. “Little Labor: How Union Decline is Changing the American Landscape.” *Pathways: A Magazine on Poverty, Inequality, and Social Policy* (4 pages)

Friday February 12- Reading Response

- The Wire* Season 2, Episode 4: “Hard Cases”
- The Wire* Season 2, Episode 5: “Undertow”
- Cohen, S. 2013. “Detroit Decline Causes Include Auto Industry Collapse, Segregation, and Politics.” *Associated Press/Huffington Post*
- Blumgart, J. 2016. “The Next Flint.” *Slate Magazine*

Week 6: Looking Comparatively as Communities Shift

Wednesday February 17- Reading Response

- The Wire* Season 2, Episode 6: “All Prologue”
- The Wire* Season 2, Episode 7: “Backwash”
- The Wire* Season 2, Episode 8: “Duck and Cover”
- Newman K. 2003. “The Job Ghetto.” *The American Prospect*
- Brady, D. & Wallace, M. 2001. “Deindustrialization and Poverty: Manufacturing Decline and AFDC Reciprocity in Lake County, Indiana 1964-1993.” *Sociological Forum* 21:321-358.

Friday February 19

- Data Assignment (10%)**
- The Wire* Season 2, Episode 9: “Stray Rounds”
- The Wire* Season 2, Episode 10: “Storm Warnings”

Week 7: Labor, Poverty, and Race

Wednesday February 24- Reading Response

- The Wire* Season 2, Episode 11: “Bad Dreams”
- The Wire* Season 2, Episode 12: “Port in a Storm”
- Rosen, E. & S. A. Venkatesh. 2008. “A ‘Perversion’ of Choice: Sex Work Offers Just Enough in Chicago’s Urban Ghetto.” *Journal of Contemporary Ethnography*, 37(4):417-441.
- Bourgois, P. 2002. “Crack House Management: Addiction, Discipline and Dignity.” Pp. 77-113 in *In Search of Respect: Selling Crack in El Barrio*. New York, NY: Cambridge.
- Venkatesh, S. A. 2006. “Living Underground.” Pp. 1-20 in *Off the Books: The Underground Economy of the Urban Poor*. Cambridge, MA: Harvard University Press.

Part 3: (S) Untangling Inequalities... / (K) Housing, Health, and Community

Friday February 26

- The Wire* Season 3, Episode 1: “Time After Time”
- The Wire* Season 3, Episode 2: “All Due Respect”
- Kotlowitz, A. 2008. “Blocking the Transmission of Violence.” *New York Times Magazine*

Week 8: Poverty and Health

Wednesday March 2- Reading Response

- *The Wire* Season 3, Episode 3: “Dead Soldiers”
- *The Wire* Season 3, Episode 4: “Hamsterdam”
- *The Wire* Season 3, Episode 5: “Straight and True”
- Bourgois, P. & J. Schonberg. 2009. “A Community of Addicted Bodies.” Pp. 79-116 in *Righteous Dopefiend*. Berkeley, CA: University of California Press
- Bourgois, P. 2008. *Subst Use Misuse* 43(3-4): 581–583.

Friday March 4

- *The Wire* Season 3, Episode 6: “Homecoming”
- *The Wire* Season 3, Episode 7: “Back Burners”
- Tough, P. 2011. “The Poverty Clinic: Can a stressful childhood make you a sick adult?” *The New Yorker* Pp. 25-32.

SPRING BREAK

[work on Analytical Paper- 15% of grade due one week after you get back!]

Week 9: Urban Housing

Wednesday March 16- Reading Response

- *The Wire* Season 3, Episode 8: “Moral Midgetry”
- *The Wire* Season 3, Episode 9: “Slapstick”
- *The Wire* Season 3, Episode 10: “Reformation”
- Rosin, H. 2008. “American Murder Mystery.” *The Atlantic*. (*Read 1st!*)
- de Souza Briggs, X. & P. Dreier. 2008. “Memphis Murder Mystery? No, Just Mistaken Identity” *Shelterforce*. (*Scholarly response to the article above*)

Friday March 18- Reading Response

- *The Wire* Season 3, Episode 11: “Middle Ground”
- *The Wire* Season 3, Episode 12: “Mission Accomplished”
- DeLuca, S., P. Rosenblatt, and H. Wood. 2013. “Why Poor People Move (and Where They Go): Residential Mobility, Selection and Stratification.” *Draft Copy*
- Venkatesh, S. A. 2001. “An Invisible Community.” *The American Prospect*.

Part 4: (S) ...and Complicating Inequalities / (K) Educational Inequality

Week 10: What Causes the Achievement/Opportunity Gap?

Wednesday March 23

- **Analytical Paper (15%)**
- *The Wire* Season 4, Episode 1: “Boys of Summer”
- *The Wire* Season 4, Episode 2: “Soft Eyes”

Friday March 25- Reading Response

- *The Wire* Season 4, Episode 3: “Home Rooms”
- *The Wire* Season 4, Episode 4: “Refugees”
- Gamoran, Adam. 2001. "American Schooling and Educational Inequality: A Forecast for the 21st Century" *Sociology of Education* Extra Issue: 135-153.

Week 11: Micro and Macro Understandings of School Failure

Wednesday March 30

- **Final paper memo (5%)**
- *The Wire* Season 4, Episode 5: “Alliances”
- *The Wire* Season 4, Episode 6: “Margin of Error”
- *The Wire* Season 4, Episode 7: “Unto Others”
- Sharkey, Patrick. 2010. “The Acute Effect of Local Homicides on Children’s Cognitive Performance.” *Proceedings of the National Academy of Sciences* 107:11733–11738.

Friday April 1- Reading Response

- *The Wire* Season 4, Episode 8: “Corner Boys”
- *The Wire* Season 4, Episode 9: “Know Your Place”
- Logan, Minca, & Adar. 2012. “The Geography of Inequality: Why Separate Means Unequal in American Public Schools.” *Sociology of Education* 85(3):287-301.

Week 12: Designing Critical Interventions

Wednesday April 6- Reading Response

- *The Wire* Season 4, Episode 10: “Misgivings”
- *The Wire* Season 4, Episode 11: “A New Day”
- *The Wire* Season 4, Episode 12: “That’s Got His Own”
- Tough, Paul. 2004. “The Harlem Project.” *The New York Times Magazine*, June 20.
 - Recommended: Act One of *This American Life* #364 “Going Big”
 - *This American Life* #275 “Two Steps Back”

Friday April 8

- **Annotated Bibliography (10%)**
- *The Wire* Season 4, Episode 13: “Final Grades”

Part 5: Preparing for the Final Project Paper

Week 13: Skills/Knowledge Workshops for Final Paper

Wednesday April 13

- Bring access to and/or ideas of data sets to work with / workshopping resources

Friday April 15-

- Bring a draft of final project paper to workshop with peers

Week 14: Wrap up and Evaluations

A3: Syllabus for SOCL 1101: Introduction to Sociology

Course Description

This introductory undergraduate course examines the key concepts, theories, and methodologies of the field of Sociology. This course is designed to unpack, challenge, and apply different Sociological assumptions, methodologies, and frameworks to our social world(s). In an effort to reach our goal, this course is driven by three key questions: (1) How do my identities and experiences shape how I see and interpret my social world(s) and the inequalities within them? (2) How are inequalities linked, complicated, and magnified through social experiences and social institutions? (3) What personal, research, policy, and/or institutional interventions might make a difference?

While much of this class will mirror a traditional introductory level class (lectures, a textbook, exams), our aim will be to use this class as a tool to reveal and complicate our current understandings of the social world(s) in which we live. We all bring a variety of personal experiences, work experiences, and disciplinary backgrounds to class, so this course will ask us to bring both critical thinking and critical reflection together to look at society and the inequalities within it. The course will include daily readings and online assignments in preparation for class to build your sociological foundation; in-class lectures, discussions, and activities to develop, clarify, and complicate your understanding of the course material and its application; and non-cumulative exams and critical reflection papers to allow you to demonstrate your content mastery and growth.

Key Questions & Learning Objectives

- (1) How do my identities and experiences shape how I see and interpret my social world(s) and the inequalities within them?
 - Reflect on identity and explain how it influences personal experiences both in social world(s) and with inequalities.
 - Apply alternative narratives to personal experiences and explain what changes as a result.
- (2) How are inequalities linked, complicated, and magnified through social experiences and social institutions?
 - Identify and apply key theories and concepts in Sociology.
 - Analyze inequalities, individuals, and institutions through an intersectional lens.
- (3) What personal, research, policy, and/or institutional interventions might make a difference?
 - Design and critique interventions for inequalities.
 - Design and critique research.

Required Course Materials

Textbook: For this course we will primarily use the textbook *You May Ask Yourself* (5th edition) by Dalton Conley. I do not have a preference if you use the paperback copy It is (about \$70) or the ebook version (\$35) but both should come with the online component (see below). Both should be available through the NU bookstore. *Note: Unfortunately as this is the newest edition of the book, there are no used or rental copies available.*

Online Access: We will also be using the online companion to the book, located at: <https://digital.wwnorton.com/youmayask5> Through this site you will complete some homework assignments in preparation for class as well as study for the exams (exam questions will also largely come from the online site). Your purchase of the textbook (in either form) will come with this access.

Blackboard Site: In a few cases, there will be additional required readings outside of the Conley textbook. These will all be posted in advance on our class Blackboard site.

Course Requirements, Assignments, and Grades

In-Class Engagement and Attendance (20%)

Given that attendance and participation do count for 20% of your final grade, the expectation and value of this engagement is incredibly high. Many of our classes will include small group work in which you and your classmates will work together, individual writing and reflective activities to better understand how we are differently positioned in our social world(s) in relation to inequalities, as well as more traditional discussion formats. Given the range of activities, the length of the class period, and the size of the course, it will be important that you “check-in” and work to be present in class. Much of the learning will come from your wrestling (on your own and with peers) with messy intellectual issues, and not simply from lectures.

A note on laptop use: Since some of you may opt for the ebook option of the textbook, I understand that it may make sense to bring a laptop to class in order to be prepared with the readings. However, it is critical that you use the technology as a resource to enhance our class time rather than as a means of “checking out” and therefore distracting yourself or others.

Attendance and Lateness: In the event that you have to miss a class (or arrive late or leave early due to a personal or professional conflict), please email me as soon as you know so that we can communicate about what activities, concepts, or announcements you may miss. Given that our class so highly values participation and engagement it is important to make coming to class (and doing so prepared!) a priority in order to be successful in this course. That said; please use this syllabus and the resources on Blackboard as a resource for you in case you do need to miss class. *[Please see the section on Grades and Grading in the section below for more details]*

Homework (20%)

As a way to measure your engagement and mastery of key sociological concepts, for each class you will required to complete an online homework assignment that pairs with a textbook chapter. These assignments must be completed before the start of each class (8:00am) and no late assignments or makeups will be allowed. Given that there are ten weeks of class and 18 chapters

in the textbook, there are lots of opportunities to demonstrate your success with these assignments. However, I know that things come up and that you will feel more comfortable with or confident in some chapters than others. Therefore, you will be required to submit fifteen homework assignments. If you submit more, I will count your best fifteen grades. If you have thoroughly done the readings and you answer them thoughtfully, this should be a great opportunity for you to feel confident as you come in to class and know you are earning course credit.

Homework assignments will work as follows. Your grade for each assignment will come from two locations. In addition to reading the assigned chapters, I anticipate that you will need to spend about 1 hour per assignment, assuming there are two chapters for that class (otherwise 30 minutes). 50% of each assignment will consist of participation in the online site **InQuizitive**, which is an adaptive tool to practice skills. If you did the reading carefully, it should take around 20 minutes, but you can do as many questions as you want or need to receive 100%. The other 50% will consist of a 10 question, multiple choice “Homework Review” quiz through **Blackboard** [located in the chapter folder within Course Materials]. This will not be something that you can retake after you submit it. Therefore, for any chapter, I recommend that you read the chapter in the textbook first, then do the InQuizitive questions, and then take the quiz on Blackboard to maximize learning and minimize the amount of time needed to master the content.

Exams (60%)

This course will have three, non-cumulative exams at the end of each unit. The first two will take place during class time, and the last will be during our University scheduled exam block. These exams will consist largely of multiple choice questions with a few short answers. The exam dates and the content they cover are as follows:

Thursday July 20 th	Exam 1	Chapters 1-6
Thursday August 3 rd	Exam 2	Chapters 7-10
Tuesday August 22 nd	Exam 3	Chapters 12-18

Also, given the timing of our class, we will have a slightly different schedule on exam days. From 8:00-8:45 will be an open office hours / review in our classroom. I will be available to answer any questions, clarify concepts, etc. It is not required that you attend this review block, but know that it is a resource available to you. Exams will start promptly at 8:45 and last for 90 minutes or until everyone is finished. We will then take a break, and at 10:30 we will have a structured activity and discussion to preview the next unit of the course. This latter part is required, even if you finish your exam early. Failure to stay after your exam will impact your participation grade.

Policies and Procedures

1) On Engagement

In-Class Engagement

Please be aware that the readings for this course may contain topics, images, language, and discussions of sensitive issues that some students may find upsetting. If you find yourself unable to participate fully in a reading or class discussion due to its content, please let me know as soon as possible. Given that Sociology studies society, and we will largely be examining social world(s) within the US, know that many of the topics also have a long history of divisiveness both within the United States and Sociology as a discipline. Students can expect to confront viewpoints that they may disagree with or find contentious. I do not expect that students will always agree with each other or with me. I encourage healthy discussion and debate in class.

In order for us to cultivate a safe space for trying out, challenging, and furthering our ideas, it is important that we all work hard to (1) challenge ideas rather than individuals; (2) value one voice at a time and not speak over or above each other (no one voice is more or less important than any other); (3) work to create an inclusive space with a diversity of opinion and experiences (if you are someone who often feels comfortable speaking and sharing your opinions, try stepping back to listen or write your thoughts down; if you are someone who rarely shares your thoughts, try stepping up so that your experiences and opinions are included). It is my job to facilitate the space so that this is possible, but I can only do so effectively if we all agree to set of norms and ground rules. We will develop these in our first few classes.

Out-of-Class Engagement

Out-of-class engagement will be critical to student success within the in-class sessions. Besides keeping on-pace with the assigned textbook readings and homework assignments, students are expected to consult Blackboard regularly for all relevant course material and announcements, including (1) materials from class (ex. PowerPoints used during class) (2) reading material (links or PDFs to required or supplemental articles); (3) grades; (4) announcements (such as special instructions for assignments or readings, relevant events on campus or in the area, helpful hints, and/or important clarifications). If you are unfamiliar with Blackboard, and/or have difficulty accessing it, please contact me, Information Services, or visit <https://www.northeastern.edu/its/audience/students/>

2) On Grades and Grading

Resources, Accommodations, and Student Support

Northeastern provides a number of academic resources to support students. These include the Writing Center, the Disability Resource Center, and the College of Arts and Sciences Tutoring Program. If you have a learning disability, illness, or other condition that may affect your performance in this course, please come talk with me within the first two weeks of the semester so that we can work together to determine how best to help you succeed in this class.

Academic Honesty and Integrity Policy

All students should familiarize themselves with policies concerning cheating, plagiarism, and other academically dishonest practices at Northeastern, as adopted by both the Faculty Senate

and Student Government: (see <http://www.northeastern.edu/osccr/academic-integrity-policy/>). Any work that is taken from another student, copied from printed material or the Internet without proper citation, fabricates information, or is the result of unauthorized collaboration (etc.) is expressly prohibited. Any student who is found to have been academically dishonest in his or her work risks failing this course. If you're ever unsure about whether your work is at risk of being read as plagiarized, please see me.

Grading Scale

The following scale will be used to calculate your final grade. Please understand that I absolutely sympathize with the frustration of ending up so close to a desired grade (e.g., 89.75, 93.6). However, to be consistent and fair in my grading, I do not round up. This scale is in place so that you can see precisely what you need to score to achieve a certain grade.

94-100 = A	80-83.99 = B-	67-69.99 = D+
90-93.99 = A-	77-79.99 = C+	64-66.99 = D
87-89.99 = B+	74-76.99 = C	60-63.99 = D-
84-86.99 = B	70-73.99 = C-	0-59.99 = F

Late/Missed Work or Class Time

Given the pace of this course, keeping up with readings, homework, and class periods will be very important to your success in this course. There will of course be days when competing demands might impact your ability to meet the ambitious deadlines of this course, but do your best to keep up and stay caught up. Course discussions and activities will be stronger as a result, as will your own learning and skill development. In the case of an emergency or unexpected disruption, contact me ASAP.

For attendance, please do your best to be present and on time to classes. Given that there are fourteen classes, you should think of each class as worth about 7 points of your participation grade. With regards to lateness, you will lose 1 point from your participation grade for each half hour late (e.g. if you come 1 hour late you will only be able to learn a maximum of 5 points). Given the value of our time together in class, you will earn fewer points for each missed class (deducted from the In-Class Engagement and Attendance section which is 20% of your total grade).

Incompletes

In order to be eligible to receive an incomplete in the course, you must have completed at least 2/3 of the class requirements and maintained a minimum of a C- average overall. If you think you need to take this course for an incomplete, please see me as soon as you know to complete a contract. There is a contract that we both need to complete for this to happen.

Pass/Fail

Please notify me as soon as you know that you would like to take this class Pass/Fail. *Please see the Office of the Registrar's website for more information and the appropriate form.*

Topics

Guiding Question	Class Date	Readings Due	Course Topic
What is(n't) Sociology?	July 6	Intro	
	July 11	Ch 1 & 2	Sociological Imagination/ Methods
How do we learn about and reproduce inequalities?	July 13	Ch 3 & 4	Culture & Media/Socialization
	July 18	Ch 5 & 6	Groups & Networks, Social Control & Deviance
<i>Review 8:00-8:45</i> Exam 8:45-10:15 Activity 10:30-11:30	July 20	No Readings	
What do(n't) inequalities look like in society?	July 25	Ch 7 & 10	Stratification & Poverty
	July 27	Ch 8 & BB readings	Gender & Sexuality
	Aug 1	Ch 9 & BB reading	Race
<i>Review 8:00-8:45</i> Exam 8:45-10:15 Activity 10:30-11:30	Aug 3	No Readings	
How do institutions shape society?	Aug 8	Ch 12 & 13	Family & Education
	Aug 10	Ch 11 & 17	Health & Society / Science, Environment, Society
	Aug 15	Ch 15 & 16	Authority & the State / Religion
What prevents and/or enables social change?	Aug 17	Ch 14 & 18	Capitalism and the Economy / Collective Action, Social Movements, Social Change
<i>Review 8:00-8:45</i> Exam 8:45-10:15	Aug 22	No Readings	

B1. Final Project: A Critical Intervention

Final Project Description

Although we will not have the opportunity to explore all communities, all institutions, and all historical/structural forces that influence the lived experiences and access to care that your clients will have, we will be modeling an in-depth exploration of different social systems and the populations most impacted by them. As service providers, it will be critical for you to be able to understand both the specifics of your clients' needs and the social contexts which inform their lives. Therefore, your final project is designed for you to explore the intersection of one community and one institution that serves them, and the broader social/historical factors that shape that interaction.

Each paper will include two parts. First, you will provide context on your population within the geographic area you are interested in, what their strengths and challenges are in that space, etc. Second, you will propose an intervention that would specifically address a need/gap/challenge either for the community or the institutions that serve them. This could be plans for a community event, a research study, a cultural and linguistically sustaining implementation plan for an organization, a professional development series for staff, or... anything that you can define, explain, and justify as a critical, positive, contribution to the complex work of service provision to diverse communities.

Purpose

The purpose of this final assignment is to allow you the space to apply the learning objectives you've been practicing all semester. And, because much of our readings identify challenges, missteps, and institutional oppression of communities, it's an opportunity to imagine a different path. While we will see that institutional inertia and individual actions accumulate into large social problems, we will also see how many well-intentioned individuals and institutions are often craving a better path forward. The final assignment is your chance to be part of designing a solution.

Components, Deadlines, Grade Breakdown

Tuesday, March 13	Introduction of Final Project	x
Friday, March 23	Memo Due	5%
Tuesday, April 10 – Tuesday, April 17	Student Presentations and Final Paper Workshop	10%
Friday, April 27 noon	Final Paper Due via TurnItIn	20%

Final Project: MEMO (5%) – Due in class Friday, March 23

The first step of the final project is to write a memo that briefly and explicitly describes what you plan to design for your critical intervention. The memo should be 1-2 pages (double-spaced) and turned in as a printed copy at the start of class on Friday, March 23rd.

While I know that your ideas may shift, this is an important opportunity for you to start thinking about the final project, what communities, institutions, and policies you are most interested in learning more about and/or intervening in, and to get feedback from me and your peers regarding the feasibility. The final paper is designed to identify several goals, and your memo is your first attempt at mapping them out. Please note that the grading rubric is aligned to each of those categories, mentioned below, but skews heavily towards your identification of specific challenges and your proposed solution which are at the heart of this assignment and therefore most important to think through and get feedback on at this early stage.

1. Problem identification – What is the nature of the challenge or need facing a specific community? How is it identified, presented, and discussed in scholarship?
2. Current strategies – What are current practices, locally or nationally (or both), that focus on this challenge and/or this community?
3. Interests and institutions – What is the current constellation of interests and institutions involved with practices in this area? This might include unions, non-profits, social service agencies, and other levels of government. Who is or should be invested in supporting/addressing this challenge?
4. Critical intervention (your idea!) – What is your proposed reform/practice/strategy for an institution to adopt?
5. Approval and implementation – What are the challenges and obstacles to the successful implementation of your proposal? This might include political, organizational, and financial challenges.

Memo Grading Rubric

Category		Score
<i>Problem Identification</i>	Challenge of a specific community	____/15
	Scholarship overview	____/5
<i>Current Strategies</i>		____/5
<i>Interests and Institutions</i>		____/5
<i>Critical Intervention</i>		____/15
<i>Approval and Implementation</i>		____/5
	Total Grade	____/50

Final Project: STUDENT PRESENTATION (10%) – In Class 4/10 – 4/17

The second step of the final project is to present to your peers! As one of the central goals of this class is to increase your fluency in talking about difficult issues, presentations are one create way you can demonstrate your growth in discussing these topics. The presentation itself will only be ten minutes long (I will be timing!) so that there can be five minutes of concrete feedback from your peers. The presentation is an important accountability benchmark to make sure you are making progress in developing your final paper, and an opportunity to get critical feedback while there is still time to improve and refine your ideas.

The grading for the student presentation also aligns with the organization of the project itself. Please consider having one slide per graded section to make sure that you have covered all components. While you will not be graded on the type of feedback your peers (and I) provide here, please note that a failure to consider/incorporate key feedback in your final paper may impact your grade.

Student Presentation Grading Rubric

Category		Score
<i>Problem Identification</i>	Challenge of a specific community	____/15
	Scholarship overview	____/15
<i>Current Strategies</i>		____/15
<i>Interests and Institutions</i>		____/15
<i>Critical Intervention</i>		____/15
<i>Approval and Implementation</i>		____/15
Overall clarity, preparation, and professionalism of presentation.		____/10
Total Grade	____/100	

FINAL PAPER (20%) – TurnItIn by Noon April 27th

The assignment is due by **noon on April 27th** (but *please* feel free to submit earlier) via TurnItIn on Blackboard. The paper must be **at 10-12 pages long, 12-point font, double-spaced, 1” margins** (not including original References or Appendix materials). Depending on what your intervention entails, you may have additional graphics, charts, professional development plans, etc. While that should absolutely be included in your final paper, the write-up, explanation, and context for those items should still be at least ten double-spaced pages.

Citations are important for this final paper, but you can use any citation style you are most comfortable with as long as you cite throughout and do so consistently. *But please note, both in-text citations and references at the end of the paper are required.* Please be sure to heed the university’s policies on academic honesty. Evidence of plagiarism may result in a failing grade for the assignment and/or the course.

Final Paper Grading Rubric

<i>Category</i>	<i>Score</i>
Introduction	____/5
Scholarship Overview	____/15
Current Strategies	____/10
Community Overview	____/15
Critical Intervention	____/30
Interests and Institutions	____/5
Approval and Implementation	____/10
Conclusion	____/5
References and Style	____/5
<i>Total Score</i>	____/100

Below is a suggested flow for your final paper. There are many ways to structure your argument and present your intervention; this is just one of them. However, the guidelines below, including both guiding questions and the suggested amount of your paper devoted to that subsection (indicated with a %) should be consistent irrespective of your final paper's flow. Please note, the length of the section is also a proxy for the percent of the final grade it represents.

Title: Create a short and interesting title for your critical intervention.

Introduction (5%)

- Present a clear, brief statement of the problem that your project wants to address.
- State the significance of your project. Why does it matter? Why should it exist?
- Highlight the innovation of the proposed intervention. What is new about what you plan to do? How is it a new way of intervening at this issue? Why would it work to address the issue you are tackling?

Problem Identification- Scholarship Overview (15%)

- Present a review of the literature relevant to your intervention. The review should include theories and literature related to the sociological problems your intervention intends to tackle, including previous research and findings in areas related to the challenges faced by the population or structure that your project addresses. Ideally you will avoid reviewing literature piece by piece; instead synthesize them!
- Critique the previous research, pointing out the strengths and limitations. What do they overlook? What factors do they over/under emphasize? What populations are missing from their discussions? What opportunities are presented in the literature for real-world interventions like the one you're proposing?
- Explain how your proposed project will respond to what is known in the literature.

Current Strategies (10%)

- What institutions, programs, etc. are currently focused on this or related issues?
- What are the strengths of their efforts in solving your findings (include data/outcomes where available)?
- What are these strategies not accounting for?

Problem Identification – Community Overview (15%)

- Present a brief overview of a specific community left out of scholarship/current efforts
- Who or what will be the target of your critical intervention? Be specific about the demographics of those involved (race/ethnicity, class, age, language, etc.) and where

the individuals or institution live. Why is this your target given the issues you're addressing?

Critical Intervention (30%)

- What is your project aiming to change? What issues are you trying to improve?
- What is the ideal context for your intervention? What conditions are necessary for it to be successful? (resources, staff, materials, funding, space, etc.)
- What would this intervention look like? Map out specifics with regards to programming, training, resources, or what your project aims to do. Describe your intervention so that outside funders understand what it is you're trying to accomplish.
- What is the timeline for your intervention? How long/ how often will it need to occur to create the kinds of change you are seeking?
- Goal setting:
 - What are your short-term goals? What might facilitate or interrupt their achievement? How would you measure if you were achieving them?
 - Long-term goals? How would you measure the "success" of your intervention?
 - Who/what benefits from your critical intervention?

Interests and Institutions (5%)

- What stakeholders and/or institutions could benefit from your intervention, beyond your proposed context?
- What other spaces could use it? What adjustments would be needed for it to have a broader impact on the social problem?

Approval and Implementation (10%)

- What are the challenges and obstacles to the successful implementation of your proposal?
This might include political, organizational, and financial challenges.

Conclusion (5%)

B2. Final Project: HBO Pitch for *The Wire* Season 6

Final Project Description

Although we will not have the opportunity to explore all of the episodes in our course, *The Wire* intentionally organizes its coverage of Baltimore around central themes that drive each season. Roughly, although we will see the ways in which these overlap in surprising and complex ways, the seasons of *The Wire* correspond as follows: (1) the illegal drug trade and police surveillance; (2) deindustrialization, unions, and the seaport; (3) city government, politics, and bureaucracy; (4) public education; (5) journalism.

Despite covering these themes with much acclaim, critics argue that more is needed to understand the complexity of urban inequalities. In your final project you will make a pitch for what topic, theme, or issue deserves more attention, by proposing a 6th Season of *The Wire* (approximately 12-15 pages). In this paper you will be using census (or other) data, critical analysis of *The Wire*, and scholarly sources (including but not limited to those used in class) to argue how your topic, theme, or issue will help audiences better understand the complexity of urban inequalities. Given that the first five seasons largely cover broad institutions, the goal of the 6th season will be to either explore another institution *or* dive deeper on the intersection of identities (axes of inequality) and an institution, policy, or process.

Purpose

The purpose of this final assignment is to allow you the space to apply the learning objectives you've been practicing all semester. We've been explicitly practicing how to critically unpack and evaluate different sources (*The Wire*, scholarly sources, data) and how those sources can shed different light onto issues of urban inequality. The final project will purposefully build off of those smaller exercises and learning objectives that you've practiced both within and outside of our shared classroom space. In the final project, you will be balancing information from different sources with your own ideas and critical understandings of urban inequality.

Components, Deadlines, Grade Breakdown

Wednesday March 23rd	Class Overview of Final Project	x
Wednesday March 30th	Memo Due	5%
Friday April 8th	Annotate Bibliography Due	10%
Wednesday April 20th	Final Project Paper Due	20%

Final Project: MEMO (5%) --- Due in class Wednesday 3/30

Purpose

The first step of the final project for this course is to write a memo that briefly and explicitly describes the topic, theme, or issue that you are proposing for the 6th Season of *The Wire*. The memo will provide you with a roadmap for what you'll need to find and learn for the final project and will therefore allow me to know how I can support you along the way.

It is really important that you pick a topic that you care deeply about and that is broad enough for you to explore and justify over the 12-15 pages of the final project paper. The final paper is designed to weave together (a) scholarly literature on a topic related to urban inequality but missing or underemphasized in *The Wire*; (b) data related to this topic to demonstrate why it's an issue worth examining; and (c) examples of how it will strengthen *The Wire*'s examination of urban inequality. Therefore, the memo will be your opportunity to begin to identify, justify, and outline these three components. Given that a substantial part of your paper will be a review of relevant literature, the literature counts as half of your memo grade. The sooner you are on a path to identifying gaps in the literature we've covered and identifying new sociological literature, the stronger your final project paper will be!

Format and Content

The memo should be roughly one to two pages (double spaced, 12-pt Times New Roman). In this memo you should speak to the following questions (see next page for more detail):

1. (TOPIC) What facet of urban inequality do you propose for Season 6?
2. (LITERATURE) Why is it important to better understanding the complexity of urban inequalities? What do scholars have to say about this issue? (Think in particular about where it might have appeared in other readings, or be important but missing). Include relevant sources from class and at least 3 new sociological sources.
3. (DATA) What data might be helpful in demonstrating the importance of this issue?
4. (THE WIRE) How might it intersect with or lay on top of the existing season themes of *The Wire*? Do any characters stand out as leads to explore/highlight this issue? Or what might a new character be like and how would they fit in?

Grading Rubric (Out of 30 points)

Category	Specific Components	Score
Topic (5)	Clearly defined, relates to urban inequality, and is not replicating one of the key themes from <i>The Wire</i> .	____ / 5
Literature (15)	Justify your topic choice using the literature from this or other relevant classes.	____ / 5
	Initial thoughts about what sociologists have to say about your topic as it relates to urban inequalities.	____ / 5
	List relevant course readings and 3+ new sociology sources.	____ / 5
Data (5)	Describe what type of data would highlight the importance of your issue is and where you might find such information.	____ / 5
The Wire (5)	Explain where topic appears (or should have) in the episodes or seasons we've seen so far. Describe new plot ideas.	____ / 5

Topic

The selection of the topic is very important, both for your investment in writing this paper and so that you can successfully survey the literature on a topic that both fits the assignment and is the appropriate scope. The ideal will be to pick something that is broad enough so that you will be able to find a sufficient number of academic sources related to the topic (i.e., a minimum of 8-10), but not so broad that you get lost in the literature and are unable to craft a coherent argument as to why it's important for a sixth season of *The Wire*.

Example #1:

Too broad: Racial discrimination

Too narrow: Racial discrimination against fast-food workers in Baltimore

About right: Racial discrimination in the labor market

Example #2

Too broad: Poverty

Too narrow: Food stamp usage among suburban white families

About right: A review of the effectiveness of various government programs to address poverty

If you're having trouble knowing where to start, begin by looking through the syllabus, our course notes on Blackboard, and think about the topics that we have read or discussed that are most interesting to you. What did you want to learn more about? What do you think is important but just not emphasized in *The Wire*? What critiques did readings or class discussions raise that might be illuminated or resolved in a 6th season on a different topic?

Literature

Given that this may be your first dive into the literature on this issue of urban inequality, know that what you describe in the memo is *not* supposed to demonstrate a comprehensive understanding of the issue as understood by sociologists, but instead your first attempt of seeing what's out there. Many academic papers (i.e., those found in scholarly journals, books, policy reports) begin and end with a discussion of the big ideas related to their study – that can be a good place to look. Also, skim the bibliographies of the readings that interest you the most – that can give you a feel for the scope of the literature on a given topic. Remember that the topic you choose will be specific enough that the season can trace it in more than one plot line or character, so once you find the general area that interests you, you'll need to dig deeper to identify the specific subtopic you want to write about.

Data

The goal of this is just to begin to explore how different publicly available data can help you explain the importance, impact, and/or scope of the issue you want to explore. Be as detailed as you can about what kind of information would help you understand these components, and where (or what agency, non-profit, or institution) might be a good place to find that information.

The Wire

In this section you will begin to sketch out how your 6th season will build on events, characters, situations, etc. that have already played out in the episodes and seasons that we've watched. Although each season can in some ways stand alone, the strength of *The Wire* as a tool for understanding urban inequality is the way in which it weaves across seasons.

Final Project: ANNOTATED BIBLIOGRAPHY (10%) --- Due in class Friday 4/8

Purpose

The purpose of the annotated bibliography is to demonstrate that you are making progress in surveying the literature for your final paper. It is also an opportunity to practice the skill that each student has worked on all semester at least once: summarizing key information from readings in order to understand the research question(s), method(s), finding(s), and gap(s). Given that finding and efficiently describing sociological literature is often an area in which students struggle, the annotated bibliography is scaffolded to evaluate several components including (a) identifying key sociological sources; (b) summarizing scholarship; (c) beginning to see how they will help you make your argument for why this is an important issue in understanding urban inequalities.

Format and Content

The annotated bibliography must include 10 sociological sources and up to 3 additional government, non-profit, newspaper, or magazine articles/reports. The annotated bibliography should be roughly 4-5 pages (*single* spaced, 12-pt Times New Roman), one paragraph per entry. The annotated bibliography will answer the questions below:

1. (CITATION) List the full citation in ASA format (see ASA Style guide and BB links)
2. (SUMMARY) What does this article argue? What theories or literatures does it review and use to make its claim? What question(s), method(s), and data does it use? What does it find out? What suggestions does it make for future research?
3. (ANALYSIS) What did this reading teach you about how sociologists view your social issue? What key ideas/issues, intersections, institutions, etc. will you want to keep in mind while crafting your argument? Does the future research help you make the case for your season? This is your chance to really explain if this article will be useful or not for your final project paper, and in what ways.
4. (THE WIRE) What ideas jumped up while reading for plot, characters, and general integration into the show?

Suggestions on Process (*repeating and building off of Memo advice*)

When working on locating sociological sources, it can seem daunting as to where to begin. However, many academic papers (i.e., those found in scholarly journals, books, policy reports, *and our class*) begin and end with a discussion of the big ideas related to their study – that can be a good place to look. Literature reviews within articles and any article in the journal *American Sociological Review* will also provide a survey of what sociologists know/think about your topic.

To know if it's sociological, there are several ways to check. Searching key words related to your topic within specific American Sociological Association (ASA) journals [<http://www.asanet.org/journals/journals.cfm>] would be a great place to start. Or, if you end up in more interdisciplinary journals (like *Urban Affairs* or *Urban Education*) you can then search where the authors teach (are they in a sociology department?), who they cite (are they citing other sociologists you've heard of?), or what the authors' degree is in (do they have a PhD in sociology?). Once you find a few key authors that care about your issue from a sociological perspective, do a reverse search on a site like GoogleScholar to see who has cited the articles you find useful. This will allow you to have access to interesting and updated studies on your topic.

Grading Rubric (per entry- out of 10 points)

SAMPLE ENTRY (10/10)

Moore, Keshia S. 2005. "What's Class Got to Do with It? Community Development and Racial Identity." *Journal of Urban Affairs*. 27(4): 437-51.

In an ethnographic case study of class performativity among a community development group of whites and blacks in Philadelphia, this article concludes that despite the attempts of most group members to perform an egalitarian middle-class identity, they did not actualize the class and racially inclusive community they imagined. The author uses literatures and theories of race and class biases, status groups, and performativity to show how the unacknowledged ways their class and racial biases presented themselves stood in the way of their collective goals. This article is helpful in comparing race and class relations in this Philly context to what I hope to propose for *The Wire* when low-income families across racial groups are advocating against the Olympics together. There are certainly differences between the context and group in the article and those in Baltimore, but it is useful to consider the idea of status groups and to note that for this group, the performance of accepting members of the community from different class backgrounds couldn't go all the way towards eliminating the personal biases they've been taught over time. I hope to find more articles that show how cross-class or cross-race collaborations can make a difference in urban social movements.

Final Project: PAPER (20%) --- Due in class Wednesday 4/20

Although we will not have the opportunity to explore all of the episodes in our course, *The Wire* intentionally organizes its coverage of Baltimore around central themes that drive each season. Roughly, although we will see the ways in which these overlap in surprising and complex ways, the seasons of *The Wire* correspond as follows: (1) the illegal drug trade and police surveillance; (2) deindustrialization, unions, and the seaport; (3) city government, politics, and bureaucracy; (4) public education; (5) journalism. Despite covering these themes with much acclaim, critics argue that more is needed to understand the complexity of urban inequalities.

In your final project you will make a pitch for what topic, theme, or issue deserves more attention, by proposing a 6th Season of *The Wire*. The paper will be approximately 12-15 pages long (double spaced, 12-pt Times New Roman). In this paper you will be using census (or other) data, critical analysis of *The Wire*, and scholarly sources (including but not limited to those used in class) to argue how your topic, theme, or issue will help audiences better understand the complexity of urban inequalities. Given that the first five seasons largely cover broad institutions, the goal of the 6th season will be to either explore another institution *or* dive deeper on the intersection of identities (axes of inequality) and an institution, policy, or process.

The purpose of this final assignment is to allow you the space to apply the learning objectives you've been practicing all semester. We've been explicitly practicing how to critically unpack and evaluate different sources (*The Wire*, scholarly sources, data) and how those sources can shed different light onto issues of urban inequality. The final project will purposefully build off of those smaller exercises and learning objectives that you've practiced both within and outside of our shared classroom space. In the final project, you will be balancing information from different sources with your own ideas and critical understandings of urban inequality.

Suggested Outline

Below is a *suggested* outline to help you navigate this process. Under each part are some key ideas and questions that you will need to answer in order (although not necessarily *in order*) to effectively weave together your argument for your proposed 6th season. Also note that the percentages reflect both the approximate amount of the paper you should spend on each part and about how much of your grade each section is ultimately worth.

Introduction (10%)

- Present a clear, brief statement of the issue you are proposing for Season 6.
- State the significance of your issue for understanding urban inequality.
- Highlight the innovation of the proposed season. What is new about what you plan to do from what is already covered in the show? How is it a new way or a new lens of looking at the complexity of urban inequality? What can we better understand as a result of this season existing?

Background and Justification (20%)

- Paint a picture for what this issue looked like or looks like in Baltimore (or other urban cities that need to be compared to Baltimore) using data.
- Demonstrate the scope, scale, what we know about the issue, and how it connects to urban inequality.

-
- a. If it's affecting a specific population then be specific about the demographics of those involved (race/ethnicity, class, age, language, neighborhood, etc.), or the dynamics of the institution or process you're exploring.
 - Demonstrate how the episodes/seasons we've watched fail to fully account for your issue. Where is your issue absent? Where is it mentioned but not explored? Where would it have enhanced our understanding of the themes, particular characters, or plot lines?

Literature (50%)

- Demonstrate how the readings for class fail to fully account for your issue. Where is your issue absent? Where is it mentioned but not explored? Where would it have enhanced our critical understanding of urban inequalities? What do they overlook as it relates to your topic? What do they over/under emphasize? All of this is so that you can make an argument as to *why* the course literatures and the show could have missed your issue, so that you can fill in those gaps with the review.
- Present a review of relevant sociological literature that can inform the development of the show. Ideally this is a synthesis of different articles and not a review of each article one at a time. (Look at *ASR* articles and/or literature reviews in scholarly journals for examples). Make sure to include:
 - a. a description of the phenomenon as studied by sociological scholars;
 - b. how scholars approach this research (method, theory, etc.);
 - c. what scholars have learned about this issue.
- Explain and explore how including this issue connects back to the issues we've explored in class and/or other layers of urban inequalities. How does it help to complete the picture?

Connecting to The Wire (20%)

- In this section you will want to bring in critical analysis of relevant characters, plot lines, episodes/seasons, etc. to show how you plan to connect into what the show already covers and build on that. You will want to also paint your vision for the 6th Season so that someone could have enough of a sense of what you think it might look like. Key questions/ideas to consider include:
 - a. How does your proposed issue and the literature you've just described help the show to be a more effective tool for understanding urban inequalities?
 - b. What character (existing or new) or plot line (existing or new) would help anchor the development of your topic? Paint a picture of what that could look like, and the different examples/events/tensions it could be explored through.
 - c. What is innovative about this additional season? How can it help show the complexity of urban inequality and further the story?
 - d. Include 2-3 episode summaries (see existing episodes for models) for the start of the season.

References (5%) [not counted toward the page count]

- Must include a minimum of 15 academic sources.

B3. Regional Population Case Study

Assignment Purpose

In order to understand the strengths/needs of different communities, it is also important to identify the mobility, culture, geography, and characteristics of different subpopulations within a particular locality. This case study is an opportunity to dive deeper into learning about one of the many ethnic/cultural groups in the greater Boston area. This is a 5-7 page paper (including this data coversheet) to identify their history and reasons for migrating from other regions and/or to the Boston area, the scale of this community (estimated raw numbers, how many generations they've been here), where they live, local resources/advocacy organizations that support their interests/needs, local businesses to serve their communities, challenges of this subpopulation, etc.

Part 1: Understanding the Boston and MA Contexts

1. Access data from the following websites, then fill in the tables below.

• <https://datausa.io/profile/geo/boston-ma/>

• <https://www.census.gov/quickfacts/fact/table/bostoncitymassachusetts,MA/PST045217>

Item	Boston	Massachusetts
Population, 2010		
Population, 2016		
Population % change from 2010-2016		
% White alone		
% African American alone		
% American Indian & Native Alaskans alone		
% Asian alone		
% Native Hawaiian & other Pacific Isl. alone		
% Hispanic or Latino origin alone		
% Foreign born persons		
% Language other than English spoken		
High school graduates, % of pop. >25 yrs		
College graduates, % of pop. >25 yrs		
Median household income		
% persons in poverty		
Homeownership rate, %		
Median gross rent		

Part 2: Identifying and Understanding Your “Population”

1. Which community are you exploring for this assignment? _____
2. What is the history of this population in the Boston area? When and why did members of this community first start coming here? Be sure to include specific dates as well as the national/local policies/politics both here and their sending countries/regions. *1 page*
3. How many members of your population currently reside in the Boston area? Using the history context above, speak a bit about how many generations may live here now. *1 paragraph*
4. Where does your population currently reside in the Boston area? Be as specific as possible (neighborhood, t-stop, census tract, etc.). How does living there shape the culture and context of that space? *1 paragraph*
5. What are some of the strengths and contributions of this population in the area? *1-2 paragraphs*
6. What are some of the needs and challenges of this population in this area? *1-2 paragraphs*
7. What are some specific resources, advocacy/community groups, and businesses operated by and/or for members of this community? *Briefly* give some context/history of their mission (similar to our in-class activity). How do these connect with your answers to numbers 6 & 7 above? *1 page*

Part 3: Making Connections

1. Given the Boston and MA data from question 1, how does your subpopulation fit in? How do the data collected by government agencies reflect the specific information on your selected population? *1-2 paragraphs*
2. How does your population fit in (or not) with the course readings and lectures so far? Where does it connect? Where is it invisible? How does looking at your population add to the broader themes and institutions in this class? *2 paragraphs*

Rubric

Question # and Summary of Task	Score
1- Boston and MA data	____ / 10
2- Specific community/population	____ / 2
3- History of migration/in Boston	____ / 10
4- Population #s	____ / 5
5- Population location(s)	____ / 5
6- Strengths and contributions	____ / 10
7- Needs and challenges	____ / 10
8- Resources	____ / 20
9- Population + Data	____ / 10
10- Population + Course Content	____ / 20
Total (out of 100)	____ / 102

B4. Urban Autobiography

URBAN AUTOBIOGRAPHY ASSIGNMENT (5%) --- Due in class Wednesday 1/20

Assignment Purpose

As we begin to engage with issues of urban inequalities, it is critical that we begin by exploring how it is that we have come to see the world as we do. By examining our own lived experiences as members of different identity groups, we can better understand the assumptions, prejudices, and misconceptions that are entangled into who we are and who others perceive us to be. The goal of this assignment is to get you thinking reflectively and reflexively about your own identity membership and how that may impacts the experiences, spaces, and interactions that you do and do not have in cities.

This assignment should be 2 pages double-spaced (times new roman, size 12 font, 1" margins). The questions do not need to be answered in order, but are designed to help you think through the intersection of your identities and urban spaces. Writing in paragraph form often results in more reflective responses, but you are welcome to answer in a format that is most authentic to you.

Navigating Urban Space:

1. Why did you choose to attend a University located in a city?
2. What experiences did you have with/in cities before coming to Northeastern?
 - a. What brought you to an urban space? What did you do there? Were your experiences/interactions positive? Negative? Varied? Say more and why.
 - b. Now that you live in Boston...
 - c. What *parts of the city* do you feel most and least comfortable and/or safe?
 - d. What *times of day/year* do you feel most and least comfortable and/or safe?
 - e. Explain why or what this might mean for how you understand Boston as a whole.

Navigating Identities:

- a. Describe a moment when your identity(ies) was(were) important to, or benefitted you in an urban space.
- b. Describe a moment when your identity(ies) was(were) important to, or negatively impacted you in an urban space.
- c. If some part or combination of your identity(ies) was(were) different, how might that change the ways that you have experienced and understood urban spaces?

B5. End Of Semester Reflection

Course Design and Impact

Q1: This course was designed around three central questions. To what extent was the class successful in having you answer each of these questions? Please explain as necessary.

1	3	3	4	5
Very Unsuccessful	Somewhat Unsuccessful	Neutral	Somewhat Successful	Very Successful

- 1. How do my identities and experiences in cities shape how I see and interpret urban inequalities?*
- 2. How are urban inequalities linked, complicated, and magnified through social experiences and social institutions?*
- 3. What personal, policy, and/or institutional interventions might help make a difference?*

Q2: Has your approach to, attitudes of, or expertise in urban inequalities changed during this course? If yes, how? If no, what could the professor do differently?

Q3: What readings, topics, activities, and/or assignments should be changed in the future?

Q4: What readings, topics, activities, and/or assignments were critical to your learning?

Q5: How might your learning from this class prove relevant in the future?

Engagement

Q1: How was the student investment in this class? (Did students come to class prepared? Did they participate in class discussions? Did they attend?) What could have changed to make it better?

Q2: Describe a time when you felt really *engaged* in this class. What contributed to that engagement?

Q3: Describe a time when you felt *disengaged* in this class. What contributed to that disengagement? What could have changed to make it better?

Q4: Describe an impact of this class that the professor and other students might not know about. Did any of course concepts influence a conversation outside of class? Were any ideas or skills learned in class applied in another academic context? Or in a non-academic context?

Open-Feedback

Please provide any additional feedback here that you wish to share!