

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

Course Number: ID 370-16 Title: The Hunger Games

- This is a new topics course. A FORM T is being filed concurrently.
- This is an existing course not currently satisfying an UDGE requirement, which is not being changed.
- This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.
- This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

1. Please attach a syllabus or draft syllabus of the course. Please see attached syllabus.
2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)
- 3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 yes no
- b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 yes no
- c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

Signatures

Linda Pershing
 Originator
Mary Stoddard Hines
 Program Director

 General Education Coordinator

 General Education Committee Chair

Sept. 20, 2015
 Date
9/23/15
 Date

 Date

 Date

**FORM INSTRUCTIONS FOR UDGE-DD (WHITE)
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES**

The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
 - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Criteria for Upper Division Area DD Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.

Address the criteria implied by the following instructions. Courses satisfying the UDGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.
6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.
7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

Assessment for Upper Division Area DD Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8.
 - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
 - b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

1. Please attach a syllabus or draft syllabus of the course. **See attached.**
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3 units
3. a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements? **No.**

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major. **No.**

4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

This is an interdisciplinary social science course (ID 370: Topics in the Social Sciences) designed to build students' knowledge and critical thinking skills in analyzing social inequality, economic stratification and the growing gap between the wealthy and the poor/working class, power relations within social and political structures, and social justice in contemporary U.S. society. The course will be offered for the first time in the Spring 2016. It is likely that I will be retiring in the summer 2016 (depending on the new contract)—so this may be the only time I will teach the course. At most, I would also teach the course during the 2016-17 academic year.

Course material will focus on Suzanne Collins' popular novels, *The Hunger Games* Trilogy. These books (*The Hunger Games*, 2008; *Catching Fire*, 2009; and *Mockingjay*, 2010) and subsequent films are wildly popular among students and young adults. The first two books were *New York Times* best sellers, and *Mockingjay* topped all U.S. bestseller lists, with record sales of over 65 million copies.

The course will focus on inequality and social justice. The Hunger Games series explores life in "Panem," a frightening, North American dystopia of the future. Panem is the totalitarian empire remaining after a cataclysmic war between the impoverished masses and a small and wealthy ruling class. The affluent Capitol tightly controls thirteen outlying districts, which have been redesigned to provide goods and services to accommodate the lavish desires of Capitol citizens. To punish the districts for their rebellion, children from each district are selected every year to participate in a sensationalized, televised competition called the Hunger Games, in which they fight to the death until only one remains alive. Katniss Everdeen, a seventeen-year-old from the impoverished mining District 12, competes in the Hunger Games, and because of a series of choices she makes, becomes a symbol of resistance. She ignites rebellion and dissent among residents of the oppressed districts, fueling new uprisings and a refusal by the masses to accept the inequality and injustice of the existing regime.

Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

This is an interdisciplinary course based on the study of a range of social problems (see below), from the perspective of several social sciences, including economics, sociology, political science, women's/gender studies, mass media/film studies. Scholarship from these varied social science disciplines will inform our reading and interpretation of the Hunger Games series. The course material

investigates the ways in which the Hunger Games offer social critique of societal systems of power, privilege, and social stratification in the contemporary U.S. Drawing on the Hunger Games books and films, we will explore topics such as:

- Escalating economic inequality and class warfare
- Hunger and its relationship to social stratification
- “Insiders” in corrupt political systems who become truth tellers and whistle blowers (with comparisons to Edward Snowden)
- Censorship and government attempts to control journalism, silence dissent, and control media black-outs
- “Reality” TV and voyeurism
- The beauty industry and societal emphasis on personal appearance, fashion, and pop culture
- Absence of social “safety nets” and economic security (including current debates about welfare and unemployment insurance)
- The war machine, escalating militarization, using the military to enforce government policy
- The rights and experiences of laborers in agriculture, mining, manufacturing, and other industries
- Environmental destruction and links to economic inequality
- Feminism and gender relations in the Hunger Games series
- Fear and violence and their roles in supporting government policies and practices

Address the criteria implied by the following instructions. Courses satisfying the UDC Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.

This course will enable students to analyze multiple dimensions of social structure, public policy, mass media and propaganda, and social change movements in the contemporary U.S. Our analysis of course materials will provide an excellent opportunity to explore broader social scientific issues. These include learning about social and economic inequality and their effects on human experiences, the legacy of classism and the ways in which past and current policies have shaped economic stratification, local and governmental efforts to mandate and control social structure and hierarchy, granting privileges to the wealthy at the expense of the poor/working class, mass media and the roles it plays in response to repressive regimes, gender roles and relations, and grassroots movements for social justice

in history and in the contemporary U.S. Students will study these and other social problems as they are presented in the novels and films. The course examines multiple dimensions of society, such as decision-making, public policy, cultural incentives to keep oppressed people oppressed, and the history and effects of social change movements in the U.S. Critical thinking skills and analysis are central to the course.

6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.

Assessment for Upper Division Area DD Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

The course is centrally focused on all of these concerns, and particularly class, gender, and regional identities. I taught in women's studies departments for 19 years, and the cultural politics of inequality and multiple and intersecting identities, as well as social hierarchies, are central to all my courses. Course readings and assignments directly address issues of classism and economic inequality, gender roles and identities, as well as race and ethnicity, regional identities, national vs. global identities, culture, and other aspects of identity and social differentiation. The Hunger Games novels are compelling explorations of insider/outsider status and grotesque inequality, issues that are familiar to many of our students. The course is designed to examine social stratification and hierarchy through the lens of class, gender, region, race, and more. The marginalization of oppressed groups in our society is a central theme in the course.

7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

This course will be offered in Interdisciplinary Studies and explores the multiple and complex dimensions of cultural studies from an array of social science perspectives. The field of cultural studies is broadly interdisciplinary, building on knowledge and research that have emerged from a wide range of academic disciplines. Course readings include societal and cultural analysis by political scientists, economists, sociologists, media studies scholars, gender studies scholars, and researchers in other academic disciplines.

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.

The assessment of student learning objectives includes class participation and discussion (whole class and in small groups), student presentations, group projects, quizzes on the readings, a research paper, and a final project. These include:

1. Brief In-class Writing Assignments and Activities: short writing assignments students write in class and turn them in that day.

2. Short, Weekly Quizzes about the Readings: to ensure students do the reading and have understood the principle concepts in the reading.

3. Analysis Paper: an original scholarly interpretation of a significant topic that plays a major role in the Hunger Games. Topics may include those listed below, or students may identify their own topic. They will research the existing body of scholarship on that topic and any relevant issues related to it. They will then devise an original thesis that helps their reader better understand the significance of their chosen topic and write an extensive research essay that demonstrates their thesis.

Suggestions for Topics:

- Class warfare and escalating economic inequality
- Hunger and its relationship to social stratification
- “Insiders” in corrupt political systems who become truth tellers and whistle blowers (with comparisons to Edward Snowden)
- Censorship and government attempts to control journalism, silence dissent, and dictate media black-outs
- “Reality” TV and voyeurism
- The beauty industry and societal emphasis on personal appearance, fashion, and pop culture
- Absence of social “safety nets” and economic security (including current debates about welfare and unemployment insurance)
- The war machine, escalating militarization, using the military to enforce government policy
- The rights and experiences of laborers in agriculture, mining, and other industries related to the Hunger Games
- Environmental destruction and links to economic inequality
- Feminism and gender relations in the Hunger Games series
- Fear and violence and their roles in supporting government policies and practices

4. Group Oral Presentation: students will assigned to districts or the Capitol, based on the novels (see list below), and then construct and develop their responses to the following questions. From the perspective of the people in their district (or in the Capitol), are there changes they want to make in the social and political structure of Panem? If so (and if they had all the resources they would need to make it happen), what are they? What specific steps would they take and changes would they make to alter the society and culture in Panem? They will draw on the books, films, and analytical essays we are reading for the course. They will also do additional to add depth and substance to their analysis.

Each resident of their district will specialize in a particular aspect of their analysis and proposed solution. Together, their group will integrate their research findings into one cohesive class presentation. They will be instructed to view the project from the perspective of the residents of their district. How does their position in the social structure of Panem shape their perceptions and response? What is their proposal about the status and role of other districts? Groups will prepare a 30-minute presentation that includes visuals (Power Point, video clips, maps, etc.). Each member of their group must contribute research and material, and each must be involved in some aspect of the actual presentation.

List of the Districts in Panem (as described in the books):

- ★ The Capitol, the seat of Panem's brutal totalitarian government, is located in the western Rocky Mountains and surrounded by twelve outlying districts over which it exercises absolute rule. Citizens of the Capitol are far removed from the deprivation and oppression of the districts and are generally preoccupied with extravagant fashion, parties, and mass entertainment like the Hunger Games. Most residents are either oblivious of, and/or totally unconcerned with, the poverty and desperation that prevails elsewhere in Panem. The Capitol is extremely wealthy and technologically advanced, and citizens enjoy a high standard of living.

- ★ District 1, wealthy area that manufactures luxury items for the Capitol.
- ★ District 2, main industry is masonry, but also manufactures weaponry, trains, and supplies “Peacekeepers” (the military). Big supporters of the Capitol and therefore pampered and given many goods and services.
- ★ District 3, primary industry is electronics of many types, as well as cars, guns, and explosives.
- ★ District 4, fishing is the main industry.
- ★ District 5, main industry is the generation of power (electricity, etc.).
- ★ District 6, primary industry is transportation.
- ★ District 7, lumber is the main industry.
- ★ District 8, primary industry is textiles.
- ★ District 9, main industry is grain production.
- ★ District 10, livestock and raising animals are the main industries.
- ★ District 11, the industry is agriculture; orchards and fields of grain and cotton abound. Almost everything grown here is shipped directly to the Capitol. One of the poorest districts in Panem, second only to District 12. Also one of the districts where the “Peacekeepers” are the most violent. Residents are often malnourished because nearly all the agriculture goes to the Capitol.
- ★ District 12 (where Katniss lives), coal mining is the only industry. Located near the Appalachian Mountains, this is the poorest district.
- ★ District 13, before the war between the districts and the Capitol, this district specialized in nuclear technology and mining graphite. District 13 was one of the major forces of the rebellion, taking control of the nuclear arsenal. The surviving residents moved underground and rebuilt their civilization after the war. The Capitol uses propaganda to tell people in the other districts that District 13 was obliterated in the war, knowing it still exists, but not attempting to defeat it because of the fear of a nuclear attack.

5. Final Project: each student will choose a theme or subject that is important in the Hunger Games and develop a final project focusing on this theme. Students will submit a project proposal by Week Five. The Final Project will represent each student’s creative interpretation of the material covered in the course. It may take many different forms: a short story or other creative writing, a video or digital project, a short article or editorial for publication in the campus newspaper or a local paper or magazine—something creative and expressive that meets two conditions. The first is that students must relate their project explicitly to the course material and provide an analysis of a significant theme in the Hunger Games. The second is that they must put some significant time into it. The Final Project should reflect many hours of work over the final eight weeks of the semester.

6. Participation in Classroom and Smaller Group Discussions: participation grades are based upon several factors, including attendance and in-class participation, keeping up with reading assignments and being ready to discuss them, and participation in class discussions and activities. There will be whole-class

discussions and also smaller group discussions during most class sessions.

These assignments are designed to meet the following upper division UDGE learning objectives:

To develop analytical skills and reasoning powers: this course offers an excellent opportunity for students to develop critical thinking skills by learning how to analyze the Hunger Games series and, comparatively, contemporary U.S. society from multiple angles. Using studies by scholars from various social sciences, students will develop their abilities to analyze the ways in which social structures, government practices, and public policies are shaped by social and cultural forces, including economic inequality, injustice relating to class, gender, race, and region.

To develop and increase the ability to communicate ideas and to locate and share information: students will participate in large class and smaller (6-8 students) discussion groups throughout the semester. They will gather and share information as an essential component of their group project. Students will present their work to one another and participate in weekly discussions, thereby enhancing their communication skills.

To develop abilities to address complex issues and problems using disciplined analytic skills and creative techniques: social inequality and social change movements are complex topics. Students will read the theories and analyses of a range of scholars with varying perspectives, comparing their insights with their own experiences and viewpoints. My teaching style encourages student participation, engagement, and creative responses to social problems. The course will also investigate social movements (labor movements, Marxist movements, women's movements, etc.) and their effects on cultural attitudes and public policy. I ask students to think in complex and multifaceted ways about the material, and to be creative when they participate in discussion, using classroom activities to assist students in analyzing social problems.

To recognize and to explore the linkages among nations and among peoples of diverse cultures and cultural backgrounds and to understand differences between cultures while recognizing the common bonds that unite humanity: the course examines differences in cultures and regions, the ways in which these shape the experiences of different groups, and how groups are perceived by others. Drawing on the diverse educational backgrounds of students in the course, we will explore learning practices and pedagogies that encourage, rather than stifle, creativity. In particular, the Final Project also provides an opportunity for students to be creative in designing work that expresses their own perspectives on and experiences with diverse cultural backgrounds.

To understand ethical responsibility and accountability in regards to individual and collective action: one of the topics the course examines is social change movements and the importance of activism. An important part of the course will center on students "taking charge" of their own educational processes and becoming active learners. Ethical responsibility and accountability will be significant features of these discussions. I have submitted a Social Justice and Equity Mini-grant proposal to bring in guest speakers from activist organizations as part of the course curriculum. We also explore the ideology of American individualism and the benefits of an approach that understands societal responsibility to contribute to the larger, societal good.

b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

N/A

The Hunger Games: May the Odds Be *Ever* in Your Favor
ID 370 (Social Science Topics in Interdisciplinary Studies)
Spring 2016



Professor Linda Pershing
SBSB 2235: Office hours TBA
Email: Lpershing@csusm.edu
Phone: (760) 750-8008

REQUIRED TEXTS:



Collins, Suzanne. *The Hunger Games*. New York: Scholastic, 2008.
_____. *Catching Fire*. New York: Scholastic, 2009.
_____. *Mockingjay*. New York: Scholastic, 2010



Pharr, Mary F. and Leisa A. Clark, Donald E. Palumbo, C.W. Sullivan, eds. *Of Bread, Blood and the Hunger Games: Critical Essays on the Suzanne Collins Trilogy*. Jefferson, NC: McFarland and Company, 2012.

COURSE DESCRIPTION:

Twenty-four are forced to enter. Only the winner survives. In the ruins of a place once known as North America is the nation of Panem, a glamorous and wealthy "Capitol" surrounded by thirteen outlying districts. As ongoing punishment for political uprisings in the past, each year Capitol leaders force the districts to send two "tributes," one girl and one boy between the ages of twelve and eighteen, to participate in the Hunger Games, a brutal and terrifying fight to the death—widely publicized and televised for all to see.

Suzanne Collins' Hunger Games series of three novels (and four subsequent movies based on the books) focuses on a grim vision of U.S. society in the future. A modern version of the bloody battles in the Coliseum of ancient Greece, the annual Hunger Games have become a tradition for the amusement of the privileged and powerful Capitol region of Panem, which controls the wealth and resources of the districts. The Hunger Games series raises powerful questions about contemporary civilization, the growing divide between the rich and poor, and the future of U.S. society.

Designed to be highly participatory, relevant to students, and interactive, this course will examine a range of social justice issues that arise in the Hunger Games series, including classism, social privilege, governmental control, political resistance and social change movements, the effects of war, gender roles and relations, societal emphasis on appearances and "fashion," hunger and food distribution, and what happens when the wealthy and powerful control society. Students will explore these topics as they analyze the texts and films, apply a range of social science theories to them, and compare their findings to contemporary U.S. society. Course assignments will include a set of readings (three novels and a series of theoretical and analytical essays, and watch four films), analysis papers, lively class and online discussions, and a final project.

LEARNING OUTCOMES: Students in the course will:

- 1) Develop critical thinking skills in analyzing the series of novels and films, as well as popular responses to them.
- 2) Develop their analysis of contemporary U.S. culture and society from the perspectives of various social sciences.
- 3) Consider and engage with major questions about the ways in which social structures, institutions, government, cultural practices, and economic systems often operate to benefit privileged groups—to the detriment of marginalized, the poor and working class, and those who resist or dissent.
- 4) Develop skills in inquiry and cultural analysis, critical and creative thinking, written and oral communication, literacy, teamwork, and problem solving.
- 5) Consider issues of social justice, equity, and the distribution of resources, both in the Hunger Games series and, by contrast, in contemporary U.S. life.
- 6) Demonstrate through the application of knowledge, skills, and course material an ability to assess complex social problems.

UNUSUAL FEATURES OF THIS COURSE:

Even though it has a large enrollment, this course emphasizes active, participatory, and empowering education. We will focus on short class presentations, engaging discussion and exercises, and cultural analysis. This will not be a course in which you listen to lectures and repeat the content of the lectures or readings back on exams. Instead, the course is designed to emphasize the importance of collaborative learning, writing and critical thinking skills, active participation, and the open exchange of ideas. My role in the course, as the professor, will be to guide, inform, collaborate with you, encourage the learning process, and assess your work.

Peer learning, student participation, and linking cultural analysis with life experience are three central features of the course. Student involvement will include active participation in class discussions and exercises, giving group presentations, and analysis of the society in which we live. Peer learning is a process that involves students sharing information, insights, and expertise, based on your readings and prior knowledge. This approach relies on active—rather than passive or disengaged—learning and students taking responsibility for their education.

ASSIGNMENTS FOR THE COURSE INCLUDE:

1. Readings and brief in-class writing assignments and exercises;
2. Short, weekly quizzes about the readings;
3. Analysis Paper: critical analysis of the *Hunger Games* book and film series, drawing on research and social science scholarship;
4. Group Oral Presentation;
5. Final Project;
6. Participation in classroom and smaller group discussions

GRADES AND GRADING SCALE:

1. Brief in-class writing assignments and activities	10 points
2. Short, weekly quizzes about the readings	15 points
3. Analysis Paper: critical analysis of the <i>Hunger Games</i> book and film series, drawing on research and existing scholarship	20 points
4. Group Oral Presentation	20 points
5. Final Project	25 points
6. Participation in classroom and smaller group discussions	<u>10 points</u>
Total	100 points

Grading scale:

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

DESCRIPTION OF GRADING COMPONENTS AND ASSIGNMENTS:

1. Brief In-class Writing Assignments and Activities (10 points)

In addition to reading quizzes, I will assign short writing assignments throughout the semester. I will announce these in class and ask you to turn them in that day. If you miss a class meeting, it is your responsibility to check with another student to find out if you missed an assignment.

2. Short, Weekly Quizzes about the Readings (15 points)

It is essential that you do the readings each week in order to participate in class discussions. Assigned readings will be completed by the week listed on the Cougar Course page. In-class quizzes and short written assignments will be used to check that you have done the reading and have understood the main concepts they contain. I

encourage you to take notes on the reading, and you may use them when you take weekly quizzes. Keeping up with the readings and taking notes are key to your success in the course.

3. Analysis Paper (20 points; 8 double-spaced pages + Works Cited page):

Over the final ten weeks of the semester you will compose an original scholarly interpretation of a significant topic that plays a major role in the Hunger Games. Topics may include those listed below, or you may identify your own. You will research the existing body of scholarship on that topic and any relevant issues related to it. You will then devise an original thesis that helps your reader better understand the significance of your chosen topic and write an extensive research essay that demonstrates your thesis.

Pick a topic that interests you and one about which you would like to learn more. Keep things fun; you will be presenting your project to your small discussion group, so pick a topic everybody will enjoy and about which we can all learn. This is your opportunity to research something that interests you and become an expert in it.

Some Suggestions:

- Class warfare and escalating economic inequality
- Hunger and its relationship to social stratification
- “Insiders” in corrupt political systems who become truth tellers and whistle blowers (with comparisons to Edward Snowden)
- Censorship and government attempts to control journalism, silence dissent, and dictate media black-outs
- “Reality” TV and voyeurism
- The beauty industry and societal emphasis on personal appearance, fashion, and pop culture
- Absence of social “safety nets” and economic security (including current debates about welfare and unemployment insurance)
- The war machine, escalating militarization, using the military to enforce government policy
- The rights and experiences of laborers in agriculture, mining, and other industries related to the Hunger Games
- Environmental destruction and links to economic inequality
- Feminism and gender relations in the Hunger Games series
- Fear and violence and their roles in supporting government policies and practices

4. Group Oral Presentation (20 points):

Students will assigned to districts or the Capitol, based on the novels (see list below), and then construct and develop their responses to the following questions. From the perspective of the people in your district (or in the Capitol), are there changes you want to make in the social and political structure of Panem? If so (and if you had all the resources you would need to make it happen), what are they? What specific steps would you take and changes would you make to alter the society and culture in Panem?

Draw on the novels, films, and analytical essays we are reading for the course. Also do additional to add depth and substance to your analysis.

Each resident of your district will specialize in a particular aspect of your analysis and proposed solution. Together, your group will integrate your research findings into one cohesive class presentation. Remember to view the project from the perspective of the residents of your district. How does your position in the social structure of Panem shape your perceptions and response? What is your proposal about the status and role of other districts?

Prepare a 30-minute group presentation that includes visuals (Power Point, video clips, maps, etc.). Make it interesting and engaging for the rest of the class. Use creative formats and approaches (dressing like people in your district, for example)—give a performance/presentation that will get capture students' attention and get the class involved! Each member of your group must contribute research and material, and each must be involved in some aspect of the actual presentation or performance.

List of the Districts in Panem:

- ✪ The Capitol, the seat of Panem's brutal totalitarian government, is located in the western Rocky Mountains and surrounded by twelve outlying districts over which it exercises absolute rule. Citizens of the Capitol are far removed from the deprivation and oppression of the districts and are generally preoccupied with extravagant fashion, parties, and mass entertainment like the Hunger Games. Most residents are either oblivious of, and/or totally unconcerned with, the poverty and desperation that prevails elsewhere in Panem. The Capitol is extremely wealthy and technologically advanced, and citizens enjoy a high standard of living.
- ✪ District 1, wealthy area that manufactures luxury items for the Capitol.
- ✪ District 2, main industry is masonry, but also manufactures weaponry, trains, and supplies "Peacekeepers" (the military). Big supporters of the Capitol and therefore pampered and given many goods and services.
- ✪ District 3, primary industry is electronics of many types, as well as cars, guns, and explosives.
- ✪ District 4, fishing is the main industry.
- ✪ District 5, main industry is the generation of power (electricity, etc.).
- ✪ District 6, primary industry is transportation.
- ✪ District 7, lumber is the main industry.
- ✪ District 8, primary industry is textiles.
- ✪ District 9, main industry is grain production.

- ✪ District 10, livestock and raising animals are the main industries.
- ✪ District 11, the industry is agriculture; orchards and fields of grain and cotton abound. Almost everything grown here is shipped directly to the Capitol. One of the poorest districts in Panem, second only to District 12. Also one of the districts where the “Peacekeepers” are the most violent. Residents are often malnourished because nearly all the agriculture goes to the Capitol.
- ✪ District 12 (where Katniss lives), coal mining is the only industry. Located near the Appalachian Mountains, this is the poorest district.
- ✪ District 13, before the war between the districts and the Capitol, this district specialized in nuclear technology and mining graphite. District 13 was one of the major forces of the rebellion, taking control of the nuclear arsenal. The surviving residents moved underground and rebuilt their civilization after the war. The Capitol uses propaganda to tell people in the other districts that District 13 was obliterated in the war, knowing it still exists, but not attempting to defeat it because of the fear of a nuclear attack.

5. Final Project (25 points):

Each student will choose a theme or subject that is important in the Hunger Games and develop a final project focusing on this theme. Students will submit a project proposal by Week Five. The Final Project will represent each student’s creative interpretation of the material covered in the course. It may take many different forms: a short story or other creative writing, a video or digital project, a short article or editorial for publication in the campus newspaper or a local paper or magazine—something creative and expressive that meets two conditions. The first is that students must relate their project explicitly to the course material and provide an analysis of a significant theme in the Hunger Games. The second is that they must put some significant time into it. I will not accept something obviously created ten minutes before class! The Final Project should reflect many hours of work over the final eight weeks of the semester. Projects will not be accepted late (unless students have an excused absence). The idea for the project is that students put extra effort into it because they have chosen a theme that’s important to them and with which they can be creative. Make your Final Project memorable!

6. Participation in Classroom and Smaller Group Discussions (10 points):

Your participation grade is based upon several factors: attendance and in-class behavior; keeping up with reading assignments; and participation in class discussions and activities.

We will have whole-class discussions and also break into smaller discussion groups during most class sessions. Students are required to participate in discussions at least once per week by sharing an insight or response to a discussion question. You will get much more out of the course if you are actively engaged and participating. Just attending class isn’t enough; be involved in order to maximize your experiences. For students who have a tendency to dominate group discussions: remember that cooperative participation also means consciously deciding to speak less often so that there is an

opportunity to hear from others. If you tend to be quiet in class or are accustomed to courses in which the professor does all the talking, you'll need to push yourself to contribute your ideas and become active in the class discussions. Students who attend class regularly but rarely speak in small group discussions will find a significant reduction in their semester grade as a result of lack of participation.

Many days this semester we will be discussing readings from books. Bring your copy of the book you read for homework with you to class. Students who do not bring an assigned book with them to class will have their class participation grade lowered and may be counted absent for the day.

CLASSROOM GROUND RULES:

- The course is designed to foster active learning. Your success relies on your active participation and discussion.
- **Taking Attendance Twice Each Session:** students will sign in at the start of class. At the end of the class session, students will again sign the attendance sheet. Students who fail to sign in twice will be counted absent for the entire class session. It is your responsibility to remember to sign in each week.
- Arrive in the classroom before class begins and ready to start the class. Students who arrive late will be counted absent.
- I will take a short (15 minute) break during each class session. If you leave the classroom, arrive back before the break ends for the second half of the class.
- **Bring Your Notes on the Reading to Class Each Day** so that you can contribute your ideas about the readings to your small group discussions.
- **Cell Phones, iPods, iPhones, & Other Gadgets:** I have a no-tolerance policy concerning cell phones and other electronic devices used in class. Turn them off (not just to vibrate) and put them out of sight when you enter the class. If you are discovered using a phone or other electronic device during class, your semester grade will drop one full step (e.g., from A down to B, B down to C). Two such offenses will mean a failing grade in the course. Use of any of these devices during a quiz or graded in-class assignment will be considered cheating and grounds for failing the course.
- **Working on Assignments for Another Course During Class:** do not engage in work for other courses during this class. You will be asked to leave and counted as absent for that day.
- **Talking During Presentations:** there will be time for you to share your insights during small group discussions. Please be considerate and do not talk during the

movies or my short presentations. If you disrupt the class, you will be asked to leave and counted as absent for that day.

- **Food and Drinks:** you may bring food and drinks to class, if you do not bother others. Please eat food quietly and without disruption.
- **Disabilities and Special Assistance:** please let me know early in the semester if you require any special accommodations based on a disability. I will be happy to work with you to ensure that you get the assistance you need.
- **Student/Professor Communication:** I will go out of my way to assist you, if you make an honest effort to address any problems you may encounter in successfully completing the course. It is important that you communicate with me if you have questions or difficulties. If you are struggling, ask for help during class or my office hours. If you are absent, do not email me for a synopsis of what you missed. Instead, check with another student in the course. To arrange a meeting, please make use of my office hours if at all possible. Use the JMAIL icon on the left side of the Cougar Course page to contact me (rather than just sending a message to my campus email address). I get so much email that I can't keep up, but I do keep careful watch of my course email from students, when it is sent through Cougar Courses. When sending an email, please include your full name and the course title. Please be advised that, according to university policy regarding confidentiality, grades cannot be emailed to students.

ASSIGNMENT GUIDELINES:

There will be a variety of different types of assignments in this course, including reading, watching films outside of class, weekly assignments and reading quizzes, participating in class discussion, and written projects.

Please note these requirements for written assignments:

- ✓ Careful instructions for each assignment are included in the syllabus. Follow the instructions fully.
- ✓ No credit will be given for projects that are not carried out as they are assigned or for projects that are handed in late without prior approval.
- ✓ I care about writing and literacy. Use only the APA (American Psychological Association) Style in your papers to cite books, articles, films, and all other sources. DO NOT just make up your own citation style. The website for the APA style guide is posted on the top of the course web page.
- ✓ All written assignments should be double spaced, using either Times Roman 12-point font (not a larger font that takes more space), with 1-inch margins.

- ✓ Include your name, ID 360, and the date you wrote the paper on the top left of the first page. SINGLE SPACE THESE (The rest of the paper will be double spaced). Example:

Joanne Ashara (top, left corner of the first page – single space this info.)
ID 370
March 17, 2016

- ✓ Title each assignment and center this at the top of the page. Example:

Analysis Paper, Your Specific Topic

- ✓ Number the pages in each assignment. If the assignment guidelines call for 8 pages of text, plus a Works Cited page, be sure that your paper is at least 8 FULL pages when it is posted on the course web page (double-spaced, with one inch margins). Write a little more to ensure that it is 8 full pages. Assignments that do not meet the required length will not earn credit.
- ✓ Write a draft, and then revise your work. Use spell check and grammar check on your computer to help catch errors. Proofread your writing for spelling and grammatical errors and make corrections before submitting a final version.
- ✓ All written assignments will be submitted via the Cougar Course page, not using paper copies. See instructions on the Cougar Course page for submitting assignments online.
- ✓ Special note: I will be using Turnitin software that checks each paper for plagiarism (using or copying material from sources and not citing it). This program automatically alerts instructors when students have copied portions of essays, websites, and books and used these as if they were their own writing. Be sure to put the ideas in your papers in your own words.
- ✓ Late work will not be accepted (unless you have previously arranged this with me because of an excused absence). I will not accept assignments late or via email.
- ✓ It is your responsibility to keep a copy of each assignment on your computer or a disk until the semester is over and your final grade has been recorded. If there is any question about your grade, you may need copies of your work.
- ✓ EACH TIME you include an idea in your paper that did not come from your own thoughts, you are required to cite your source, using MLA format. This includes insights from course textbooks, the Internet, other books and articles, movies, or any other sources. Plagiarism (using ideas from other sources but not citing them) is cheating and grounds for failing the course.
- ✓ I expect your writing to be polished and university-level prose. Correct your

grammar, spelling, and syntax before submitting your work. Use the APA writing style website (posted on the course web page), to help with your writing skills.

- ✓ Wikipedia is not a reliable academic source for your research. It may point you to reliable sources, but you need to go directly to the original documents and not rely on Wikipedia. Do not use or cite Wikipedia in your coursework. Many popular websites include personal opinion and faulty assumptions; don't rely on these for your research. Look for journal articles and books and websites developed by experts and scholars, based on research, rather than just personal opinion expressed on the Internet.

Written Projects: all writing, whether done in class or for formal papers, will be in the form of polished, academic prose. Part of the challenge of all writing assignments will include learning to be selective about what you write, as well as learning to convey your ideas in an interesting, elucidating manner.

The grading standards will be rigorous, and I expect all writing you do for this course to show evidence of serious intellectual endeavor. Further, all writing should be carefully revised, edited, and polished, virtually free of grammatical and typographical errors, as well as errors in syntax. Be sure to use spell check and grammar check, and also proofread your writing before you turn it in. If you turn in a sloppy, unedited assignment, you will receive zero credit for that assignment. If you need help with writing, please use the resources provided by the university (see, for example, this website): <http://www.csusm.edu/writingcenter/studentresources/grammar.html>.

You are also encouraged to take advantage of the Writing Center and other forms of writing assistance, such as outside readers, or come to see me during my office hours. While I am happy to discuss your thesis with you or go over a problematic section, I will not be able to serve as a personal editorial assistant. See me during office hours, and I can give you feedback on your writing then.

In certain cases, students will be required to get help from the Writing Center. Located in Kellogg Library Room 1103, the Writing Center offers one-on-one tutoring at all stages of the writing process: brainstorming, drafting, revising, and editing. While the Writing Center will assist with the rules of grammar and punctuation, it is not an editing service, and writing tutors will not correct your spelling, grammar, and sentence structure. Instead, writing tutors work with students in developing and improving problem-solving strategies and analytic abilities. The Writing Center also includes a computer lab where students can work on their projects, and a resource room with books and other materials on writing. The services offered by the Writing Center are free of charge. For information about the Writing Center or to make an appointment, call (760) 750-4168 or look at the website: http://www.csusm.edu/writing_center/. It's a good idea to schedule an appointment in advance, as the center often gets busy during the semester.

TOPICS AND READING ASSIGNMENTS

- Week One:** **Introduction to the Hunger Games Novels**
- Week Two:** **Introduction to the Films & Comparison to the Books**
Read: *The Hunger Games*, Chapters 1-14
- Week Three:** **Economic Inequality, Theories and Analyses**
Read: *The Hunger Games*, Chapters 15-27
- Week Four:** **Economic Inequality, Continued**
Read in Pharr text:
- Clemente, "History, Politics, Economics, and Culture; Panem in America: Crisis Economics and a Call for Political Engagement"
- Week Five:** **Hunger and Its Relationship to Social Stratification; the Absence of Social "Safety Nets" and Economic Security**
Read: *Catching Fire*, Chapters 1-14
Read in Pharr text: Despain, "The 'Fine Reality of Hunger Satisfied': Food as Cultural Metaphor in Panem"
- Week Six:** **Reality" TV and Voyeurism; the Beauty Industry & Societal Emphasis on Personal Appearance and Fashion**
Read: *Catching Fire*, Chapters 15-27
Read in Pharr text:
- Wright, "Revolutionary Art in the Age of Reality TV"
 - Mortimore-Smith, "Fueling the Spectacle: Audience as 'Gamemaker'"
- Week Seven:** **Surveillance, Censorship and Government Attempts to Control Journalism**
Read in Pharr text:
- Wezner, "Perhaps I Am Watching You Now"
 - Eskin, "Thematic Parallels and Literary Traditions; The PR Wars in The Hunger Games Trilogy"
 - Pavlik, "Absolute Power Games"

- Week Eight: Militarism, Violence, and Social Control**
 Read: *Mockingjay*, Chapters 1-14
 Read in Pharr text: Murphy, "The Child Soldier and the Self in Ender's Game and The Hunger Games"
- Week Nine: Resistance, Social Change Movements, Revolution**
 Read: *Mockingjay*, Chapters 15-27
- Week Ten: Social Change Movements, Revolution, continued**
 Read in Pharr text: Koenig, "Communal Spectacle: Reshaping History and Memory through Violence"
 Analysis Paper Due
- Week Eleven: Gender Roles and Gender Bending**
 Read in Pharr text:
- DeaVault, "The Masks of Femininity: Perceptions of the Feminine in *The Hunger Games*"
 - Montz, "Resistance, Surveillance, and Simulacra. Costuming the Resistance: the Female Spectacle of Rebellion"
- Week Twelve: Gender Roles and Gender Bending, continued**
 Read in Pharr text:
- Lem and Hassel, "'Killer' Katniss and 'Lover Boy' Peeta: Suzanne Collins' Defiance of Gender-Genred Reading"
 - Mitchell, "Of Queer Necessity: Panem's Hunger Games as Gender Games"
- Week Thirteen: Pop Culture Parallels and Contrasts**
 Read in Pharr text:
- Firestone, "Apples to Oranges: the Heroines in Twilight and The Hunger Games"
 - Pharr, "From the Boy Who Lived to the Girl Who Learned: Harry Potter and Katniss Everdeen"
- Week Fourteen: Pop Culture and Folklore in Resistance Movements**
 Read in Pharr text:
- Hanlon, "Coal Dust and Ballads: Appalachia and District 12"
 - Gant, "Hungering for Righteousness: Music, Spirituality, and Katniss Everdeen"
- Week Fifteen: Semester Wrap-Up, Final Projects Due**

NEW TOPIC PROPOSAL

Note: The proposed topic below can only be offered two times.



Is GE credit being requested? X Yes No
If so, which area(s)? DD Upper-division Social Science
Please attach the GE form to this form for the area requested.
Please attach a section add form.

- 1. College of: X CHABSS CoBA CoEHHS CSM 2. Center/Program/Department: Interdisciplinary Studies
3. Instructor: Linda Pershing
4. Topic Abbreviation and Number: ID 370 5. Grading Method: A-E
6. Term: Spring 7. Year: 2016 8. Variable Units: No, 3 units
9. Has this topic been offered previously: Yes No
10. Topic Title: The Hunger Games: May the Odds Be Ever in Your Favor
11. Abbreviated Title for PeopleSoft: ST: The Hunger Games
12. Topic Description: Note: This part can be skipped if answer to part 9 is "yes."

Twenty-four are forced to enter. Only the winner survives. In the ruins of a place once known as North America is the nation of Panem, a glamorous and wealthy "Capitol" surrounded by thirteen outlying districts.

The Hunger Games series of three novels by Suzanne Collins (and four subsequent movies based on the books) focuses on a grim vision of U.S. society in the future. Drawing on a modern version of the bloody battles in the Coliseum of ancient Greece, the annual Hunger Games have become a tradition for the amusement of the privileged and powerful Capitol region of Panem, which controls and enjoys all the wealth and resources of the districts.

Designed to be highly participatory, relevant to young people, and interactive, this course will examine a range of political and social justice issues that arise in the Hunger Games series, including classism, social privilege, governmental control, political resistance, rebellion and social change movements, the effects of war, gender roles and relations, societal emphasis on appearances and "fashion," hunger and food distribution, and what happens when the wealthy and powerful control society. Students will explore these topics as they analyze the texts and films, apply a range of social science theories to them, and compare their findings to contemporary U.S. society. Course assignments will include a set of readings (three novels, watch four films, and a series of theoretical and analytical essays), analysis papers, lively and engaged class and online discussions, and a final project.

14. Does this topic have co-requisites? Yes No

15. Does the topic require consent for enrollment? Yes No

Faculty Credential Analyst Dean Program/Center/Department - Director/Chair

16. Is topic crosslisted Yes No If yes, indicate which course and obtain signature in #18.

17. Justification for offering this topic.

The Hunger Games series is extremely popular among young adult readers. It features a strong female protagonist and a narrative about the rich and powerful controlling a future, highly stratified society. Popular culture of this type offers an appealing and engaging way for students to think about a range of contemporary issues, including social and economic inequality, the cost of war, gender relations, and grassroots political movements. The course will be extremely participatory and will enable students to develop the critical thinking skills they need to analyze social structures and stratification, political systems, the mass media, social change and resistance movements, and a range of other important aspects of contemporary U.S. society.

* Enter units only if this is a variable-units topic course.

18. Does this topic impact any other disciplines? Note: This number can be skipped if answer to part 9 is "yes." *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*

Yes No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Note: this is an interdisciplinary course with a focus on the social sciences

Political Science

Discipline

see email _____ Support _____ Oppose
Signature Date

Economics

Discipline

see email _____ Support _____ Oppose
Signature Date

Sociology

Discipline

see email _____ Support _____ Oppose
Signature Date

Mass Media

Discipline

see email _____ Support _____ Oppose
Signature Date

Film Studies

Discipline

see email _____ Support _____ Oppose
Signature Date

Women's Studies

Discipline

see email _____ Support _____ Oppose
Signature Date

Literature & Writing

Discipline

see email _____ Support _____ Oppose
Signature Date

1. Linda Pershing
Originator (Please Print) _____
Date _____

Martin Stoddard/Holmes 9-23-15
Dean of College (or Designee) _____
Date _____

2. Martin Stoddard/Holmes 9-23-15
Program/Center/Department - Director/Chair _____
Date _____

5. _____
Dean of Academic Programs _____
Date _____

3. Martin Stoddard/Holmes 9-23-15
College Curriculum Comm. Rep. _____
Date _____

Subject: Re: Requesting assistance, new course forms
Date: Sunday, September 27, 2015 at 4:42:46 PM Pacific Daylight Time
From: Cyrus Masroori
To: Linda Pershing
CC: Martha Stoddard-Holmes, Krista Gutierrez, Linda Pershing

Hi Linda,

Sorry for the later reply. I have been sick and trying to do as much as I can to keep my classes running and build the Spring schedule. Everything else has fallen a little behind. Political Science does have a course entitled Political Theory and Pop Culture. We do not cover Hunger Games in that course. So, although to me this course's questions and inquiries (based on what you have sent me) are essentially subjects of Political Science, as long as it is exclusively dealing with the Hunger Games, I do not have any objection to you offering it. Beyond that, the course is a PSCI course, which we currently offer. Hope all is well.

Cyrus

Cyrus Masroori
Professor and Chair
Department of Political Science
California State University San Marcos

From: Linda Pershing
Sent: Sunday, September 27, 2015 8:51 AM
To: Cyrus Masroori
Cc: Martha Stoddard-Holmes; Krista Gutierrez; Linda Pershing
Subject: FW: Requesting assistance, new course forms

Hello Cyrus,

I hope the world is treating you well. Just checking back a week later to learn if you've had a chance to review the course forms — so we can move forward.

Thanks very much for your time and attention,

Linda

Linda Pershing
Professor of Folklore and Cultural Studies
Interdisciplinary Programs, SBSB 2235
California State University San Marcos
San Marcos, CA 92096-0001
lpershing@csusm.edu

From: Linda Pershing <lpershin@csusm.edu>
Date: Sunday, September 20, 2015 at 4:30 PM

Subject: RE: Requesting assistance, new course forms
Date: Tuesday, September 22, 2015 at 2:39:40 PM Pacific Daylight Time
From: Robert Rider
To: Linda Pershing
CC: Martha Stoddard-Holmes, Leo Melena, John Scheuerman

Hi Linda,

I don't see any issues with economics. Good luck with your course. I will forward the T-form with my signature to Martha.

Bob Rider

From: Linda Pershing
Sent: Sunday, September 20, 2015 4:34 PM
To: Robert Rider <rrider@csusm.edu>
Cc: Martha Stoddard-Holmes <mstoddar@csusm.edu>; Leo Melena <lmelena@csusm.edu>; John Scheuerman <jscheuerman@csusm.edu>
Subject: Requesting assistance, new course forms
Importance: High

Hi Bob,

I've developed a new Topics course for next spring (2016), focusing on the Hunger Games series of novels and films that are so popular among young adult readers. The course will be interdisciplinary, with a focus on the social sciences, offered as an Interdisciplinary Studies new topics class.

Since the course will be broadly interdisciplinary, the related departments/programs include:

- Economics
- Political Science
- Sociology
- Mass Media
- Film Studies
- Women's Studies, and also
- Literature & Writing (course material included a novel series)

I am concerned about getting the forms processed quickly and possible delays — with so many departments chairs needing the time to review the materials and process them. It would be very helpful if you could review them at your earliest convenience.

Would you be so kind as to review this T Form and syllabus, indicate on the T Form if you support or oppose, and email it to Martha Stoddard-Holmes as soon as you can? I have copied her on this message.

Thanks very much for your time and attention,

Linda

Linda Pershing
Professor of Folklore and Cultural Studies
Interdisciplinary Programs, SBSB 2235
California State University San Marcos

Subject: Re: Requesting assistance, new course forms
Date: Sunday, September 27, 2015 at 10:05:01 AM Pacific Daylight Time
From: Sharon Elise
To: Linda Pershing
CC: Martha Stoddard-Holmes, John Scheuerman, Toni Shaffer

On behalf of Sociology, I support this course proposal. Please accept this email to stand instead of my signature.

Best,

Sharon Elise

Sent from my iPhone

On Sep 27, 2015, at 8:52 AM, Linda Pershing <lpershin@csusm.edu> wrote:

Hello Sharon,

I hope the world is treating you well. Just checking back a week later to learn if you've had a chance to review the course forms — so we can move forward.

Thanks very much for your time and attention,

Linda

Linda Pershing
Professor of Folklore and Cultural Studies
Interdisciplinary Programs, SBSB 2235
California State University San Marcos
San Marcos, CA 92096-0001
lpershing@csusm.edu

From: Linda Pershing <lpershin@csusm.edu>
Date: Sunday, September 20, 2015 at 4:37 PM
To: Sharon Elise <selise@csusm.edu>
Cc: Martha Stoddard-Holmes <mstoddar@csusm.edu>, Leo Melena <lmelena@csusm.edu>, AC John Scheuerman <jscheuerman@csusm.edu>, Toni Shaffer <tshaffer@csusm.edu>
Subject: Requesting assistance, new course forms

Hello Sharon,

I've developed a new Topics course for next spring (2016), focusing on the Hunger Games series of novels and films that are so popular among young adult readers. The course will be interdisciplinary, with a focus on the social sciences, offered as an Interdisciplinary Studies new topics class.

Since the course will be broadly interdisciplinary, the related departments/programs include:

- Sociology
- Political Science

Subject: RE: Requesting assistance, new course forms
Date: Saturday, September 26, 2015 at 2:09:22 PM Pacific Daylight Time
From: Michelle Holling
To: Linda Pershing
CC: Martha Stoddard-Holmes

Hello Linda.

I'm following up on my last email. COMM faculty "support" the course you propose. The doc's you sent are in pdf as such I'm not sure how to mark support on it thus, please use this email as support and signature.

Also, if you have a flyer for the course, please do share with me. Faculty in COMM would like to have the course serve as an elective for both COMM and MASS majors.

Regards, Michelle

From: Linda Pershing
Sent: Thursday, September 24, 2015 8:18 PM
To: Michelle Holling <mholling@csusm.edu>
Cc: Martha Stoddard-Holmes <mstoddar@csusm.edu>
Subject: Re: Requesting assistance, new course forms

Hi Michelle,

Thanks for being in touch. Please get back to me as soon as you're able 😊

Linda Pershing

On Sep 24, 2015, at 5:42 PM, Michelle Holling <mholling@csusm.edu> wrote:

Hi Linda.

I reviewed the materials you sent—whew, thorough syllabus! The course sounds great. And, I need to wait to hear back from my faculty before I can give you a final decision. Based on the deadline I gave to them to respond to me...I'll be able to let you know by Sept 30th.

Regards, Michelle

From: Linda Pershing
Sent: Sunday, September 20, 2015 4:39 PM
To: Michelle Holling <mholling@csusm.edu>
Cc: Martha Stoddard-Holmes <mstoddar@csusm.edu>; Debbie Andrews <dandrews@csusm.edu>; Leo Melena <lmelena@csusm.edu>; John Scheuerman <jscheuerman@csusm.edu>
Subject: Requesting assistance, new course forms
Importance: High

Hello Michelle,

Subject: Re: Requesting assistance, new course forms
Date: Monday, September 21, 2015 at 10:07:40 PM Pacific Daylight Time
From: Rebecca Lush
To: Linda Pershing
CC: Martha Stoddard-Holmes, Linda Pershing

Hi Linda,

Thank you for sending your materials to me to review.

On behalf of FMST I support your T-form for the Hunger Games class.

I'm sure this one will be popular!

best,
Rebecca

Rebecca M. Lush, Ph.D.
Associate Professor
Literature and Writing Studies
Film Studies Coordinator
Faculty Director of the Cougar Chronicle
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760-750-8004

From: Linda Pershing
Sent: Monday, September 21, 2015 11:25 AM
To: Rebecca Lush
Cc: Martha Stoddard-Holmes; Linda Pershing; John Scheuerman; Leo Melena
Subject: Requesting assistance, new course forms

Hi Rebecca,

I hope the world is treating you well :)

I've developed a new Topics course for next spring (2016), focusing on the Hunger Games series of novels and films. The course will focus on the social sciences (lots of economics, political science, sociology, media studies, women's studies), be offered as an Interdisciplinary Studies new topics class, and I'm applying for upper-division, Social Science Gen. Ed. (DD) Certification.

It's likely that I will retire at the end of this academic year, which would mean I'd only teach it once. It all depends on our next contract — if it seems especially worthwhile to do so, I'd stay one more year and teach the course again next year. Doesn't seem likely, given the way our contract negotiations are going.

The related departments/programs I've listed on the attached T Form include:

Subject: Re: Requesting assistance, new course forms
Date: Monday, September 21, 2015 at 9:08:08 AM Pacific Daylight Time
From: Jodie Lawston
To: Linda Pershing
CC: Martha Stoddard-Holmes, Jo Ellen Anderson, Leo Melena, John Scheuerman

Hi Linda,

This course looks great. I support it.

I do not have access to a scanner at the moment, so I'm hoping this email will suffice as proof of my support.

Take care,
Jodie

Jodie M. Lawston, Ph.D.
Associate Professor of Women's Studies
President, Action Committee for Women in Prison
California State University San Marcos
San Marcos, CA 92096-0001
760.750.4623 phone
jlawston@csusm.edu

From: Linda Pershing
Sent: Sunday, September 20, 2015 4:42 PM
To: Jodie Lawston
Cc: Martha Stoddard-Holmes; Jo Ellen Anderson; Leo Melena; John Scheuerman
Subject: Requesting assistance, new course forms

Hi Jodie,

I've developed a new Topics course for next spring (2016), focusing on the Hunger Games series of novels and films that are so popular among young adult readers. The course will be interdisciplinary, with a focus on the social sciences, offered as an Interdisciplinary Studies new topics class.

Since the course will be broadly interdisciplinary, the related departments/programs include:

- Women's Studies
- Economics
- Sociology
- Mass Media
- Film Studies
- Political Science, and also
- Literature & Writing (course material included a novel series)

I am concerned about getting the forms processed quickly and possible delays — with so many departments chairs needing the time to review the materials and process them. It would be very helpful if you could

Subject: Re: Requesting assistance, new course forms
Date: Tuesday, September 29, 2015 at 11:36:03 AM Pacific Daylight Time
From: Salah Moukhlis
To: Linda Pershing
CC: Martha Stoddard-Holmes, Heidi Breuer, John Scheuerman
Priority: High

Hi Linda,

Please consider this e-mail as LTWR support for the course.

Best,
Salah

Salah M. Moukhlis, Ph.D.
Professor and Chair
Literature and Writing Studies Department
California State University San Marcos
San Marcos, CA, 92096-0001
Office: Markstein Hall 126K
Tel. 760-750-8081
E-mail. smoukhli@csusm.edu

From: Linda Pershing <lpershin@csusm.edu>
Date: Sunday, September 27, 2015 at 8:54 AM
To: Salah Moukhlis <smoukhli@csusm.edu>
Cc: Martha Stoddard-Holmes <mstoddar@csusm.edu>, Heidi Breuer <hbreuer@csusm.edu>, John Scheuerman <jscheuerman@csusm.edu>
Subject: FW: Requesting assistance, new course forms

Hello Salah,

Just checking back a week later to learn if you've had a chance to review the course forms — so we can move forward.

Thanks very much for your time and attention,

Linda

Linda Pershing
Professor of Folklore and Cultural Studies
Interdisciplinary Programs, SBSB 2235
California State University San Marcos
San Marcos, CA 92096-0001
lpershing@csusm.edu

From: Linda Pershing <lpershin@csusm.edu>
Date: Monday, September 21, 2015 at 11:16 AM
To: Salah Moukhlis <smoukhli@csusm.edu>
Cc: Linda Pershing <lpershing@csusm.edu>, Martha Stoddard-Holmes <mstoddar@csusm.edu>, Heidi

For Martha
For ID 370 Hunger Games
Course Forms

Departments and Programs that reviewed the course proposal:

- Women's Studies
- Economics
- Sociology
- Mass Media
- Film Studies
- Political Science, and also
- Literature & Writing (course material included a novel series)