Growing Up in Panem: Developmental Psychology of the Hunger Games
PSYC 118D
Fall 2015

Instructor
Dr. Christy M. Byrd
cmbyrd@ucsc.edu
Office: Social Sciences 2, Room 347
Office Hours: Wed 11:00-12:00pm and by appointment: http://meetme.so/ChristyByrd

Teaching Assistant
TBA

Meeting Times and Location:
T/Th 4:00-5:45pm, sections on Wednesday (TBA)
Porter Acad 148

Course Description
In this course, we will use The Hunger Games trilogy to explore contextual factors in child and adolescent development and critically examine the parallels between Panem and the real world. Topics will include poverty and hunger, media and development, oppression and privilege, social identity development, and war and exposure to violence, and resilience and resistance. Each topic will be explored in the books and then connected to existing psychology research and real world experiences. PSYC 10 and 100 are prerequisites. This course is designed to be fun and give us the opportunity to discuss and explore a series we enjoy—at the same time, hard work, deep reflection, and critical thinking skills will be required!

Objectives
At the end of this course you will be able to:

- Understand theories and concepts of developmental and social psychology
- Apply theories and concepts in developmental and social psychology to the experiences of characters in the series
- Demonstrate critical thinking skills

Class Structure
Each week will focus on a different theme. We will begin with readings for homework and a lecture on Tuesday. In sections on Wednesday, you will work in small groups to reflect on the lecture and develop your own responses and analyses. We will conclude with a large group discussion on Thursday based on the work in section. Active participation and engagement will be required throughout.

Required Texts
Course Reader

**Recommended Text**


**Requirements**

- Introductory essay (required)
- Homework and in-class participation (80%)
- Analysis paper (20%)

**Introductory essay:** You will write a short paper introducing yourself to the class and explaining your interest in the Hunger Games trilogy. You will also reflect on your background in the course topics and topics you are interested in exploring. Further instructions will be given in class, and the paper will be submitted on eCommons. Failure to complete this assignment will result in a No Pass for the class.

**Homework and in-class participation:** You are required to attend the first lecture or you will be dropped from the course. You are expected to attend each lecture and discussion section, arriving on time and having completed the assigned readings and homework assignments. Homework assignments will generally consist of short reflections on the readings that are turned in before class on eCommons. In-class participation will be graded through completion of activities and assignments individually and in groups.

Homework and in-class participation will be graded based on completion with 0-3 points. Late assignments will receive a 1 point penalty. Assignments graded 0 or 1 points may be rewritten within 1 week after being returned to receive up to 2 points.

**Analysis paper:** You will write an analysis of an event or character in the series using theories from the class. This paper should follow APA style and will be submitted on eCommons. Late papers will receive a 5% point deduction every 24 hours.
Course Policies

Contacting the Instructor
Please use the following link to schedule a meeting outside of office hours: http://meetme.so/ChristyByrd. Otherwise, email is the best way to contact me. Please include “PSYC 10” in the subject line. I will respond to student emails only between 10am and 12pm each day. If you email me after 12pm, please do not expect a response until the next morning. Before emailing, please:

- review the syllabus
- read my latest announcements
- review the relevant resources on eCommons

To make sure your question isn't answered in those places.

Academic Honesty
You are responsible for the integrity of your work. Academic dishonesty will not be tolerated. If you are found guilty of cheating or plagiarizing, you will receive a zero on the assignment. You may also be given a failing grade for the course and/or referred to your provost. Academic dishonesty includes submitting someone else’s work under your own name, collaborating with someone else on an individual project, or including another person’s written words or ideas into your work without appropriate attribution. If you are unsure as to what constitutes academic dishonesty, please meet with the instructors. Information is also available here: http://library.ucsc.edu/help/howto/citations-and-style-guides.

Principles and procedures concerning academic integrity are available at this link: http://www.ue.ucsc.edu/academic_integrity.

Accommodations for Disabilities
Any student who thinks they may need an accommodation based on the impact of a disability should contact the instructor privately to submit their Accommodation Authorization and discuss specific needs, preferably within the first two weeks of the quarter. Please contact the Disability Resource Center at 831-45-2089 in room 146 Hahn Student Services or by e-mail at drc@ucsc.edu to coordinate those accommodations.

Course Communication: The instructor and TA will use email and eCommons to communicate about the course, including giving feedback on assignments and making announcements about homework assignments and changes to the syllabus. It is essential that you read all communications.

Distribution of Course Materials: Please note that students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose, whether or not the student himself or herself took the notes. The unauthorized sale
of lecture notes (and handouts, readers or other course materials) is a violation of campus policies, state law and may also constitute copyright infringement subject to legal action.

For more information about the policy, please see this email from UCSC's Vice Provost and Dean of Undergraduate Education (Dec 2010): http://its.ucsc.edu/security/copyright-notes.html
## Course Schedule

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<th>Week</th>
<th>Topic</th>
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<td>0</td>
<td>Introductions</td>
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| 1    | **Overview/Psychology and literature**  
|      | - The State of the World’s Children 2015: Reimagine the Future |  
|      | Executive Summary. (n.d.). Retrieved from |  
|      | Homework Reflection: Select one table from the executive summary and describe the trends for children worldwide. What surprises you about the trends? |
| 10/2 | Introductory Essay Due |
| 2    | **Poverty and hunger**  
|      | - The Hunger Games  
|      | Homework Reflection: What does it mean to be poor? What are the effects of poverty on Katniss, Peeta, and Gale? Which effects are similar to what research has found? |
| 3    | **Media**  
|      | Homework Reflection: What is Katniss’s relationship to the media before she participates in the Hunger Games? Afterward? Based on the readings, describe how her development might have been affected as a participant in the production of the Hunger Games. |
| 4    | **Oppression**  
|      | - Catching Fire |
Homework Reflection: In what ways does the Capital control the residents of the districts? How are these practices related to forms of oppression and institutional discrimination? In what other ways are citizens of Panem oppressed?

5 Social identity development


Homework Reflection: Focus on Katniss, Peeta, or Gale and describe how their gender identity shifts throughout the series. In what ways does their environment socialize them into gender roles?

6 War and exposure to violence

- Mockingjay
- Tony Hoffman guest lecture

Homework Reflection: Compare and contrast the responses of Katniss and
Peeta to their participation in the Hunger Games and the District 13 rebellion. What does the research suggest about their responses?

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>11/10</td>
<td>Paper Discussion/Topic Development</td>
</tr>
<tr>
<td>11/11</td>
<td>No Section – Veteran’s Day</td>
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<tr>
<td>11/12</td>
<td>Paper Workshop</td>
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**Resilience**


Homework Reflection: What are the strategies of the resistance movements in the series? Ultimately, what do you think is accountable for District 13’s takeover? Would you classify this as a success? Why or why not? What does Panem look like 20 years later?

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>11/20</td>
<td><strong>Class Trip: Mockingjay - Part 2 Premiere</strong></td>
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<tr>
<td>9</td>
<td>11/24 Movie Discussion</td>
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<td>11/25 Optional Section</td>
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<td>11/26 No Lecture - Thanksgiving</td>
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**Resistance**


Homework Reflection: Overall, what are the most striking parallels between our world and the world of Panem? How can developmental and social psychology help us understand and solve those issues? What can you as an individual do?

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<td>Final Paper Due</td>
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Exam Week

1. Peeta to their participation in the Hunger Games and the District 13 rebellion. What does the research suggest about their responses?
2. **Resilience**
3. Homework Reflection: What are the strategies of the resistance movements in the series? Ultimately, what do you think is accountable for District 13’s takeover? Would you classify this as a success? Why or why not? What does Panem look like 20 years later?
4. **Class Trip: Mockingjay - Part 2 Premiere**
5. **Resistance**
6. Homework Reflection: Overall, what are the most striking parallels between our world and the world of Panem? How can developmental and social psychology help us understand and solve those issues? What can you as an individual do?
7. Final Paper Due