

Sociology of Media

SOCI 140

Fall 2025 Section 01 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 09/02/2025

Contact Information

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Course Information

Everyone loves a good story! Whether it's the meet-cute at the start of a rom-com, a death-defying tale of adventure, or the perilous pursuit of justice, we are all drawn to narratives and the possible futures they imagine. But at the societal level, stories aren't told equally. Some voices dominate while others are silenced. Who gets to tell these stories, and which ones rise to the top, is deeply tied to culture, social behavior, and the media forms through which they're communicated.

This course traces the rise of popular mass media and considers how it has shaped the way we think, act, and connect. We'll explore how culture and media constantly feed into one another: how media reflects social values, how it influences behavior, and how it reinforces systems of power. Along the way, we'll analyze how images of race, gender, class, and sexuality circulate through films and books, asking what these portrayals say about who holds power in society.

By the end of the semester, we'll turn our attention to Suzanne Collins' Hunger Games universe as a case study. Using thematic coding, we will examine what dystopian fiction reveals about contemporary society: the tensions between freedom and control, the ways inequality is justified or resisted, and the role of media in manufacturing both consent and dissent.

Course Description and Requisites

Examines the historical development of popular mass media and its role in contemporary society. Explores the relationship between culture, social behavior, and various media forms. Analyzes how gender, race, class, and sexuality have been depicted and represented in media images.

Prerequisite: SOCI 001.

Letter Graded

* Classroom Protocols

By choosing to take this section, you are agreeing to adhere to these policies without contestation.

Ai Policy

I understand that as people living through the advent of AI there is a temptation to use it for everything – it is a really interesting piece of technology! However, in this classroom your writing process matters as much as your final product. What does this mean for you?

To protect academic integrity and support your development as a writer, the following rules apply to any assignments completed online:

- *Google Docs Requirement*
 - For each new assignment you must start a shared google doc which you will use –from brainstorming to final draft.
 - This Google Doc must be created at the start of your writing process, not at the end.
 - You must share the document with me as an editor by the due date.
- *No Copy-Pasting*
 - Any use of copy and paste from outside sources including but not limited to: your own work, AI tools (ChatGPT, Grammarly, Quillbot, etc.), or third-party drafts is prohibited.
 - Copy-pasting will be treated as evidence of unauthorized assistance. This includes:
 - Pasting in AI-generated drafts
 - Pasting from paraphrasing tools
 - Pasting in large segments revised elsewhere
- *AI Use Is Prohibited*
 - No AI tools of any kind may be used at any stage of the writing process—including for idea generation, outlining, grammar editing, or rewording.
 - The goal is for you to write and revise using your own thinking and voice.
- *Writing History Matters*
 - I will periodically review your Google Doc's **version history**.

- Documents that show unusual revision patterns, late-stage pasting, or evidence of outside tool use may be investigated.

Please Note:

- Any deviation from these requirements is a choice and will result in a failing grade on the assignment (40%).
- Any document that shows pasted-in content will receive a failing grade (40%) for the assignment.
- Violations may be referred for academic misconduct.

Academic Dishonesty

Academic dishonesty includes a range of prohibited behaviors such as plagiarism, cheating on quizzes and exams, working on exams as a group etc. Plagiarism is the most common of these offenses and so I want to take a little time to clarify what plagiarism constitutes.

In the most basic sense, plagiarism is taking the thoughts, ideas, opinions, or work of others and presenting it as your own. It happens in a variety of ways sometimes by accident (like paraphrasing an idea and forgetting to cite), or on purpose (like directly copying or buying a paper), but no matter the context plagiarism is plagiarism.

Please be aware you are responsible for knowing about the various types of Academic Dishonesty located in your student catalogue. Failure to read the catalogue does not excuse academic dishonesty.

Plagiarism also includes copying your own work. You cannot “double dip”, meaning you cannot (1) submit the same paper for two courses, (2) use parts of a paper in one class and insert them into another, or (3) submit any of your work as a “new assignment” which was previously submitted elsewhere (either in this class or in another class).

Consequences of Academic Dishonesty

Academic Dishonesty will not be tolerated in this class. If such an act occurs, there are several avenues that I may pursue ranging anywhere from having you redo the assignment or assigning a zero, to assigning an F for the course. In addition to these individual punishments, I will write up an Academic Dishonesty Incident Report beginning with the very first act of plagiarism. These reports are sent to the Academic Affairs Office. Continued plagiarism reports could result in expulsion from the university. If you are having trouble understanding plagiarism it is your responsibility to see me during office hours for further help.

Contacting the Professor

I prefer you email me via Canvas. That way I have a constant visual reminder that an email is waiting and it won't get lost in my school inbox. I attempt to respond within 24-48 business hours (excluding weekends and holidays).

This means that if you email me after Wednesday, I have until the next week to respond. If something is urgent, like a question about a project, please do not wait until the last minute. I cannot guarantee that I will get back to you immediately.

If I haven't gotten back to you in 48 hours, please send a follow-up email.

Canvas Issues

Canvas does not usually crash for one student only. In the case of a school-wide Canvas issue, the university will send out an announcement. I will then make an announcement about potential assignment extensions.

In the case you are having an individual technical issue that hinders your ability to submit an assignment on Canvas, please email me the assignment ASAP.

If you have general questions about Canvas, please feel free to [click on this link \(https://www.sjsu.edu/learnanywhere/frequently-asked-questions/canvas-frequently-asked-questions.php\)](https://www.sjsu.edu/learnanywhere/frequently-asked-questions/canvas-frequently-asked-questions.php).

Feedback on Assignments

I truly enjoy giving feedback and see it as an essential part of your learning process. Throughout this course, I will use three primary types of feedback, depending on the nature of the assignment:

- **Pass/Fail:** Some assignments will be graded on a pass/fail basis. These are typically lower-stakes tasks and will not receive detailed feedback unless requested.
- **Analytic Rubrics:** For many qualitative assignments, I will use an analytic rubric to assess your work. Rubrics will break down the requirements of the assignment and offer a structured evaluation of each component. Feedback in this format will focus on broader aspects such as organization, clarity, and tone. It provides an overall impression and high-level suggestions for improvement, rather than line-by-line or highly detailed comments.
- **Formative Feedback:** Formative feedback connects your progress to both your personal goals and the broader goals of the course. This type of feedback is meant to help you track your development and ensure you're on a path toward achieving success, based on the quality and direction of your work.

Requesting Additional Feedback:

If you would like more specific or detailed feedback on any assignment, please include a comment with your submission (if online) or attend office hours. I'm happy to follow up and provide more targeted insights to support your growth.

File Corruption or Other Issues with Reading Documents

Students are responsible for ensuring that all assignments are successfully submitted and can be opened and read. Digital submissions must be in accessible file formats with correct links and permissions. Assignments that cannot be accessed (e.g., corrupted files, broken links, or missing permissions) will be marked as missing. In-class submissions, including handwritten work, must be clearly legible. Any resubmission after the deadline will be considered late in accordance with the course late policy.

Grading

I will begin grading assignments in the order in which they are received. My goal is to have assignments graded two weeks after submission at the absolute latest.

Please note: If you turn in your assignment late, I will attempt to grade your assignment in a timely manner, but I cannot make guarantees. New assignments are given priority.

Internet Connectivity Issues

In the event that you are having internet connection issues and need to turn in an assignment, each document on your computer shows when you created the document and when you last modified it. I want you to email me a picture of the date created and date modified on the assignment, whenever your internet services are restored. You will receive proper credit so long as it was completed on time.

In the case where an assignment is to be turned in on paper, and becomes lost, it is your responsibility to contact me 24 hours prior to class in order to secure an additional worksheet.

Late Policy

I completely understand that your lives are busy, and/or you may experience poor health during certain points in the semester. As a professor, we go through this too. To that end, I have created a late policy that considers individual situations and gives you an on-ramp back to the course. Unless otherwise noted, late submissions will be accepted and docked points.

In order to utilize the late policy, you will need to email me indicating you need an extension prior to the due date.

Each day you will get a 5 percent penalty for late work. After 7 days no late assignment will be accepted. All work for this class must be turned in by the final day of class (12/8/25)

If you have further questions about the late policy, please email me.

Please note: You do not need to prove that you have a worthy reason in order to use these policies. If you need them, you need them. No moral judgment is assigned to the use of the late policies, nor does it impact my view of you as a person.

Makeup Exams

Information concerning makeup exams is located in the assignment descriptions. Please be aware the descriptions do differ depending on the type of exam.

Technology

Our classroom is a space for focus and growth. To support your learning, this semester we will be taking a research backed approach and avoiding the use of laptops in the classroom with exceptions for those who have accommodations requiring them.

Research has found that technology actually leads to worse outcomes for students:

1. *Devices lead to multitasking.* With computers or tablets, the distractibility of multitasking results in poorer focus and attention, negatively affecting the quality of their notes (Fried, 2008; Fisher, 2015; May, 2017). Even when students know they are being monitored, they use the internet for non-learning-related activities (Ravizza, Uitvlugt, & Fenn, 2017).
2. *Devices distract students' neighbors.* When students are seated close to another student's laptop, their potential to be distracted by their fellow classmates significantly increases (Sana, Weston, & Cepeda, 2013).
3. *Notetaking on laptops is less effective for student learning compared to handwritten notes.* Although students can take more notes on a laptop, the "tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning" (Mueller and Oppenheimer, 2014).

Phones, laptops, smartwatches, and other devices should stay put away unless I specifically invite you to use them. Students with AEC-approved accommodations may use the tools outlined in their accommodations. If you need to take an emergency phone call (for example you have children and get a call from school), please step out into the hall to take it. This policy helps keep our learning fair, distraction-free, and focused on building your own skills.

Program Information

Program Learning Outcomes

1. Students will be able to think sociologically about the relationship between social structure, interaction, identities, and inequalities.
2. Students will be able to identify and explain major sociological theories and apply them to everyday life.
3. Students will be proficient in qualitative and quantitative research design, data collection and data analysis.
4. Students will be proficient in oral and written communication skills appropriate to the discipline.
5. Students will be able to practice sociology as educated and civically engaged persons.

Course Materials

- Required Reading: [Sunrise on the Reaping by Suzanne Collins \(https://libgen.li/index.php?req=sunrise+on+the+reaping&columns%5B%5D=t&columns%5B%5D=a&columns%5B%5D=s&columns%5B%5D=y&columns%5B%5D=p&columns%5B%5D=i&objects%5B%5D=f&objects%5B%5D=e&objects%5B%5D=s&objects%5B%5D=a&objects%5B%5D=p&objects%5B%5D=w&topics%5B%5D=l&topics%5B%5D=c&topics%5B%5D=f&topics%5B%5D=a&topics%5B%5D=m&topics%5B%5D=r&topics%5B%5D=s&res=100&filesuns=all\)](https://libgen.li/index.php?req=sunrise+on+the+reaping&columns%5B%5D=t&columns%5B%5D=a&columns%5B%5D=s&columns%5B%5D=y&columns%5B%5D=p&columns%5B%5D=i&objects%5B%5D=f&objects%5B%5D=e&objects%5B%5D=s&objects%5B%5D=a&objects%5B%5D=p&objects%5B%5D=w&topics%5B%5D=l&topics%5B%5D=c&topics%5B%5D=f&topics%5B%5D=a&topics%5B%5D=m&topics%5B%5D=r&topics%5B%5D=s&res=100&filesuns=all)

- All other readings and films will be provided for you.

Course Requirements and Assignments

Reading Quizzes

At the start of each Monday class, students will complete a brief pre-assessment designed to evaluate their comprehension of the assigned weekly readings. These reading quizzes will consist of five multiple-choice questions, each valued at two points, for a total of 10 points per quiz. The results will not only contribute to your overall course grade but will also inform and shape the weekly lecture by highlighting areas that may require further clarification or discussion.

You will each be given time and a half (8 minutes). There will be 10 quizzes throughout the term, making this category worth up to 100 points in total.

Addendums:

1. I understand that unforeseen circumstances may arise. However, if you arrive late, I will not be able to extend the allotted time for the quiz.
2. In the event that you miss class, there will be one opportunity to take a makeup during Wednesday's office hours. If you require a makeup beyond that day, appropriate documentation will be necessary. Thank you for your understanding.

Participation: Learning Checks

Throughout the week, students will participate in learning checks. Learning checks measure your progress toward both your individual learning goals and the overall goals of the course. They may take written or verbal form and will occur at random.

You will have multiple opportunities throughout the semester to demonstrate growth and understanding of the material. Written assessments will be assigned and explained during class and completed in that setting. They will be turned in via folders provided by the instructor. Folders will be collected daily.

Each learning check will be evaluated on the basis of thoughtfulness, conceptual understanding, and the ability to apply key ideas, with up to 5 points awarded per entry. To account for absences, your five lowest scores will be dropped.

Addendum:

- Learning Checks are considered classwork by definition. They are started and completed during class time, and therefore, the late submission policy does not apply to them.
- To receive credit for the day's learning check, you need to be present for the activity unless you have a University-approved excuse. I recognize that many of you juggle jobs and other

responsibilities, and I encourage you to choose class times that fit your schedule so you can fully participate

Homework

Each week, you will be assigned a homework task—most often in the form of a worksheet. When time permits, you may begin the assignment in class. Homework will be directly connected to the content covered that week and will focus on applying your understanding of the material. Homework is due by the end of class on Wednesday (unless otherwise specified). All worksheets must be completed by hand and be legible to earn points. Each worksheet will be worth 20 points.

Because the Late policy applies to this assignment, no drops are included.

Exam: Midterm

This semester you will have one midterm during Week 7. The midterm will be 50 questions, all multiple choice. The exam should take 50 minutes, I will provide time and a half (75 minutes) to all students.

All makeup requests for the midterm must be submitted on Tuesday before exam by 5pm.

- Makeups must be completed within the same week and will be proctored by myself via zoom. If you choose not to makeup the exam by Friday 5pm, you will forfeit your makeup attempt. If you miss your makeup appointment, you will forfeit your makeup attempt.
- Makeup exams may be oral exams.
- For emergencies that occur day of, students must submit proper documentation including but not limited to: physician notes, accident pictures, police reports, etc.

Exam : Final Exam

The final exam will be a blue book (essay) exam administered over two class periods during Week 15. You will have 75 minutes on Monday to respond to the first essay question and 75 minutes on Wednesday to complete the second. At the end of each session, you will submit your blue book to the professor for safekeeping.

Each essay will be worth 50 points, for a total of 100 points.

Essays should follow the traditional five-paragraph structure (introduction, three body paragraphs, and a conclusion). Blue books will be provided at no cost.

All makeup requests for the midterm must be submitted on Tuesday before exam by 5pm.

- Makeup exams will consist of both a written and oral component, and must be completed by **the last day of class, December 8th**, via Zoom. If you choose not to complete the makeup exam by **5:00 PM on December 8th**, or if you miss your scheduled makeup appointment, you will forfeit

your opportunity to make up the exam.

- **Process:**

You will be given two essay questions. You will respond to both by opening a Google Doc and writing your answers from start to finish during the scheduled session. The document's metadata will be reviewed for any inconsistencies, including the use of AI-generated content or the sudden appearance of sections of text. Any such irregularities will result in a significant penalty to your written exam grade.

Following the written portion, you will be required to complete an oral exam via Zoom to further assess your understanding.

- **Emergency Exceptions:**

If you experience an emergency on the day of the original exam, you must provide proper documentation in order to qualify for a makeup. Acceptable documentation may include, but is not limited to: a physician's note, accident photos, or a police report.

✓ Grading Information

I will round up if your grade is .5 or above only. Meaning if you have 93.5%, I will round that number up. If you have a 93.4%, however, your grade will be rounded down to 93%.

Breakdown

The final class letter grade will be assigned as follows.

- A plus: 97 - 100%
- A: 94 - 96%
- A minus: 90 - 93%
- B plus: 87 - 89%
- B: 83 - 86%
- B minus: 80 - 82%
- C plus: 77 - 79%
- C: 73 - 76%
- C minus: 70 - 72%
- D plus: 67 - 69%
- D: 63 - 66%
- D minus: 60 - 62%
- F: 59% and Below

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance,

counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

This syllabus is a living document and may be revised during the semester to best support our learning together. While adjustments may be made to improve the course, please note that assignment and exam deadlines will never be moved to an earlier date.

When	Topic	Notes
Lecture Week 0 08/20/2025 1:30 PM - 2:45 PM Sweeney Hall 311	Introductions and Expectations	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ◦ Syllabus • Work Inside Class (WIC) <ul style="list-style-type: none"> ◦ Complete first day assignment • Work Outside Class (WOC) <ul style="list-style-type: none"> ◦ Accept Class T.O.C.
Lecture Week 1 8/25 -8/27	Introduction to Media and Popular Culture	<ul style="list-style-type: none"> • Topic <ul style="list-style-type: none"> ◦ Media and Popular Culture as Cultural Artifacts ◦ Timeline of Media ◦ Definitions of Popular Culture • Read <ul style="list-style-type: none"> ◦ Kidd, Ch. 1 - The Matrix is Everywhere: An Introduction to Popular Culture ◦ Kidd, Appendix 1: A Brief History of Printing and Publishing ◦ Kidd, Appendix 3: A Brief History of Film ◦ Kidd, Appendix 4: A Brief History of Television • WIC: <ul style="list-style-type: none"> ◦ Reading Quiz 1 ◦ Formative Assessment: Five Minute Papers 1 and 2 • WOC: <ul style="list-style-type: none"> ◦ Defining Features Matrix 1 and 2 (began in class)

When	Topic	Notes
Lecture Week 2 9/1 - 9/3	Theories of Media and Communication	<ul style="list-style-type: none"> • Topics <ul style="list-style-type: none"> ◦ Comparing Communication and Sociological Models of Media • Read <ul style="list-style-type: none"> ◦ Adorno, The Culture Industry Revisited (In Lemert's Social Theory) ◦ Gramsci, Intellectuals and Hegemony (in Lemert's Social Theory) ◦ Opinion The irony of 'The Hunger Games' (https://www.thepanthernewspaper.org/opinions/tyroa9jdc9aksb3f9nrip7ja7bs) • WIC <ul style="list-style-type: none"> ◦ Reading Quiz 2 ◦ Formative Assessment: Directed Paraphrasing • WOC <ul style="list-style-type: none"> ◦ Applications Card • Announcement: No Class Monday (Labor Day)
Lecture Week 3 9/8 - 9/10	What is Dystopian Media: An Introduction to Collins' Universe	<ul style="list-style-type: none"> • Topic <ul style="list-style-type: none"> ◦ Exploring the Dystopian genre ◦ Dystopian film and fiction as social commentary ◦ Defining what we know about the Hunger Games Universe • Readings <ul style="list-style-type: none"> ◦ What I learned as an adult reading the hunger games for the first time (https://www.michigandaily.com/arts/b-side/what-i-learned-as-an-adult-reading-the-hunger-games-for-the-first-time/) ◦ Portland geographer explores lessons from the Hunger Games (https://www.opb.org/article/2025/03/01/portland-oregon-hunger-games-dove-makes-geographic-location-districts-books-suzanne-collins-reading/) ◦ Map of Panem (https://pbs.twimg.com/media/EVIE_aCU0AE8x30?format=jpg&name=4096x4096) • WIC <ul style="list-style-type: none"> ◦ Reading Quiz 3 ◦ Creating Dystopian Fiction • WOC <ul style="list-style-type: none"> ◦ Identify Genre Features Worksheet

When	Topic	Notes
<p>Workshop Week 4 9/15 - 9/17</p>	<p>Learning Our Methodology: Thematic vs. Content Analysis</p>	<ul style="list-style-type: none"> • Topic: <ul style="list-style-type: none"> ◦ What is thematic coding and analysis? ◦ How does thematic coding compare to content analysis? ◦ Applying sociological coding to film: Ballads of Songbirds and Snakes • Readings: <ul style="list-style-type: none"> ◦ Ballad of Songbirds and Snakes (Ch. 1 - 2) ◦ Quick Analysis Example: 5 Ways the Hunger Games is More Realistic than you Think (https://today.cofc.edu/2013/11/22/5-ways-the-hunger-games-is-more-realistic-than-you-think/) • WIC: <ul style="list-style-type: none"> ◦ Reading Quiz 4 ◦ First Half of Film: Ballad of Songbirds and Snakes ◦ Content Analysis Worksheet • WOC: <ul style="list-style-type: none"> ◦ Thematic Coding Worksheet
<p>Lecture Week 5 9/22 - 9/24</p>	<p>Analyzing Popular Culture using Textual Analysis</p>	<ul style="list-style-type: none"> • Topic <ul style="list-style-type: none"> ◦ Comparing Beliefs on Human Nature • Read: <ul style="list-style-type: none"> ◦ Ballad of Songbirds and Snakes, Dr. Gaul Excerpts ◦ Merton's Manifest and Latent Functions (in Lemert's Social Theory) • WIC: <ul style="list-style-type: none"> ◦ Reading Quiz 5 ◦ Second Half of Film - Ballad of Songbirds and Snakes (Monday) ◦ Worksheet: Dr. Gaul character profile • WOC: <ul style="list-style-type: none"> ◦ Quotation Commentaries

When	Topic	Notes
Lecture Week 6 9/29 - 10/1	Split Week: Music and Video Games as Narratives	<ul style="list-style-type: none"> • Topic (Monday): Music as Social Text and Cultural Force <ul style="list-style-type: none"> ◦ How music operates as a site of identity, resistance, and commercialization. • Topic (Wednesday): Games as Narrative, Ideology, and Interaction <ul style="list-style-type: none"> ◦ How video games structure stories, identities, and power relations differently from passive media. • Read <ul style="list-style-type: none"> ◦ SoTR, Epigraph – Ch. 5 ◦ Frith Excerpt ◦ • WIC: <ul style="list-style-type: none"> ◦ Reading Quiz 6 ◦ Formative Assessment • WOC: <ul style="list-style-type: none"> ◦ Worksheet: TBA
Lecture Week 7 10/6 - 10/8	Midterm Exam	<ul style="list-style-type: none"> • Exam Details <ul style="list-style-type: none"> ◦ 50 questions, multiple choice ◦ Exam should take 50 minutes, will provide time and a half (75 minutes) ◦ Makeup requests must be submitted Tuesday by 5pm <ul style="list-style-type: none"> ▪ For emergencies that occur day of, students must submit proper documentation including but not limited to: physician notes, accident pictures, police reports, etc. ▪ Makeups will be completed within the same week. Proctored by myself via zoom. • Readings <ul style="list-style-type: none"> ◦ SoTR, Ch. 6 - 10 • WIC <ul style="list-style-type: none"> ◦ Exam review will be held in the classroom on Monday ◦ Exam will be held in the classroom on Wednesday

When	Topic	Notes
Lecture Week 8 10/13 -10/15	Stratification and Political Economy of Media	<ul style="list-style-type: none"> • Topic <ul style="list-style-type: none"> ◦ How is stratification thematically coded into our novel? ◦ What does this system of stratification tell us about Panem and the US? • Reading <ul style="list-style-type: none"> ◦ SoTR, Ch. 11 - 15 ◦ Book Review: The Ballad of Songbirds and Snakes (https://medium.com/@egraceregana/book-review-the-ballad-of-songbirds-and-snakes-by-suzanne-collins-73c475d90e17). ◦ Marx's Labour Power and Capital (in Lemert's Social Theory) • WIC <ul style="list-style-type: none"> ◦ Reading Quiz 7 ◦ Formative Assessment TBA • WOC <ul style="list-style-type: none"> ◦ Worksheet: Insight-Resources-Application (IRA)
Lecture Week 9 10/20- 10/22	Social Movements, Resistance and Hegemony	<ul style="list-style-type: none"> • Topic <ul style="list-style-type: none"> ◦ What roles do ideology and hegemony play in the development of Haymitch's story? ◦ Waiting for a hero? Who is pulled into social movements and why • Reading <ul style="list-style-type: none"> ◦ SoTR, Ch. 16 - 20 ◦ Althusser's Ideology and the State Apparatus (in Lemert's Social Theory) • WIC <ul style="list-style-type: none"> ◦ Reading Quiz 8 ◦ Formative Assessment TBA • WOC <ul style="list-style-type: none"> ◦ Worksheet: Consider This

When	Topic	Notes
Lecture Week 10 10/27 - 10/29	Propaganda and Manufacturing Consent	<ul style="list-style-type: none"> • Topic <ul style="list-style-type: none"> ◦ What is manufactured consent? ◦ How is propaganda constructed in the media? ◦ How does this translate to the world of Panem? • Readings <ul style="list-style-type: none"> ◦ SoTR, Ch. 21 - 25 ◦ Chomsky and Herman, A Propaganda Model (excerpt from Manufacturing Consent 1988 (https://chomsky.info/consent01/)) • WIC <ul style="list-style-type: none"> ◦ Reading Quiz 9 ◦ Formative Assessment: Stand Where You Stand • WOC <ul style="list-style-type: none"> ◦ Worksheet: Three Minute Message
Lecture Week 11 11/3 - 11/5	Intersectionality and Representation	<ul style="list-style-type: none"> • Topic <ul style="list-style-type: none"> ◦ How does oppression and privilege occur intersectionally in the HG universe? • Readings <ul style="list-style-type: none"> ▪ SoTR, Ch. 26 - Epilogue ▪ Time Magazine Article on Crenshaw, "(https://time.com/5786710/kimberle-crenshaw-intersectionality/)"She Coined the Term Intersectionality Over 3 Years Ago: Here's What it Means to Her Today" (https://time.com/5786710/kimberle-crenshaw-intersectionality/) • WIC <ul style="list-style-type: none"> ◦ Reading Quiz 10 ◦ Formative Assessment TBA • WOC <ul style="list-style-type: none"> ◦ Worksheet TBA
Lecture Week 12 11/10 - 11/12	Media as Surveillance and Social Control	<ul style="list-style-type: none"> • Topic <ul style="list-style-type: none"> ◦ How does surveillance change over the course of the hunger games? • Read <ul style="list-style-type: none"> ◦ Foucault's Panopticism (https://muse.jhu.edu/article/252435/pdf) • WIC <ul style="list-style-type: none"> ◦ First Half of the Hunger Games Film ◦ Formative Assessment TBA • WOC <ul style="list-style-type: none"> ◦ Worksheet TBA

When	Topic	Notes
Lecture Week 13 11/17 - 11/19	Violence, Spectacle, and Public Morality	<ul style="list-style-type: none"> • Topic <ul style="list-style-type: none"> ◦ How does ritualized public violence occur in modern day America? ◦ Does public morality extend abroad? • Reading <ul style="list-style-type: none"> ◦ The Hunger Games Story Needs to Stay Fiction (https://www.therepublic.com/2025/07/16/column-hunger-games-story-needs-stay-fiction/). • WIC <ul style="list-style-type: none"> ◦ Second Half of the Hunger Games Viewing ◦ Formative Assessment TBA • WOC <ul style="list-style-type: none"> ◦ Worksheet TBA
Lecture Week 14 11/24 - 11/26	Bringing It Back: Fiction as a Tool for Socio- political Critique	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ◦ What 'Sunrise on the Reaping' teaches us about media propaganda (https://denisonian.com/2025/04/opinion/what-sunrise-on-the-reaping-teaches-about-media-propaganda/). ◦ Review: 'Sunrise on the Reaping' recontextualizes its world (https://theaggie.org/2025/04/10/review-sunrise-on-the-reaping-recontextualiz-its-world/). • WIC: <ul style="list-style-type: none"> ◦ In class discussion • Announcement (No Class Wednesday): Review materials for blue book exam
Exam Week 15 Dec. 1 and 3rd	Blue Book Exam	Exam Details <ul style="list-style-type: none"> • Blue Books will be provided for you by the professor free of charge. • Essays will be completed in class over the course of two days <ul style="list-style-type: none"> ◦ Essay 1 will be due Monday ◦ Essay 2 will be due Wednesday • Blue Books will be returned at the end of each class session.
Discussion Last Day of Class Dec. 8th	Course Improvement Discussion	<ul style="list-style-type: none"> • Topics <ul style="list-style-type: none"> ◦ Continuation of Collins' Universe? ◦ Graphic Novels as Opposed to Novels? ◦ Brainstorming Assignment / Workload Changes