



UNIVERSITY of HAWAII*
WINDWARD
COMMUNITY COLLEGE

IS 231: The Zombie Apocalypse & Other Doomsday Beliefs in Popular Culture Syllabus Fall 2023

3 Credits / CRN #61254

F2F: Meets Thursdays @ 2:30 pm - 5:00 pm @ Palanakila 212



Are You Prepared?



Instructor Information

Name: Malia Lau Kong

Email: maliakon@hawaii.edu ; email is the fastest way to reach me; I will usually respond to emails sent Sundays through Thursdays within 24 hours, and on Mondays if the email is sent on Fridays or Saturdays.

Zoom Virtual Office: By appointment (email me to schedule)

In-Person: Thursdays (until 10/12; after 10/12 TBD) - 1:30 - 2:30 pm (HST) (at my office - Palanakila 136 - right before class) & directly following our class in Palanakila 212; *no office hours or class on 9/7*

Phone number: (808) 236-9132 (If I do not answer, you may leave a message but I highly recommend that you still **email** me your questions)

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

‘O keia ka wā kūpono e ho’onui ai ka ‘ike me ka ho’omaopopo i kō Hawai‘i mau ho’oilina waiwai. Aia nō ho’i ma ke Kulanui Kaiāulu o ke Ko’olau nā papahana hou o nā ‘ike ‘akeakamai a me nā hana no’eau. Me ke kuleana ko’iko’i e ho’ohiki ke Kulanui e kāko’o a e ho’okumu i ala e hiki kē kōkua i ka ho’onui ‘ike a nā kānaka maoli. Na mākou nō e ho’olako, kāko’o a paipai i nā Ko’olau a kō O’ahu a’e me nā hana no’eau ākea, ka ho’ona’auao ‘oihana a me ka ho’onui ‘ike ma ke kaiāulu — hō’a’ano a e ho’oulu i nā haumāna i ka po’okela.

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O’ahu’s Ko’olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

Course Information

IS 231 Catalog Course Description

An interdisciplinary study of the zombie apocalypse and other doomsday beliefs in popular culture which will bring together various methodologies and conceptual tools to create a complex analysis. Topics covered will include: the concept of apocalyptic beliefs in popular culture; how apocalyptic beliefs are created and circulated in popular culture; how elements of apocalyptic beliefs in popular culture connect to historical and contemporary political, social, psychological, and intellectual issues; how different groups and individuals in history and contemporary society relate to apocalyptic beliefs. (3 hours lecture)

IS 231 Student Learning Outcomes (SLOs)

The student learning outcomes (SLOs) for the course are (i.e., this is what you should be able to do by the end of this course):

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1. Identify significant themes in representations of doomsday beliefs in popular culture (e.g., social contract, communitarianism, tribalism, realism, liberalism, neo-conservatism, fascism, barbarism, morality).
 2. Analyze doomsday beliefs in popular culture using historical, religious, political, philosophical, psychological, social, &/or intellectual frameworks.
 3. Evaluate how doomsday beliefs in popular culture serve as metaphor to current issues and events, and provides social commentary on the historical context it was produced in.

Writing Intensive Course Hallmarks

1. **The course uses writing to promote the learning of course materials.** *Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.*
2. **The course provides interaction between teacher and students while students do assigned writing.** *In effect, the instructor acts as an expert and the student as an apprentice in a community of writers. Types of interaction will vary. For example, a professor who requires the completion of one long essay may review sections of the essay, write comments on drafts, and be available for conferences. The professor who requires several short papers may demonstrate techniques for drafting and revising in the classroom, give guidance during the composition of the papers, and consult with students after they complete their papers. At least one student-teacher conference on a writing assignment is required in writing intensive courses.*
3. **Writing contributes significantly to each student's course grade. Writing assignments must make up at least 40% of each student's course grade.**
4. **The course requires students to do a substantial amount of writing—a minimum of 4000 words, or about 16 pages.** *This may include informal writing. Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, or reaction papers, etc. In-class exams and drafts are not counted toward the 4000-word minimum. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.*

Course Communication

Course communication takes place at our in-person class, and occasionally through your Google@UH account (i.e., this is your @hawaii.edu email account). If you have questions regarding this course, please be sure to contact me!

Course Expectations

As your instructor in this popular culture class, my role is to facilitate & guide your learning, cultivate course materials that help you learn the material, help you become a more effective writer, and invite feedback for improvement. I will hold myself to the following expectations:

1. Creation of a sense of community in a safe and respectful learning environment
2. Clear communication and response to emails within 24 hours if sent Sundays - Thursdays
3. Provide access to all course materials and assignments in a timely manner, maintain due dates, and provide constant support throughout the course

As the student, your role is to engage with the content, learn as much as you can, and to participate actively and collaboratively in our class community. I will hold you to the following expectations:

1. Uphold and contribute to our safe and respectful learning environment and sense of community
2. Regularly attend class according to our class schedule
3. Actively participate in our class by staying engaged with your learning resources and keeping up with assignments
4. Check your UH email (your @hawaii.edu email account) regularly


Course Welcome


🧟 Welcome to IS 231: The Zombie Apocalypse & Other Doomsday Beliefs in Popular Culture! In this course, you will be learning about the history of apocalyptic beliefs and how end-of-the-world thinking permeates our society today. Ten years ago, people feared the so-called Mayan end-of-the-world day of December 21, 2012.





As the above cartoon implies, the Mayans did not consider that the end of the world would happen in 2012. More specifically, the Mayans did not have a *terminal* view of history; instead, they held a cyclical view of creation and destruction. Western societies, on the other hand, see a terminal end date to history (i.e., a time when the world will end), and the Mayan date of December 21, 2012 became *that* date. The world, though, did not end, but that did not stop end-of-the-world thinking from still permeating through our society, and today, in 2022, the fear of nuclear annihilation is once again on many peoples' minds. Furthermore, this course will also explore how Popular Culture manifests apocalyptic beliefs and fears in commercial products such as books, TV shows, films, and video games. By doing this, we will study how Pop Culture References manifest our own society's fears and anxieties about the state of the world today. Additionally, we will study how these very commercial products serve as a mirror to understanding, explaining, and criticizing our own present-day society (i.e., the book *World War Z*, George Romero's film *Land of the Dead*, and Netflix's *Don't Look Up* will be studied for how

they serve as metaphors for actions, events, people, ideas, and so forth in our current society, and thereby serve as social commentaries on the society we live in—who knew that a gory film about zombies—*Land of the Dead*—could actually be a powerful social commentary on the ever-widening gap between rich and poor contributing to the death of the American Dream?). We will also examine life in the Post-Apocalypse through a variety of Pop Culture References (i.e., *The Last of Us*, *The Walking Dead*, *The 100*, *One Second After*, your own chosen Pop Culture References) and ponder questions such as: What does it take to survive? Is life even worth living? Is it even possible to rebuild civilization to the point that society can flourish and thrive as it did in the before-the-apocalypse-world? More so, you will confront philosophical and psychological issues that deal with human nature and civilization, and what distinguishes our society from the barbaric State of Nature. Ultimately, we will confront the rather pessimistic nature of our Pop Culture References to reinforce the idea that we currently live in an Age of Anxiety that people today created for themselves due to people acquiring the power to exterminate one another and annihilate the world as we know it.

 Please seriously consider dropping the class if you find that the topic of the Zombie Apocalypse & Other Doomsday Beliefs in Popular Culture does not interest you since lack of interest in a subject usually corresponds to a negative grade.

 We will be viewing, writing about, and discussing specific episodes of *The Walking Dead* from its first 5 seasons. While it is not required that you have seen all of the first 5 seasons of TWD & to be up-to-date by having seen through its final season - Season 11 (I stopped watching two seasons ago), please note that if you are currently watching the show and not caught up, we *may* inadvertently end up spoiling certain character deaths and events on the show for you.

 We will be relating what we read about and watch to present-day events and issues via class discussions and your writing assignments. Please note that while you may disagree with what I or your fellow classmates have to say, I expect you to always be respectful in your disagreement.

 **Viewer Discretion is Advised:** Please be aware that this class will be viewing TV shows & films and reading books and other selections that come from the Horror genre which can be quite explicit (i.e., with violence, profanity, nudity, sexual situations, etc.) and scary and that usually receive an “MA” (for TV Shows) or “R” or “Unrated” (for films) rating. If you are unable to view shows and films or read items such as these, this is not the right class for you.

Course Format, Pacing, and Other Things to Know

This course is a face-to-face course that requires regular class attendance and the use of Google Docs (to complete writing assignments, and access course resources via links on the course syllabus), and the occasional use of Laulima (to access the syllabus, course resources, and some assignments). Furthermore, this course requires you to dedicate minimally 9 hours per week to course work.

- As a Writing-Intensive designated class, you will do a significant amount of writing that is related to doomsday (apocalyptic) beliefs in popular culture. In order to do this writing, you will be required to read and watch a lot of resources related to the apocalypse (or post-apocalypse). Due to this, it will seem like our class is, in addition to being **Writing-Intensive**, also **reading-intensive**, **thinking-intensive**, and **time-intensive**.

Since we will move at a fast pace, it is crucial for you to keep up with the required readings and assignments. Keeping on track is a must in this class. **Always refer to the course schedule in the syllabus to keep track of what you are doing in this class.** It is very easy to fall behind. Please don't let this happen to you! You are about to learn & write about the material at a brisk pace. At times, you will be asked to read a 100+ pages in a book in a week &/or watch multiple hours of TV in addition to completing the week's Assignments. ***Nevertheless, I hope that you find what you are reading and watching to be quite compelling that it doesn't seem like it's taking so much time and that it'll also be fun to discuss and write about!***

- To know which assignment is due when and how, please follow the course schedule in this syllabus. Note that there is an automatic 24-hour grace period in which to turn in assignments) unless otherwise noted. If you need longer than the automatic 24-hour grace period, please email me ASAP.
- The goal is that at the end of the course, you will have completed all course requirements and assignments that will demonstrate your learning of the material and ability to meet the course SLOs and WI Hallmarks so that you pass the course with a good grade!
- This course will expect that you are able to independently read, comprehend the resources on your own, and complete the assignments. It will also expect you to watch a significant amount of TV and that you have the ability to view the assigned things to watch.
- When participating in this class, please be sure to always be **mindful** that you are **respectful** of what you say and what your classmates have to say. Negative comments will NOT be tolerated (do not discriminate against or put down your fellow students or other cultures, religions, and identities). If you conduct yourself in a way that disparages others, then you are in direct violation of the Student Code of Conduct and you will be dealt with appropriately which could mean removal from class. Although you may disagree with what I or your fellow classmates have to say, I expect you to always be **respectful** in your disagreement.
- **Course Terminology:** The definition of **Popular Culture** is “*cultural activities or commercial products reflecting, suited to, or aimed at the tastes of the general masses of people.*” Accordingly, please note that I utilize the term “**Pop Culture References**” or “**Pop Culture Examples**” to signify the various books, TV shows, movies, songs, comic books, video games, and so forth that we the people consume. Since this class examines the Zombie Apocalypse & Other Doomsday Beliefs in Popular Culture, our “**Pop Culture References**” and “**Pop Culture Examples**” will in some way deal with the **Apocalypse** (i.e., *when the world ends*) &/or the **Post-Apocalypse** (i.e., *what comes after the world ends*). “**Pop Culture References**” and “**Pop Culture Examples**” *may* signify the same book, TV show, movie, video game, and so forth. At the same time, why I choose to distinguish “References” from “Examples” is to *clarify how* each book, TV show, movie, video game, and so forth will be utilized by our class. For example, when you watch *The Walking Dead*, it is utilized as a “**Pop Culture Reference**” (i.e., think of a newspaper or textbook, a source that can be referenced for many different kinds of evidence). As you watch *The Walking Dead*, any scene, character, event, idea, dialogue, and so forth that you see value in becomes a “**Pop Culture Example.**” In other words, the required reading & viewing list for this class are all “**Pop Culture References**” and whatever *evidence* you take away from these references becomes “**Pop Culture**

Examples.” For instance, if I ask you to find a “**Pop Culture Example**” of Dictatorship, then you could utilize George Romero’s *Land of the Dead* as a **Pop Culture Reference**. Then, the character of Kaufman, the ruler of the post-apocalyptic city Fiddler’s Green, in *Land of the Dead* becomes the “**Pop Culture Example**.”

- Two of the requirements of a Writing-Intensive class is a **mandatory** instructor-student conference and the creation of a 1st draft for a writing assignment as noted in the course schedule. ***Please note that participation in the instructor-student conference is mandatory and failure to participate in this conference will result in automatic failure for the class.***

Course Materials

There are no required textbooks to purchase for this course. Readings and some videos are available for reviewing and downloading by clicking on the specific link found in the Course Schedule of this syllabus. ***These readings and videos are housed in Google Drive and you will need to be logged into your Google@UH email account (i.e., this is your @hawaii.edu email account) in order to access these readings and videos.***

One of your required readings is the book *One Second After* which I will loan to you. Hardcopies of other readings will be passed out in class. We will also watch some films and episodes in class that are not available for us in Google Drive. I have a DVD copy of Season 1 of *The Last of Us* that can be borrowed. I also have a DVD copy of *The 100* through Season 4 that can be borrowed. I do not have a copy of the film *Don’t Look Up* that can be borrowed as this is only available through Netflix. Hence, if class is missed when I show something that I do not have a copy of, please discuss with me alternate options.

Grades

Grading Breakdown (460 points total; writing accounts for over 80% of final grade)

- 6 Reflective Writings x 10 points each = 60 points total (13% of final grade)
- 2 Apocalypse NOW Papers x 120 points each = 240 points total (52% of final grade)
- 26 Reaction Logs x 3 points each = 78 points total (17% of final grade)
- How Long Would You Survive? H5P Branching Scenario Collaborative Activity = 20 points total (4% of final grade)
- In-Class Logs (3 points each), Participation, & Other In-Class Activities = 62 points total (14% of final grade)

Grading Point Scale

To earn the following grade in this class, you will need to accumulate the following amount of points:

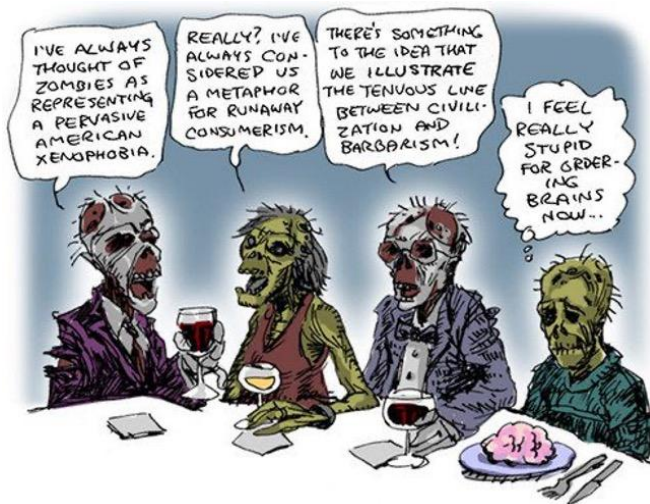
A = 414 points and above
B = 368 points and above
C = 322 points and above
D = 276 points and above
F = 275 points and below

Late Work Policy

You have an automatic 24-hour grace period in which to submit your assignments after the due date. No assignments will be accepted beyond this 24-hour grace period unless you have extenuating circumstances and contacted me in a timely manner. Note that this grace period does not apply to the last day - Thursday, December 14, 2023 - in which all assignments can be turned in for this course. *If you have extenuating circumstances that are affecting your ability to succeed in this course, please contact me ASAP so that we can discuss your situation and create a plan of action to ensure your success. Communication is key to your success in this class and please email me as soon as possible!*

Withdrawals, Incompletes, and the “N” grade

- If you find this course is not for you, you need to drop this class ASAP! **The late date to withdraw from this course AND receive a 100% tuition refund is Tuesday, 8/29/23 (and Tuesday, 9/12/23 for a 50% refund).**
- If you find that you are typically unable to complete the assigned work by the due date, you should withdraw from this course. The last date to withdraw from this course is **Monday, 10/30/23.**
- If an extenuating circumstance occurs and you are unable to finish the course, you need to contact me before the last day of the course so that we can discuss receiving an incomplete for the course.
- The “N” grade is only given in circumstances in which the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies. The “N” grade is **not** given in circumstances in which you have not made consistent progress in the class and/or attended class regularly.



Assignment Descriptions

1. **TURNED IN ONLINE VIA GOOGLE DOCS: 6 Reflective Writings (1/3 page or 100 words minimum each):** These are formal writing assignments with a specific format that ask you to synthesize what you're learning by writing a 5-sentence structured paragraph. This will also help you write in a concise and precise manner where points flow logically and efficiently while preparing you for writing your Apocalypse NOW Papers. Each Reflective Writing assignment is worth up to 10 points total. These assignments are found and accessed in your "Reflective Writings & Apocalypse NOW Papers Portfolio" (i.e., the Google Doc entitled "Reflective Writings & Apocalypse NOW Papers Portfolio" that you made a copy of and shared with me). Specific directions for how to write a 5-sentence structured paragraph is also found in your "Reflective Writings & Apocalypse NOW Papers Portfolio." This will also be reviewed and discussed in class. After the 24-hour grace period has passed, I will assume that you have finished your Reflective Writing assignment *unless* you have emailed me to let me know that it will be late. Note, though, that there is a share & discuss in-class component to these assignments so it is important to complete them on-time in order to be able to share during class time.
2. **TURNED IN ONLINE VIA GOOGLE DOCS: 2 Apocalypse NOW Papers (3 pages or 900 words minimum each):** These are formal writing assignments with a specific format that ask you to analyze and synthesize what you're learning by writing research papers. Each Apocalypse NOW Paper is worth up to 120 points total. These assignments are found and accessed in your "Reflective Writings & Apocalypse NOW Papers Portfolio" (i.e., the Google Doc entitled "Reflective Writings & Apocalypse NOW Papers Portfolio" that you made a copy of and shared with me). Specific directions for what is required in each Apocalypse NOW Paper is also found in your "Reflective Writings & Apocalypse NOW Papers Portfolio." This will also be reviewed and discussed in class. After the 24-hour grace period has passed, I will assume that you have finished your Apocalypse NOW Paper *unless* you have emailed me to let me know that it will be late. Note that you are required to turn in a draft of your Apocalypse NOW Paper #1, and we will discuss this draft at your **mandatory student-teacher conference**.
3. **TURNED IN ONLINE VIA GOOGLE DOCS: 26 Reaction Logs (1/3 page or 100 words minimum each):** These are informal writing assignments that involve you writing about what you liked, disliked, found interesting, and so forth about your required readings and things to watch. Each Reaction Log is worth up to 3 points total. These assignments are found and accessed in your "Reading & Watching Journal" (i.e., the Google Doc entitled "Reading & Watching Journal" that you made a copy of and shared with me). After the 24-hour grace period has passed, I will assume that you have finished your Reaction Log *unless* you have emailed me to let me know that it will be late. Note, though, that

there is an in-class discussion component to these assignments so it is important to complete them on-time in order to be able to participate in class discussions.

4. **PARTIALLY COMPLETED IN-CLASS & TURNED IN ONLINE VIA GOOGLE DOCS: How Long Would You Survive? H5P Branching Scenario Collaborative Activity:**

This is a collaborative activity in which you will work together to brainstorm various scenarios and outcomes in order to determine how long someone would survive the apocalypse. Over the course of the semester, you will come up with different scenarios and outcomes that determine the next scenario and series of outcomes. Once completed, I will input the data into the H5P app to create this scenario-based game. You will then play the game, write a Reflective Writing assignment on your results (completed in the “Reflective Writings & Apocalypse NOW Papers Portfolio”), and then share your results with the class. This activity is worth up to 20 points total (with 10 points of the 20 points total going toward the Reflective Writing assignment component of this activity).


5. **COMPLETED IN-CLASS: In-Class Logs:** These are informal writing assignments that involve responding to specific questions based off of selected readings and things to watch. These In-Class Logs will also serve as the basis for some in-class discussions. Furthermore, these In-Class Logs will allow you to practice clarifying your thoughts in writing and some will also help prepare you for your Apocalypse NOW Papers. Each In-Class Log is worth up to 3 points total.





6. **COMPLETED IN-CLASS: Participation & In-Class Activities:** Attending class and being an active and respectful participant in class by contributing to discussions, answering questions, and working on individual and collaborative assignments during class is a vital part of this class and significantly contributes to your learning.

Course Schedule








DATE FOR CLASS MEETING	REQUIRED READINGS & THINGS TO WATCH FOR THIS DAY (these are to be completed <u>prior</u> to class)	ASSIGNMENTS DUE ON THIS DAY (assignments are due online in their respective Google Doc before class unless otherwise noted)	CORRESPONDING CLASSROOM TOPICS & EVENTS ON THIS DAY*
		*Reflective Writings & Apocalypse NOW Papers are due online in your Reflective Writings &	*subject to change Google Slide Deck for this class will be linked here before class; events (depicted by an emoji) will




		<p>Apocalypse NOW Papers Portfolio Google Doc</p> <p>*Reaction Logs are due online in your Reading & Watching Journal Google Doc</p>	<p>be updated depending on what we have time for in-class</p> <p> = Share with the class</p> <p> = Watch a film or episode in-class</p> <p> = Read an article or perspective in-class</p> <p> = In-class writing activity</p>
<p>Week 1: Thursday, 8/24</p>			<p>Introduction to the Class & the Apocalypse</p> <p> Survivalist Themes in TV Shows, Movies Tap into Fear of the Big Fall</p> <p> Psychology Reveals the Comforts of the Apocalypse</p> <p> Conflict is a Failure of Civilization</p> <p> Max Brooks "Lecture of Opportunity"</p> <p> China Barred My Dystopian Novel About How</p>




			Its System Enables Epidemics
Week 2: Thursday, 8/31	<ul style="list-style-type: none"> • Read “When There’s No More Room in Hell, The Dead Will Shop the Earth: Romero and Aristotle on Zombies, Happiness, and Consumption” • Read World War Z, Introduction & Warnings 	<ul style="list-style-type: none"> • Make a copy of the Reflective Writings & Apocalypse NOW Papers Portfolio Google Doc, rename it with your name, & SHARE it with me • Make a copy of the Reading & Watching Journal Google Doc, rename it with your name, & SHARE it with me • Answer the 3 Questions in the “Syllabus” tab in our Lulima class site • Reflective Writing #1 - Create Your Meme • Reaction Log #1 - When There’s No More Room in Hell • Reaction Log #2 - WWZ Intro & Warnings 	The Apocalypse & YOU  Share your meme!

Week 3: NO CLASS on Thursday, 9/7			NO CLASS - please watch Land of the Dead at home. Be sure to be logged into your @hawaii.edu email account to access video as it is housed in Google Drive.
Week 4: Thursday, 9/14 - before you attend class on this day, 9/14, please be sure to check your @hawaii.edu email to confirm that we have class on this day	<ul style="list-style-type: none"> • Watch Land of the Dead (if you didn't watch it yet) • Read "Are We Doomed? An Investigation" • Read World War Z, Blame 	<ul style="list-style-type: none"> • Reflective Writing #2 - Apocalyptic Playlist • Reaction Log #3 - The Land of the Dead • Reaction Log #4 - Are We Doomed? • Reaction Log #5 - WWZ Blame 	<p>The Roots of the Apocalypse in Popular Culture</p> <p> Share your song!</p>
Week 5: Thursday, 9/21	<ul style="list-style-type: none"> • Read "When They Aren't Eating Us. They Bring Us Together: Zombies and the American Social Contract" • Read World War Z, The Great Panic 	<ul style="list-style-type: none"> • Reflective Writing #3 - Domsday Prepping • Reaction Log #6 - When They Aren't Eating Us • Reaction Log #7 - WWZ Blame 	<p>Apocalypse NOW: Natural Disasters & Pandemics</p> <p> Share your Domsday Prepper!</p> <p> <i>Don't Look Up</i></p>
Week 6: Thursday, 9/28	<ul style="list-style-type: none"> • Read World War Z, Turning the Tide 	<ul style="list-style-type: none"> • Reflective Writing #4 - The Metaphor of Cholo, Riley, & The American Dream • Reaction Log #8 - WWZ 	<p>Apocalypse NOW: Nuclear Armageddon</p> <p> <i>The 100 "Pilot"</i> S1E1</p>

		Turning the Tide	
Week 7: Thursday, 10/5	<ul style="list-style-type: none"> Read "Environment- alists Make Good Movie Villains Because They Want to Make Your Real Life Worse" Read World War Z, Home Front USA & Around the World, And Above 	<ul style="list-style-type: none"> Reflective Writing #5 - The Metaphor of Fiddler's Green and WWZ's Celebrity Compound Reaction Log #9 - Environment- alists Make Good Movie Villains Reaction Log #10 - WWZ Home Front USA & Around the World, And Above 	Apocalypse NOW: Sentient A.I.s <i>The 100</i> "Thirteen" S3E7 <i>The 100</i> "Perverse Instantiation - Part II" S3E16
Week 8: Thursday, 10/12	<ul style="list-style-type: none"> Read World War Z, Total War & Goodbyes Read Theories of International Politics and Zombies Watch The Walking Dead "Days Gone Bye" S1E1 	<ul style="list-style-type: none"> Reflective Writing #6 - Perspectives on Human Population Reaction Log #11 - WWZ Total War & Goodbyes Reaction Log #12 - Theories of International Politics and Zombies Reaction Log #13 - TWD S1E1 	Apocalypse NOW: What the #@%! Is Next?! - The Infallibility OR Fallibility of Civilization to Survive the Apocalypse <i>The Last of Us</i> "When You're Lost in the Darkness" S1E1
Week 9: Thursday, 10/19	<ul style="list-style-type: none"> Read Thomas Hobbes' Leviathan Read "The 	<ul style="list-style-type: none"> Reaction Log #14 - Leviathan Reaction Log 	Life in the Post-Apocalypse: The Breakdown of Civilization & The

	<p><u>Undead Martyr: Sex, Death, & Revolution in George Romero's Zombie Films</u></p> <ul style="list-style-type: none"> • Watch <u>The Walking Dead "Guts" S1E2</u> 	<p>#15 - The Undead Martyr</p> <ul style="list-style-type: none"> • Reaction Log #16 - TWD S1E2 	<p>Return to the State of Nature</p> <p> <i>The Last of Us</i> "Infected" S1E2</p> <p> <i>The Last of Us</i> "Long, Long Time" S1E3</p>
<p>Week 10: Thursday, 10/26</p>	<ul style="list-style-type: none"> • Read <i>One Second After</i>, Chapters 1 - 5 • Watch <u>The Walking Dead "Tell It To The Frogs" S1E3</u> • Watch <u>The Walking Dead "Vatos" S1E4</u> 	<ul style="list-style-type: none"> • Reaction Log #17 - <i>One Second After</i>, Ch. 1 - 5 • Reaction Log #18 - TWD S1E3 • Reaction Log #19 - TWD S1E4 	<p>Life in the Post-Apocalypse: The Need for Order, Stability, & Security</p> <p> <i>The Walking Dead</i> "Wildfire" S1E5</p> <p> <i>The Last of Us</i> "Please Hold My Hand" S1E4</p>
<p>Week 11: Thursday, 11/2</p>	<ul style="list-style-type: none"> • Read <i>One Second After</i>, Chapters 6 - 9 	<ul style="list-style-type: none"> • Apocalypse NOW Paper #1 Draft - The Infallibility OR Fallibility of Civilization to Survive the Apocalypse • Reaction Log #20 - <i>One Second After</i>, Ch. 6 - 9 	<p>Life in the Post-Apocalypse: Keeping the Faith & The Problem of Evil</p> <p> <i>The Walking Dead</i> "TS-19" S1E6</p> <p> <i>The Last of Us</i> "Endure and Survive" S1E5</p> <p> Schedule your individual WI conference on your Apocalypse NOW Paper #1 Draft for Week 12 (mode for conference will either be via Zoom</p>

			on in-person)
Week 12: Thursday, 11/9	<ul style="list-style-type: none"> • Read <i>One Second After</i>, Chapters 10 - 12 • Watch <i>The Walking Dead</i> "Clear" S3E12 • Watch <i>The Walking Dead</i> "Too Far Gone" S4E8 	<ul style="list-style-type: none"> • Conference Week - Be sure to schedule your individual W conference to discuss your Apocalypse NOW Paper #1 Draft - The Infallibility or Fallibility of Society to Survive the Apocalypse • Reaction Log #21 - <i>One Second After</i>, Ch. 10 -12 • Reaction Log #22 - TWD S3E12 • Reaction Log #23 - TWD S4E8 	Life in the Post-Apocalypse: The Return of Civilization & Welcome to Dystopia  <i>The Last of Us</i> "Kin" S1E6
Week 13: Thursday, 11/16	<ul style="list-style-type: none"> • Watch <i>The Walking Dead</i> "A" S4E16 	<ul style="list-style-type: none"> • Apocalypse NOW Paper #1 Final Draft - The Infallibility OR Fallibility of Civilization to Survive the Apocalypse • Reaction Log #24 - TWD S4E16 	Life in the Post-Apocalypse: How to Survive & Thrive in the Post-Apocalypse  <i>The Last of Us</i> "Left Behind" S1E7  <i>The Last of Us</i> "When We Are in Need" S1E8
Week 14: NO CLASS on Thursday, 11/23 - Have a Happy Thanksgiving!			NO CLASS - enjoy your Thanksgiving weekend and use the time to catch

			up on any missed assignments
Week 15: Thursday, 12/30	<ul style="list-style-type: none"> Watch The Walking Dead "No Sanctuary" S5E1 	<ul style="list-style-type: none"> Reaction Log #25 - TWD S5E1 	<p>The Apocalypse as Social Commentary & Metaphor - Is Humanity Even Worth Saving?</p> <p> <i>The 100</i> "Die All, Die Merrily" S4E10</p> <p> <i>The Last of Us</i> "Look for the Light" S1E9</p>
Week 16: Thursday, 12/7 (Last Class)	<ul style="list-style-type: none"> Read "The Impatience of Job" 	<ul style="list-style-type: none"> Reflective Writing #7: How Long Would You Survive? H5P Branching Scenario Reaction Log #26 - The Impatience of Job 	<p>The Apocalypse as Social Commentary & Metaphor - so what exactly is the overall message that all this apocalyptic fare is trying to make?</p> <p> <i>The Cabin in the Woods</i></p>

***DUE THURSDAY, 12/14/23 @ 11:55 PM (HST):**

Apocalypse NOW Paper #2 Final Draft - Is Humanity Even Worth Saving?

****It is optional to complete a draft of Apocalypse NOW Paper #2. If you would like my feedback on your Apocalypse NOW Paper #2, please email me: maliakon@hawaii.edu to let me know and have your draft completed by Sunday, 12/10 @ 11:55 pm (HST). I will provide my feedback on your draft by Tuesday, 12/12 @ 11:55 pm (HST).**

*****All assignments need to be completed and turned in by Thursday, 12/14/23 @ 11:55 pm (HST) via Google Docs or email depending on the assignment. When you finished with everything, please email me: maliakon@hawaii.edu to let me know that you are finished. *If you are unable to finish all of your writing assignments by this date, please email me to discuss receiving an "Incomplete" for the course.***

Academic Support

University of Hawaii Community Colleges (UHCC)

- **Online Tutoring Service:** UHCC has contracted Tutor.com, an online tutoring service available 24/7 to provide additional academic support for UHCC students. For FAQs and how to access Tutor.com, review the [UHCC Students Tutor.com](#) page.

Windward Community College

- [Windward Community College Library](#)
- [eBooks Collection](#)
- [Writing Center](#)
- [Speech Lab](#)
- [Math Lab](#)
- [Evening and Online Learning at Windward Community College](#)

Minimum Technical Skill Requirements

In this course you would be required to utilize Google Docs and the Laulima learning management system to access some course materials, activities, and Gradebook. You will need to be proficient with basic computer skills such as word processing and navigating Internet browsers.

Please also be aware that Laulima:

- will be unavailable on a daily basis from 3:00am-4:00am HST for server backup and maintenance.
- automatically logs you out *if it does not detect activity for two hours*. A warning message will appear notifying you of the lack of activity. Activity is defined as clicking a button in Laulima such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

Technological tools are used in this course. Remember to review privacy/security policies before using technologies for online learning. Contact me if you would like to discuss the use of alternate options or technologies:

- [Laulima](#) as a Learning Management system ([Laulima \(Sakai\) Accessibility](#)).
- [Google Docs](#) is used to deliver some course content and assignments. ([Google Docs Accessibility Statement](#), [Google Privacy Policy](#))

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- [Google Slides](#) is used to deliver some course content. ([Google Slides Accessibility Statement](#), [Google Privacy Policy](#))
 - [Google Drive](#) is used to deliver some course content. ([Google Drive Accessibility Statement](#), [Google Privacy Policy](#))
 - [H5P](#) may be used to deliver some course content and review activities ([Accessibility Statement](#), [Privacy Policy](#))
 - [Kahoot!](#) may be used to deliver some course content review activities ([Accessibility Statement](#), [Privacy Policy](#))
 - [YouTube](#) is used to deliver some course content ([Accessibility Statement](#), [Privacy Policy](#))

Technical Support

- [UH ITS Computer Help Desk](#) – email help@hawaii.edu or call 956-8883 (or toll free at 1-800- 558-2669 from the neighbor islands)
- [Laulima Assistance Form](#) – Click on the [Request Assistance](#) link at the bottom of any Laulima Page to fill out and submit a question and get your answer via email.
- [Laulima Student Support](#)
- [Information Security for Students](#)

University Policies and Procedures

The University of Hawai'i is an equal opportunity/affirmative action institution. It is committed to a policy of nondiscrimination on the basis of race, sex, victims of domestic or sexual violence, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran. For additional details, visit the [UH Systemwide Policies and Procedures Information System \(PPIS\)](#) site.

Student Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: [UH System Basic Needs](#).

Student Conduct

Review the [UH Systemwide Student Conduct Code](#) for more information. Review the [Online Netiquette and Privacy Tips](#) to prepare yourself when interacting online.

Academic Honesty

Acts of dishonesty, including but not limited to the following:

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- Cheating, plagiarism, or other forms of academic dishonesty.

Cheating is an act of academic dishonesty and includes, but is not limited to:

1. use of any unauthorized assistance in taking quizzes, tests, or examinations;
2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student body; and
4. engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

Plagiarism is also an act of academic dishonesty and includes, but is not limited to:

- the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
- It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Furnishing false information to any UH official, faculty member, or office.

Forgery, alteration, or misuse of any UH document, record, or form of identification.

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author. In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s):

- Students will receive a failing grade for plagiarized assignments.
- All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

Disabilities Accommodations

The University of Hawai'i is committed to a barrier-free campus and provides accommodations to ensure students with disabilities equal access to education. We agree to make academic adjustments to ensure non-discrimination of students with disabilities. This commitment is in accordance with applicable state and federal laws, including the Americans with Disabilities Act, and Sections 504 and 508 of the Rehabilitation Act.

Under the Americans with Disabilities Act (Title II) and the Rehabilitation act of 1973-section 504 and 508, individuals with disabilities have protections against discrimination and are assured access to programs, services and activities. For more information see "Americans with Disabilities Act" and "Rehabilitation Act of 1973 – Section 504 or Section 508".

You must self-identify to the appropriate Disability Services Office and complete the intake process before receiving reasonable accommodations. To ensure the prompt and effective provision of accommodations, students should contact the Disability Services Office as early as possible. Find your disability services office contact for your home campus.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact Jodi A.-K. Asato, Counselor, Disability Student Services Office to discuss reasonable accommodations that will help you succeed in this class. Please call (808) 235-7472 or email wccdsso@hawaii.edu or visit <https://windward.hawaii.edu/services-for-students/disabilities-services/> for more information.

Sex Discrimination and Gender-Based Violence Resources (Title IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Desrae Kahale, **Mental Health Counselor & *Confidential Resource***

Phone: (808) 235-7393

Email: dkahale3@hawaii.edu

Office: Hale Kāko'o 101

Leslie Cabingabang, ***Confidential Campus Advocate***

808-348-0663

Email: advocate@hawaii.edu

Office: Hale Kāko'o 107

Mykie Ozoa-Aglugub, **Deputy Title IX Coordinator**

808-235-7468

Email: mozoa@hawaii.edu

Office: Hale Kāko'o 109

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

Alternate Contact Information

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka'i 121
- Phone: (808) 235-7422

Financial Aid Statement

If you do not begin attendance in a course or stop participating in a course, Title IV funds must be returned according to Federal Return of Title IV funds regulations (34 CFR 668.21(a)). This means you may be required to return some (or all) of the financial aid you have received. It is very important to remember that colleges are required to take steps necessary to ensure that students are academically engaged in order to justify the disbursement of Federal Title IV student aid funds. If at any time your plans change and you no longer plan to participate in the courses in which you enrolled, you must contact the financial aid office to minimize any possible negative financial impact.

For more information on financial assistance for your education, please contact your [home campus financial aid office](#). Financial assistance may include grants, scholarships, and other resources to help you pay for the cost of college. A financial aid adviser will be able to help you navigate this process to determine your eligibility for these funds.