



UNIVERSITY of HAWAII*
WINDWARD
COMMUNITY COLLEGE

IS 231: The Zombie Apocalypse & Other Doomsday Beliefs in Popular Culture Syllabus Spring 2023 (1st 8-Week Term)

3 Credits / CRN #63382

Hybrid: Meets Thursdays @ 1:00pm - 3:30pm @ 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 12:30pm - 1:00pm (HST) (at my office - Palanakila 136 - right before class) & directly following our class in Palanakila 212

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’oulū 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 through Lulima and at our in-person class. All course announcements will be posted using the Announcements tool in Lulima and sent to your Google@UH account (i.e., this is your @hawaii.edu email account). I will post Announcements at least twice a week, on Mondays and Thursdays. I will return grades for your assignments in 3-7 days after the due date's 24 hour grace period. Other communication will be through the Google@UH account (i.e., this is your @hawaii.edu email account). If you have questions regarding:

- Lulima, please contact help@hawaii.edu
- This course in general, please contact maliakon@hawaii.edu

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

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2. Clear communication and response to emails within 24 hours if sent Sundays - Thursdays
 3. Provide access to all course materials in a timely manner, open course assignments according to the schedule, maintain due dates, 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. Check your UH email (your @hawaii.edu email account) and log into our Lulima class site regularly and consistently, respond to emails, stay logged into your @hawaii.edu email account when in our Lulima class site
3. Actively participate in our class by staying engaged with the learning modules, attending in-person class, and keeping up with assignments

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* and George Romero's film *Land of the Dead* 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 Walking Dead*, *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 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 hybrid, 8-week course that combines online and in-person components and is offered in a compressed time frame, which requires you to dedicate minimally 12 - 16 hours per week to course work. To do well in a hybrid course offered in a compressed time frame of 8-weeks, you need to be very independent, organized, focused, and tech-savvy, and have time available to dedicate solely to the class. If this is the case, you should do fine in this 8-week term course. On the other hand, if these traits & time availability do not describe you, you are

advised to drop the class. Note, though, that the 12 - 16 hours per week is only a guide for you to gauge the work in this class, and thus, you may actually spend less time or more time engaged in this class.

- 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 an extremely 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 specific Week's Lesson Module in our Lulima course site 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 relatively fast pace. At times, you will be asked to read an entire book (i.e., hundreds of pages) 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!***
- Lesson Modules (found in our class Lulima site) typically begin on Thursdays and end on Wednesdays. In other words, consider that our "Week" runs from Thursdays through Wednesdays. For example, our "Week" could start on Thursday of calendar week #1 and conclude either on Thursday of calendar week #2, or on Thursday of calendar week #3. Most assignments will either be due on **Wednesdays @ 11:55pm (HST) online** OR **Thursdays @ 1:00pm in-class**. ***To know which assignment is due when and how, please follow the course schedule in this syllabus or the checklist in the Lesson Modules in our Lulima class site.*** 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.
- During the last week of the term, due dates change since the term officially ends on a Friday, and final grades are due the following day on Saturday (i.e., the absolute last day to turn in late assignments will be on Friday by 11:55pm (HST) during the final week of the term and there is no automatic grace period beyond this Friday because grades are due). *If you are unable to complete everything by this last Friday deadline, please be sure to discuss with me receiving an "Incomplete" grade.*
- Please note that the class schedule is strictly followed and this is **not** a self-paced course. ***Lesson Modules will be made available by 12:00am (HST) of the day in which the Lesson Module begins.*** For example, Lesson Module #2 will be available on or before 12:00am (HST) Thursday, 1/19. Nevertheless, if you want to get a headstart on reading Max Brooks' *World War Z* and William R. Forstchen's *One Second After* &/or watching the required episodes of *The Walking Dead*, please do so as there is a lot to read and watch in this course!
- The goal is that at the end of the course, which ends on a Friday, 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, complete the assignments, and navigate through Lulima with

little guidance. 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 - regardless of whether it is in-person or online - 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. Please note that one of WCC's core values is *Ho'ihi* (Respect). This includes cultural awareness & aloha, student voice, 'ohana-style inclusiveness, and LGBTI Safe Zones. Discussion forums (i.e., in Padlet or Flip) and class discussions in Zoom will NOT be used to discriminate against or put down your fellow students or other cultures and religions. 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 means removal of your post, reply, &/or comment and 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 (this will be held over Zoom sometime during the calendar week of Monday, 2/6 - Friday, 2/10) and the creation of a 1st draft for a writing assignment (i.e., you will write a draft of Thematic Essay #1 that will be due on Wednesday, 2/1 and the final draft, written after you attend the conference, will be due on Wednesday, 2/15). **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.**

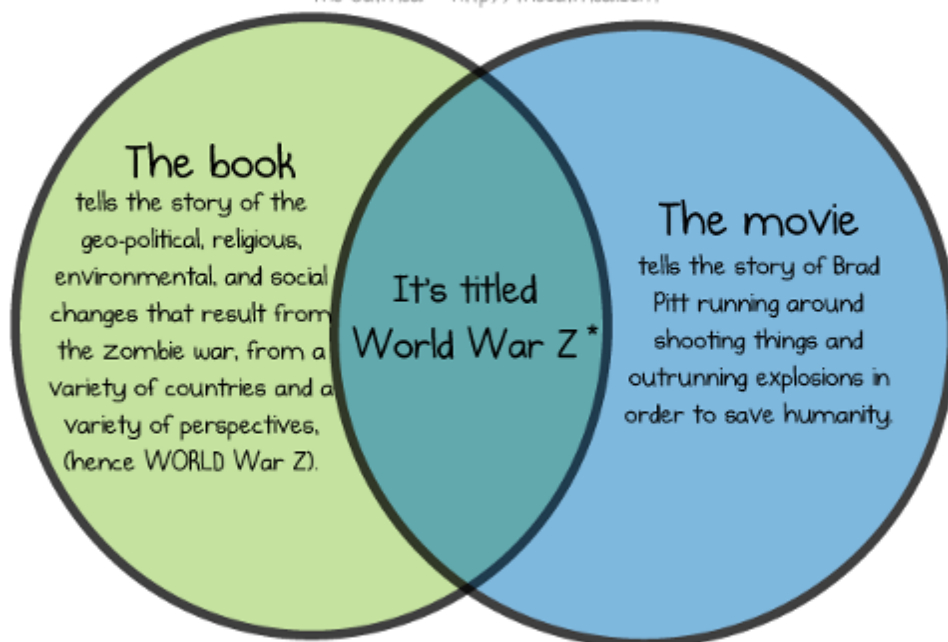
Required Materials

For this course, you will need to purchase &/or get access to the following required items for the class:

1. [World War Z by Max Brooks](https://yes-pdf.com/book/4078/read) (note that this book is 99% different from the movie *World War Z*; see image below for reference). This novel is available for free online as a PDF at this site: <https://yes-pdf.com/book/4078/read>. If you would like a hardcopy version instead, it is available for purchase at the WCC Bookstore, or through Amazon or another bookseller.

What the World War Z movie has in common with the book

The Oatmeal <http://theoatmeal.com>



*I'm not exaggerating. Other than having Zombies, the title is basically the only thing the book and movie have in common. No lobo. No battle of Yonkers. No "total war" theory. No American refugees fleeing on rafts to Cuba. No social commentary. Just Brad Pitt sprinting a lot and shooting stuff.

2. [One Second After by William Forstchen](#). This novel is available for purchase at the WCC Bookstore, or through Amazon or another bookseller.
3. The following 8 episodes of *The Walking Dead*: "Days Gone Bye" (S1E1; note this abbreviation style stands for Season 1, Episode 1), "Guts" (S1E2), "Tell It To The Frogs" (S1E3), "Vatos" (S1E4), "Clear" (S3E12), "Too Far Gone" (S4E8), "A" (S4E16), "No Sanctuary" (S5E1). These specific episodes are embedded in our course Laulima site in Lesson Module #4 where you can access them for free. On a side note, if you have a

Netflix subscription you will be able to access these episodes of TWD easily as Netflix has all seasons of TWD available.

4. [George Romero's film *Land of the Dead*](#). This film is embedded in Lesson Module #3 where you can access it for free.
5. Other readings and resources are available for reviewing and downloading in our class Laulima site. These are free resources found online that are built into the Weekly Lesson Modules that you will engage and interact with in our Laulima class site. In order to participate in class discussions and complete your writing assignments, you need to complete the readings and other activities contained in the Weekly Lesson Modules. Because the documents for reading are embedded into our Laulima class site, this course is best viewed on a laptop or desktop monitor as these embedded documents may not be easy to navigate on a mobile device such as a smartphone. You may print out any of the documents embedded into our Laulima class site as it may be easier to read these documents in hard copy format. ***Lastly, because many of our readings that are embedded in our Laulima class site are housed in Google Drive, you 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.***

Grades

Grading Breakdown (400 points total; writing accounts for over 90% of final grade)

- 5 Reflective Writings x 10 points each = 50 points total (12.5% of final grade)
- 5 Thematic Essays x 50 points each = 250 points total (62.5% of final grade)
- 13 Think/Write/Discuss Logs x 5 points each = 65 points total (16.25% of final grade)
- Introductory, In-Class, & Review Activities = 35 points total (8.75% 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 = 360 points and above

B = 320 points and above

C = 280 points and above

D = 240 points and above

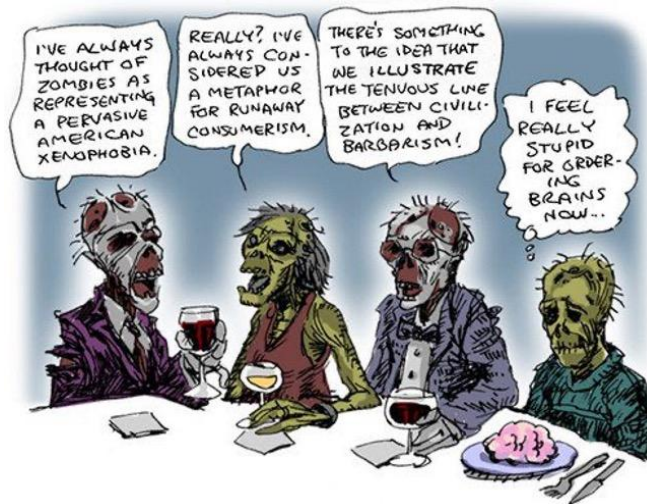
F = 239 points and below

Late Work Policy

You have an automatic 24-hour grace period in which to submit your assignments after the due date. Due to the accelerated nature of this course, late assignments are generally not accepted after this automatic 24-hour grace period unless you have extenuating circumstances and contacted me in a timely manner. In other words, no assignments will be accepted beyond this 24-hour grace period unless you have extenuating circumstances and contacted me in a timely manner. *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 Wednesday, 1/18/23.**
- 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 **Friday, 2/10/23.**
- 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: 5 Reflective Writings (½ page or 125 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 Thematic Essays. Each Reflective Writing assignment is worth up to 10 points total. These assignments are found and accessed in your "Reflective Writings & Thematic Essays Portfolio" (i.e., the Google Doc entitled "[Reflective Writings & Thematic Essays 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 & Thematic Essays Portfolio.” When you are finished writing your Reflective Writing in your Reflective Writings & Thematic Essays Portfolio, you will then need to access the corresponding Reflective Writing assignment in the “Assignments” section of the Weekly Lesson Module in which assigned for OR in the “Assignments” tab in our class Laulima Site so that you can write “completed” in the text box of the assignment in Laulima which then lets me know that you have completed this assignment in your “Reflective Writings & Thematic Essays Portfolio.” Note 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: 5 Thematic Essays (2 pages or 500 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 a 5-paragraph structured essay. This will also help you write in a concise and precise manner where paragraphs flow logically and efficiently and evidence supports your thesis thoroughly and relevantly. Each Thematic Essay is worth up to 50 points total. These assignments are found and accessed in your “Reflective Writings & Thematic Essays Portfolio” (i.e., the Google Doc entitled “Reflective Writings & Thematic Essays Portfolio” that you made a copy of and shared with me). Specific directions for how to write a 5-paragraph structured essay is also found in your “Reflective Writings & Thematic Essays Portfolio.” When you are finished writing your Thematic Essay in your Reflective Writings & Thematic Essays Portfolio, you will then need to access the corresponding Thematic Essay assignment in the “Assignments” section of the Weekly Lesson Module in which assigned for OR in the “Assignments” tab in our class Laulima Site so that you can write “completed” in the text box of the assignment in Laulima which then lets me know that you have completed this assignment in your “Reflective Writings & Thematic Essays Portfolio.”

3. **TURNED IN IN-CLASS: 13 Think/Write/Discuss Logs (1 page or 250 words each):**

These are informal writing assignments that involve responding to specific questions based off of selected readings and selected pop culture references (i.e., specific episodes of TWD and the film *Land of the Dead*). These Logs will allow you to practice clarifying your thoughts in writing and some logs will help prepare you for your Thematic Essays. Each log will be turned in in-class on designated days according to the class schedule and is worth up to 5 points total. Note 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.

4. **Introductory, In-Class, & Review Activities:** Multiple choice questions, short answer questions, and other activities help to engage you with and apply what you’re learning. These are found in the Weekly Lesson Modules, usually in the “Learning Materials and Activities” subpages. **As long as you participate in these activities, you receive full**

credit (i.e., even if you may respond with an incorrect answer, you will receive full credit for the activity as the purpose of Introductory and Review activities are for you to engage with what you are learning and to practice what your understanding of it)! Furthermore, attending in-person and being an active 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. One collaborative assignment that will be completed over the course of the term in class is a “How Long Would You Survive?” scenario branching activity. **As long as you are an active participant in class, you will receive full credit for the class.** The points earned for “Introductory, In-Class, & Review Activities” will be collectively totaled at the end of the term and entered into Laulima’s Gradebook.

Course Calendar

Shaded yellow = assignment due online on Wednesday (or the 1st Wednesday if a 2-week period)

Shaded green = assignment due online on 2nd Wednesday of a 2-week period

Shaded blue = something due in-person &/or to do on Thursday

Shaded purple = assignment due online on Friday

Lesson Module #1, Monday, 1/9 - Wednesday, 1/18: The Apocalypse & YOU

Course Activities:

- **Attend Class on Thursday, 1/12 @ 1:00pm in Palanakila 212.**
- Engage in Lesson Module #1 in our class Laulima site by viewing the main page of the lesson module and the subpages (i.e., folders) which will contain required readings and may contain videos to watch and questions to answer.

Assignments Due:

- ***Note:** In accordance with UH Executive Policy 7.209, you will need to verify your participation in this course **by Tuesday, 1/10/23 at 11:55pm (HST)**. To verify your participation in this course, you need to **either ATTEND Zoom Class on 10/18/22 OR** be sure to have **submitted your “Yes, I have read the Syllabus” response** to the question found in the “Syllabus” tab in our class Laulima site **BY TUESDAY, 1/10/23 at 11:55pm (HST)**. Failure to verify participation in this course can result in being disenrolled from this course.
- **Due Friday, 1/13 at 11:55pm (HST):** Make a copy of the “Reflective Writings & Thematic Essays Portfolio” and **SHARE** it with me
- **Due Wednesday, 1/18 at 11:55pm (HST):** Reflective Writing #1
- **Due Wednesday, 1/18 at 11:55pm (HST):** Reflective Writing #2

Lesson Module #2, Thursday, 1/19 - Wednesday, 1/25: The Roots of the Apocalypse in Popular Culture

Course Activities:

- **Attend Class on Thursday, 1/19 @ 1:00pm in Palanakila 212.**
- Engage in Lesson Module #2 in our class Lualima site by viewing the main page of the lesson module and the subpages (i.e., folders) which will contain required readings and may contain videos to watch and questions to answer.

Assignments Due:

- **Due Wednesday, 1/25 at 11:55pm (HST):** Reflective Writing #3
- **Due Wednesday, 1/25 at 11:55pm (HST):** Reflective Writing #4
- **Due Thursday, 1/26 at 1:00pm (HST):** Think/Write/Discuss Log #1 (*Land of the Dead*)

Lesson Module #3, Thursday, 1/26 - Wednesday, 2/1: Apocalypse NOW - War. Russia. Nuclear Armageddon. Hurricanes. Storm Surge. North Korea. Fires. Floods. Pandemics. China. Economies on the Brink. Revolutions. Earthquakes. Tsunamis. Sentient AIs. What the #@%! is Next?! The Infallibility OR Fallibility of Society to Survive the Apocalypse

Course Activities:

- **Attend Class on Thursday, 1/26 @ 1:00pm in Palanakila 212. At this class, you will turn in and discuss Think/Write/Discuss Log #1.**
- Engage in Lesson Module #3 in our class Lualima site by viewing the main page of the lesson module and the subpages (i.e., folders) which will contain required readings and may contain videos to watch and questions to answer.

Assignments Due:

- **Due Wednesday, 2/1 at 11:55pm (HST):** Reflective Writing #5
- **Due Wednesday, 2/1 at 11:55pm (HST):** Thematic Essay #1 (1st Draft / *Land of the Dead*)
- **Due Thursday, 2/2 at 1:00pm (HST):** Think/Write/Discuss Log #2 (*Theories of International Politics & Zombies*)

Lesson Module #4, Thursday, 2/2 - Wednesday, 2/15: The Zombie Apocalypse as Social Commentary & Metaphor

Course Activities:

- **Attend Class on Thursday, 2/2 @ 1:00pm in Palanakila 212. At this class, you will turn in and discuss Think/Write/Discuss Log #2.**

- Engage in Lesson Module #4 in our class Laulima site by viewing the main page of the lesson module and the subpages (i.e., folders) which will contain required readings and may contain videos to watch and questions to answer.
- **Attend Class on Thursday, 2/9 @ 1:00pm in Palanakila 212. At this class, you will turn in and discuss Think/Write/Discuss Logs #3 & #4.**
- **Be sure to schedule your Thematic Essay #1 Zoom Conference for sometime between Monday, 2/6 and Friday, 2/10. Conference sign-ups will be made available in-class on Thursday, 2/2.**

Assignments Due:

- **Due Thursday, 2/9 at 1:00pm (HST):** Think/Write/Discuss Log #3 (*World War Z*)
- **Due Thursday, 2/9 at 1:00pm (HST):** Think/Write/Discuss Log #4 (*World War Z*)
- **Due 2nd Wednesday, 2/15 at 11:55pm (HST):** Thematic Essay #1 Final Draft (*Land of the Dead*)
- **Due 2nd Wednesday, 2/15 at 11:55pm (HST):** Thematic Essay #2 (*World War Z*)
- **Due Thursday, 2/16 at 1:00pm (HST):** Think/Write/Discuss Log #5
- **Due Thursday, 2/16 at 1:00pm (HST):** Think/Write/Discuss Log #6
- **Due Thursday, 2/16 at 1:00pm (HST):** Think/Write/Discuss Log #7
- **Due Thursday, 2/16 at 1:00pm (HST):** Think/Write/Discuss Log #8
- **Due Thursday, 2/16 at 1:00pm (HST):** Think/Write/Discuss Log #9
- **Due Thursday, 2/16 at 1:00pm (HST):** Think/Write/Discuss Log #10
- **Due Thursday, 2/16 at 1:00pm (HST):** Think/Write/Discuss Log #11
- **Due Thursday, 2/16 at 1:00pm (HST):** Think/Write/Discuss Log #12

Lesson Module #5, Thursday, 2/16 - Friday, 3/3: Life in the Post-Apocalypse - The Breakdown of Civilization & The Return to the State of Nature; The Need for Order, Stability, & Security; Keeping the Faith & The Problem of Evil; The Return of Civilization & Welcome to Dystopia

Course Activities:

- **Attend Class on Thursday, 2/16 @ 1:00pm in Palanakila 212. At this class, you will turn in and discuss Think/Write/Discuss Logs #5, #6, #7, #8, #9, #10, #11, & #12.**
- Engage in Lesson Module #5 in our class Laulima site by viewing the main page of the lesson module and the subpages (i.e., folders) which will contain required readings and may contain videos to watch and questions to answer.
- **Attend Class on Thursday, 2/23 @ 1:00pm in Palanakila 212. At this class, you will turn in and discuss Think/Write/Discuss Log #13.**
- **Attend Class on Thursday, 3/2 @ 1:00pm in Palanakila 212. - This is our last class.**

Assignments Due:

- **Due 1st Wednesday, 2/22 at 11:55pm (HST):** Thematic Essay #3 (*The Walking Dead*)
- **Due Thursday, 2/23 at 1:00pm (HST):** Think/Write/Discuss Log #13
- **Due 2nd Wednesday, 3/1 at 11:55pm (HST):** Thematic Essay #4 (*One Second After*)
- **Due 2nd Wednesday, 3/1 at 11:55pm (HST):** Optional Extra Credit Assignment - Zombie Apocalypse Team (completed in Google Slides; make a copy of the

Google Slide Deck using this link and be sure to share this with me: [Zombie Apocalypse Team Extra Credit Assignment](#))

- **Due Friday, 3/3 at 11:55pm (HST):** Thematic Essay #5* (*note that there is no automatic grace period for this assignment because final grades are due on Saturday, 3/4; if you find that you need longer in which to complete the assignment (or any late assignments not yet completed) please be sure to email me to discuss receiving an "Incomplete" for the course*)

Course Technology

As you know, this course is delivered in Lulima as a Learning Management system ([Lulima \(Sakai\) Accessibility](#)).

Please also be aware that Lulima:

- 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 Lulima such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

Other 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:

- [Google Docs](#) is used to deliver some course content and assignments. ([Google Docs Accessibility Statement](#), [Google Privacy Policy](#))
- [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](#))
- [Padlet](#) is used for some course assignments ([Padlet Accessibility Statement](#), [Padlet 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](#))
- [Flip](#) is used for Discussion Forum activities ([Flip Accessibility Statement](#), [Flipgrid Privacy Policy](#))
- [YouTube](#) is used to deliver some course content ([Accessibility Statement](#), [Privacy Policy](#))

Required Hardware and Software

It is recommended that you:

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- Use a more recent model desktop or laptop (2014 or later model), either Windows or Mac.
 - Have access to reliable high-speed (Cable or DSL) Internet connection
 - The preferred browser for this program and Laulima in general is Firefox. Depending on your browser settings, files may automatically download to your Downloads folder or open in a new window or tab. Install a recent version of [Firefox Browser](#)([Firefox Accessibility Statement](#)) ([Firefox Privacy Policy](#)) if you haven't done so.
 - Have [Adobe \(Acrobat\) Reader](#)([Adobe Acrobat Reader Accessibility Statement](#)) ([Adobe Privacy Policy](#)) installed to your desktop or laptop. Download is free.
 - Make sure you have [Google Consumer Apps](#) enabled. This allows you to access various Google Apps through your Google@UH account such as YouTube.

Minimum Technical Skill Requirements

In this course you would be required to utilize the Laulima learning management system to navigate and access course content. You will need to be proficient with basic computer skills such as word processing, navigating Internet browsers, downloading/uploading files, etc.

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](#)

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](#)

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:

- 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 the Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at (808) 235-7448, royinouye@hawaii.edu, or you may stop by Hale Kāko'o 106 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

Jojo Miller, ***Confidential Campus Advocate***

808-348-0663

jojo.miller@hawaii.edu

Karen Cho

Deputy Title IX Coordinator

808-235-7404

kcho@hawaii.edu

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.