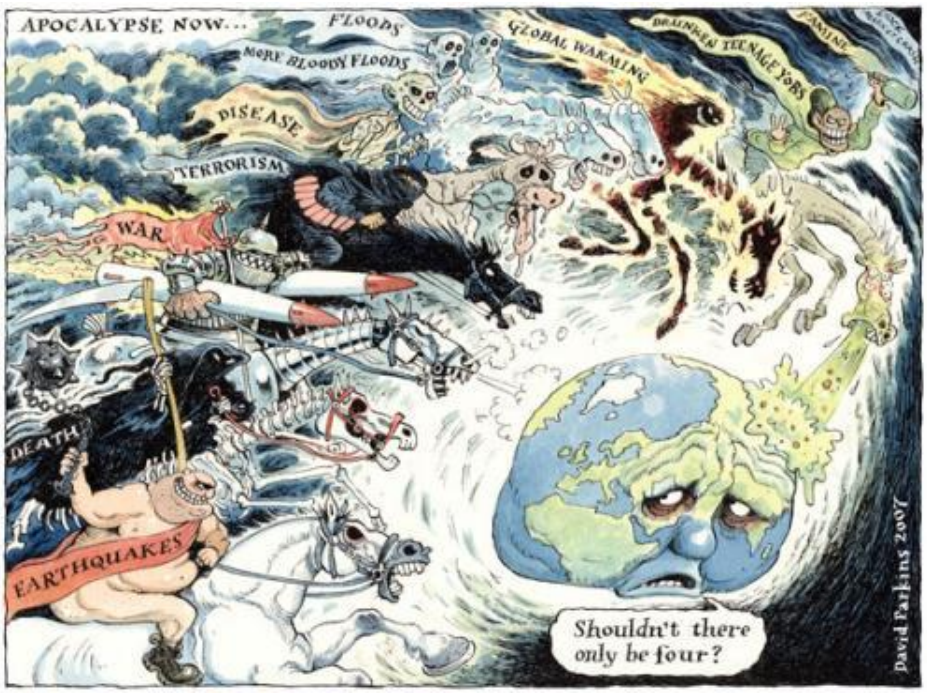
UNIVERSITY of HAWAI'I
WINDWARD COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ke Ko'olau

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

Fall 2026 (16-week Term)

3 Credits / CRN #62434 / Hybrid: Meets on Wednesdays @ 10:30 - 11:45 am in Manaleo 111



Are You Prepared?

Instructor Information

How to Contact Your Instructor

Instructor: Malia Lau Kong

Email: maliakon@hawaii.edu; **email is the fastest and best way to reach me when we do not have in-person class;** 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. ***Please do not use Instant Messages in Lamakū to contact me as I will not use this in Lamakū and will not respond via this. Instead, please email me as this is the best and fastest way to reach me.***

Office Hours: most Wednesdays 9:25 - 10:25 am (HST) in Palanakila 136

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

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)

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: Alakaʻi 121
- Phone: (808) 235-7422

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 Oʻahu's Koʻolau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

Course Information

Catalog Description

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):

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 Lamakū and at our in-person class. All course announcements will be posted using the Announcements tool in Lamakū 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 later in the week on Thursdays or Fridays. ***Please be sure to have email notifications of Announcement posts enabled in Lamakū to receive an email notification every time I post an Announcement in Lamakū. To enable notifications, click on your name in the upper right hand corner of Lamakū and in the pull-down menu that appears, select "Notifications" which will allow you to customize your notifications.*** I will input grades for your assignments in 5-9 days after

the due date's 48-hour grace period in "Grades" in the upper Navigation Bar in Lamakū. Other communication will be through your @hawaii.edu email account. If you have questions regarding:

- Lamakū, 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
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. Over a decade 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 2026, 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 its final season - Season 11 (I stopped watching in the middle of season 9), 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 graphic violence, profanity, nudity, sexual situations, self-harm, suicide, 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, & Other Things to Know

This course is a hybrid course that combines in-person and online components. **It requires 1) regular class attendance; 2) the use of Lamakū which houses most of our course content, activities, and some assignments; and 3) the use of Google Docs (to complete formal writing assignments).** This course requires you to dedicate minimally 9 hours per week to course work and is designed around **5 Lesson Modules** found in our class Lamakū site. **Lesson Modules**, which span multiple weeks of this course, begin on designated Mondays according to the Course Calendar (i.e., class schedule) found in this syllabus and always end on designated Sundays according to the Course Calendar (i.e., class schedule). Since some of the learning in this course takes place asynchronously, in our Lamakū class site, you should plan to set aside time each day or two to work through the **Lesson Module**. Setting aside time each day or two to work through the **Lesson Module** prevents the course materials and assignments from piling up to an unsustainable load.

Each Monday, by 8:00 am (HST), I will post an Announcement in Lamakū *(this Announcement Post will also be emailed to you but to receive it, you need to have email notifications of Announcement posts enabled in Lamakū to receive this)* in which I provide you with a suggested schedule of when to work on each part of the week's Lesson Module. Please note that the class schedule is strictly followed and this is **not** a self-paced course. The goal is that at the end of the term, you will have completed all course requirements and assignments that will demonstrate your learning of the material and ability to meet the course SLOs so that you pass the course with a good grade!

The **5 Lesson Modules** for this course are scheduled as follows (Lesson Modules are released (available in Lamakū) **by at least the Sunday night prior to their "BEGIN" date of Monday:**

Lesson Module #1: The Apocalypse & YOU	**BEGIN: Monday, 8/24** **END: Sunday, 9/13** LENGTH: 3 weeks
Lesson Module #2: The Roots of the Apocalypse in Popular Culture	**BEGIN: Monday, 9/4** **END: Sunday, 9/27** LENGTH: 2 weeks
Lesson Module #3: Apocalypse NOW	**BEGIN: Monday, 9/28** **END: Sunday, 10/25** LENGTH: 4 weeks
Lesson Module #4: Life in the Post-Apocalypse	**BEGIN: Monday, 10/26** **END: Sunday, 11/22** LENGTH: 4 weeks
Lesson Module #5: The Apocalypse & The Meaning of Life	**BEGIN: Monday, 11/23** **END: Sunday, 12/13** LENGTH: 3 weeks

- 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, things to watch, and assignments. Keeping on track is a must in this class. **Always refer to the Course Calendar (i.e., Class Schedule) in this syllabus to keep track of what you are doing in this course.** 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 48-hour grace period in which to turn in assignments) unless otherwise noted. If you need longer than the automatic 48-hour grace period, please email me as soon as possible to let me know.
- 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 Calendar. ***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.***
- Always remember that communication is one of the keys to success in this class so please let me know if you have extenuating circumstances that are preventing you from participating fully in this class so that we can create a plan of action.

Course Materials

There are no required textbooks to purchase for this course. Most readings, things to watch, and other resources are available for reviewing and downloading in the Laumakū learning management system. Free resources found online are built into the Lesson Modules that you will engage and interact with in our Lamakū class site. In order to succeed in completing your assignments, you need to complete the readings, things to watch, and other activities contained in the Lesson Modules. Because the documents for reading are embedded into our Lamakū class site, this course may be best viewed on a laptop or desktop monitor as these embedded documents may not be so easy to navigate through the Pulse App (i.e., the student app for Lamakū) for your smart phone or tablet. You may also print out any of the documents embedded into our Lamakū class site as it may be easier to read these documents in hard copy format. ***Because many of our readings and things to watch that are embedded in our Lamakū 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 and videos.*** Hard copies of other readings will be passed out in class. Time permitting, we may also watch some films and episodes in class that are not available for us in Google Drive. I do not have a copy of the film *Don't Look Up* that can be borrowed as this is only available through Netflix. If you do not have access to Netflix, please discuss with me alternate options.

Course Technology

Lamakū Learning Management System (https://lamaku.hawaii.edu/d2l/home)

This course uses multiple technologies to develop and deliver its content. Lamakū, the University of Hawai'i's current official Learning Management System (LMS), is where our course content is housed. Other technologies may also be used to support the delivery of our course.

Lamakū Productivity Tips (Lamakū (Brightspace) Accessibility):

- Please be aware that Lamakū will automatically log you out (for security reasons) if it does not detect activity for 3 hours. A warning message will appear, notifying you of the lack of activity. Activity is defined as clicking a button in Lamakū, such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.
- To prevent losing your work due to unexpected technology failures, always compose your work in another place such as Google Docs, then copy and paste the content into Lamakū.
- For technical support, contact the University of Hawai'i Information Technology Services (UH ITS) Help Desk at help@hawaii.edu or call 956-8883 (or toll-free at 1-800-558-2669 from the neighbor islands).

Regular Substantive Interaction

Online courses at Windward Community College follow these guidelines for ensuring quality instruction: RSI Definition-WCC. Due to the hybrid nature of our course which entails regular in-person class meetings once a week where substantive interaction takes place in the form of direct instruction and class discussions, our course fulfills the RSI requirements without even highlighting all that is one in our online Lamakū environment.

Other Technology

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 Forms is used for some course activities and assignments. (Google Forms Accessibility Statement, Google Privacy Policy)
- Google Slides is used to deliver some course content and for some assignments. (Google Slides Accessibility Statement, Google Privacy Policy)
- Google Drive is used to deliver some course content. (Google Drive Accessibility Statement, Google Privacy Policy)
- H5P is used to deliver some course content and review activities (Accessibility Statement, Privacy Policy)

- Kahoot! may be used for some activities (Accessibility Statement, Privacy Policy)
- Padlet may be used for some activities (Padlet Accessibility Statement, Padlet Privacy Policy)
- YouTube is used to deliver some course content (Accessibility Statement, Privacy Policy)

Participation Verification

Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with Executive Policy 7.209, all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation. ***See "Course Calendar" below for ways you can verify your participation in the first week of our class.***

Grading Policy

Grading Breakdown (550 total points possible in this course)

- Apocalypse NOW Paper First Draft: Will Civilization Survive the Climate Apocalypse?: 10 points total (2% of final grade)
- Apocalypse NOW Paper Final Draft: Will Civilization Survive the Climate Apocalypse?: 120 points total (22% of final grade)
- Illustrated Dictionary of Pop Culture Representations, Metaphors, and Commentaries Capstone Project: 120 points total (22% of final grade)
- 4 Reflective Writings: 15 points each x 4 = 60 points total (11% of final grade)
- My Apocalypse Story Project: 50 points total (9% of final grade)
- 14 Write & Share Logs (WSL): 5 points each x 14 = 70 points total (13% of final grade)
- 16 H5P Interactives: 2 points each x 16 = 32 points total (6% of final grade)
- 2 Reading & Watching Quizzes: 15 points each x 2 = 30 points total (5% of final grade)
- 26 H5P Reaction Polls: 0.5 points each x 26 = 13 points total (2% of final grade)
- 4 Google Forms: 5 points each x 4 = 20 points total (4% of final grade)
- Participation & In-Class Activities = 25 points total (4% of final grade)

Grading Point Scale (550 points total)

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

A = 495 points & above

B = 440 points & above

C = 385 points & above

D = 330 points & above

F = 329 points & below

Accessing Grades

Grades can be accessed in "Grades" in the upper Navigation Bar in Lamakū. Sometimes I may refer to "Grades" as Gradebook. *Please note that the letter grade displayed in "Grades" is an accumulation of all the points you have earned so far in the course, but it may be inaccurate if I have not updated "Grades" with the most recent of points earned for assignments, including inputting zeroes for missed assignments.* Final grades for the course (i.e., this is when the letter grade displayed in "Grades" will be accurate) will be available in "Grades" approximately 1 week following the end of our course.

Late Work Policy

Late assignments are generally not accepted unless you have extenuating circumstances and contacted me in a timely manner. ***You have an automatic 48-hour grace period in which to submit your assignments.*** No assignments will be accepted beyond this 48-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. If a valid emergency occurs and you are unable to complete an assignment, please contact me ASAP to discuss.

Withdrawals, Incompletes, and the "N" grade

- 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, 11/2/26.**
- 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. ***Please note that Lamakū courses are automatically unpublished (i.e., closed) by UH two weeks after the term ends (i.e., faculty do not control when courses are published and unpublished in Lamakū) and this means that incomplete grades need to be made up within these two weeks before the course closes.***
- 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: 4 Reflective Writings (⅓ 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 15 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 will make a copy of and share with me; details found in the Course Calendar). 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 48-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: Apocalypse NOW Paper: Will Civilization Survive the Climate Apocalypse? (First Draft & Final Draft) (6 pages or 1500 words minimum):** This is a formal writing assignment that asks you to analyze and synthesize what you're learning by writing a research paper that utilizes specific Pop Culture References to determine whether our real-life civilization will survive the apocalypse brought on by climate change. The **mandatory First Draft** of this paper is graded mainly for participation and is worth 10 points total. The **mandatory Final Draft** that incorporates the feedback you received and your revisions from your First Draft is worth up to 120 points total. This assignment is 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 will make a copy of and share with me; details found in the Course Calendar). Specific directions for what is required in the Apocalypse NOW Paper is also found in your "Reflective Writings & Apocalypse NOW Papers Portfolio." This will also be reviewed and discussed in class. After you finish writing each draft, please reshare your "Reflective Writings & Apocalypse NOW Papers Portfolio" with me along with a message saying which draft you have completed. Note that you are required to turn in a First 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 SLIDES: My Apocalypse Story Project (2 pages or 500 words minimum):** Create a 8-slide Google Slide Deck that illustrates your Apocalypse Story by answering the questions on this My Apocalypse Story Google Slide Deck that you will make a copy of so that you can use this to write and design your story. This project, which is worth up to 50 points total, is due at the end of Week 3 and turned in by sharing it with me by clicking on the "SHARE" button in the Google Slide and entering in my email

address: maliakon@hawaii.edu and then clicking on the "SEND" button. You will also share your story with the class at our Week 4 class meeting.

4. **TURNED IN ONLINE VIA GOOGLE SLIDES: Illustrated Dictionary of Pop Culture Representations, Metaphors, and Commentaries Capstone Project (1250 words minimum):** You will create an informational guide that 1) defines and provides pop culture representation of the following terms that we utilize in our class: 1) State of Nature; 2) Barbarism; 3) Civilization; 4) Tribalism; 5) Nihilism; and **5** of the following terms: Nationalism; Communitarianism; Individualism; Dictatorship; Democracy; Oligarchy; Vengeance; Law; Survivalism; Morality; Ethics; Faith; Dystopia; Existentialism; Optimism; and 2) provides guidance, perspective, metaphors &/or commentaries on questions and topics dealing with the post-apocalypse. This project serves as a capstone project for our class and is due at the end of the semester, in Week 16. Representation of each definition will be made using Pop Culture Examples that come from the Pop Culture References we utilize in this course. Guidelines for this project will be posted and reviewed later in the semester. You will also be given a Google Slide Template later in the semester that can be utilized as a way of organizing all the required parts of this project. Images &/or video clips of the Pop Culture Examples/References will also need to be added to your project. Note that our Pop Culture References always deal with the apocalypse or post-apocalypse. This project, which is worth up to 120 points total, is turned in by sharing it with me by clicking on the "SHARE" button in the Google Slide and entering in my email address: maliakon@hawaii.edu and then clicking on the "SEND" button. Please be sure to check for an email confirmation from me saying that I received your project. If you do not receive an email confirmation saying that I received your project after 24 hours of you sharing your project with me, please resend your project and email me to let me know you are doing so.

5. **TURNED IN IN-CLASS: 14 Write & Share Logs (WSL) (⅕ page or 50 words):** These assignments help you to share with your classmates what you have learned regarding specific topics from assigned readings &/or things to watch. Each WSL has two parts - 1) a written part where you concisely and precisely explain what you have learned regarding a specific topic &/or what you think about a specific topic by answering the given question(s); and 2) a sharing component where you share in-class what you discovered and wrote about. Each WSL is due in-class each week, and worth up to 5 points total. Hard copies of each WSL will be passed out in-class at least one week prior to their due date. If you are going to be absent on the day in which a WSL is due, you can either email it to me (take a picture of your WSL or complete it online by making a digital copy of the WSL Google Doc) or turn it in at the next class.

6. **TURNED IN ONLINE VIA LAMAKŪ: 16 H5P Interactives:** These assignments, which are created in H5P (an educational technology tool for creating interactive online content that can be embedded in Lamakū), include, at minimum, reading selection(s) on specific topic(s) &/or watching video(s), and answering questions about the reading(s) &/or video(s). Each of these assignments is worth up to 2 points total. These assignments are due each week, and will appear as their own page in the Lesson Module in which assigned for.

7. **TURNED IN ONLINE VIA LAMAKŪ: 2 Reading & Watching Quizzes:** These multiple-choice, open-note (i.e, you can use any of the resources from this course which includes the Lesson Modules, assignments, in-class notes taken, etc.), timed quizzes are found and accessed in the Lesson Module. You can also access Quizzes in the "Quizzes" tool in the upper Navigation Bar in Lamakū. These quizzes assess your comprehension of the assigned readings & things to watch, including any content viewed in the Lesson Modules or reviewed in-class. Quiz #1, which will cover the first 9 weeks of our course and Lesson Modules #1, #2, and #3 will be made available at the beginning of Week 9 and will be due at the end of Week 9 (i.e., when Lesson Module #3 concludes). Quiz #2 will mostly cover the last 7 weeks of course and Lesson Modules #4 and #5, though there may be some questions that refer to Lesson Modules #1, #2, and #3 and the first 9 weeks of our course. Quiz #2 will be made available at the beginning of Week 16 and will be due at the end of Week 16 (i.e., when Lesson Module #5 concludes). These quizzes will consist of only multiple-choice questions and will have a time limit of 75-minutes. Each quiz is worth up to 15 points total.

8. **TURNED IN ONLINE VIA LAMAKŪ: 26 H5P Reaction Polls:** These polls help to engage you with what your are reading or watching at the time by asking for your instant reaction upon completion of what you are reading or watching. Each poll is worth 0.5 points total and occurs at various times throughout the Lesson Modules.

9. **TURNED IN ONLINE VIA LAMAKŪ: 4 Google Forms:** Google Forms ask that you answer specific questions related to your own experiences &/or what you are reading or watching. Each Google Form is worth up to 5 points total and occurs at various times throughout the Lesson Modules.

10. **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. **As long as you are an active participant in class, you will receive full credit for the class.** 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. 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. 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 from class. Participation & In-Class Activities will collectively be worth x% of your grade.

! NOTE ABOUT DUE DATES !

Please always follow the Course Calendar (i.e., Class Schedule) below to see what assignments are due and when (you may also follow due dates in the Monday Announcement I post for each Lesson Module). **Please do not rely on the "Work To Do" widget or "Calendar" for this course in Lamakū that are found on the home page of our course because these will not be accurate as most assignments for this course that are completed in external apps such as Google Docs and Google Slides, or in hard copy, and these do not get recorded in the "Work To Do" widget or "Calendar" in Lamakū.** In other words, the "Work To Do" widget and "Calendar" will offer appear as if nothing is due for this course, but that is extremely inaccurate.

! NOTE ABOUT COURSE CONTENT !

"Content" is a tool in our Lamakū course site and once selected, a **"Table of Contents"** will appear. From this **"Table of Contents"** you will be able to select the specific Lesson Module assignment for the week(s) and the Pages contained within the Lesson Module (i.e., pages* may contain readings and videos on specific topics, activities, and assignments to complete; *note that "viewing" the page does not mean that the assignments found on that page are completed and have been submitted - you still need to submit your assignments. *In other words, do not rely solely on Lamakū to tell you what you need to complete as Lamakū unfortunately marks a Lesson Module as complete even if you did not submit all assignments contained in that Lesson Module.*

Hence, you should instead follow the course calendar below by either printing it out or making an electronic copy for yourself and then checking off each assignment that you complete and submit.

Course Calendar (i.e., Class Schedule)*

**Things to Watch subject to change based on availability.*

Week	Begin Date	Course Content in Lamakū, Things to Read & Watch for the Week @ home (accessed in the Lesson Module in Lamakū; complete by the end of the Week so that we can discuss in-class the following week), & In-Person Class Meeting Days on Wednesdays @ 10:30 - 11:45 am (HST) in Manaleo 111	Assignments Due for the Week (assignments are due either at our in-class meetings on Wednesdays @ 10:30 am (HST) OR for most assignments, online on Sundays by 11:59 pm (HST), unless otherwise indicated; be sure to submit your completed assignments in the manner as specified on the assignment)
1	8/24/26	❖ **Getting Started** ❖ **Course Syllabus** ❖ **Lesson Module #1 (Weeks 1 - 3): The Apocalypse & YOU** ➢ 1.1 Introduction to Lesson Module #1 ➢ 1.2 Survivalist Themes in TV Shows, Movies Tap into Fear of the Big Fall ➢ 1.3 Get Ready Hawai'i ➢ 1.4 Why Do People Love Watching Apocalypse Shows and Movies? ➢ 1.5 Psychology Reveals the Comforts of the Apocalypse ➢ 1.6 Conflict is a Failure of Civilization ❖ Attend Class on Wednesday, 8/26	☐ Make a copy of the Reflective Writings & Apocalypse NOW Papers Portfolio Google Doc, rename it with your name, & SHARE IT with me (due Sunday, 8/30) ☐ Reaction Poll - Survivalist Themes in TV Shows, Movies Tap into Fear of the Big Fall (due Sunday, 8/30) ☐ Google Form - Apocalypse NOW & You: Preparedness, Experience & Reflection (due Sunday, 8/30) ☐ Reaction Poll - Why Do People Love Watching Apocalypse Shows and Movies? (due Sunday, 8/30) ☐ Reaction Poll - Psychology Reveals the Comforts of the Apocalypse (due Sunday, 8/30)

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			☐ Reaction Poll - Conflict in a Failure of Civilization (due Sunday, 8/30) ☐ ***Note:** In accordance with UH Executive Policy 7.209, you will need to verify your participation in this course **by Tuesday, 9/1/26 at 11:59 pm (HST).** To verify your participation in this course, you need to **either attend in-person class on Wednesday, 8/26 @ 10:30 am (HST) in Palanakila 212** OR **complete** at least one of the assignments listed above **BY TUESDAY, 9/1/26 at 11:59 pm (HST)**. Failure to verify participation in this course can result in being disenrolled from this course.

Week	Begin Date	Course Content in Lamakū, Things to Read & Watch for the Week @ home (accessed in the Lesson Module in Lamakū; complete by the end of the Week so that we can discuss in-class the following week), & In-Person Class Meeting Days on Wednesdays @ 10:30 - 11:45 am (HST) in Manaleo 111	Assignments Due for the Week (assignments are due either at our in-class meetings on Wednesdays @ 10:30 am (HST) OR for most assignments, online on Sundays by 11:59 pm (HST), unless otherwise indicated; be sure to submit your completed assignments in the manner as specified on the assignment)
2	8/31/26	❖ **Lesson Module #1 (Weeks 1 - 3): The Apocalypse & YOU** ➢ 1.7 Watch & React - George Romero's Land of the Dead ➢ 1.8 Reflective Writing #1 - Create Your Meme ➢ 1.9 H5P #1: World War Z - A Deeper Meaning Analysis ❖ **Attend Class on Wednesday, 9/2** (PDF Copy of Google Slide Deck for Class on Wednesday, 9/2 - note that we did not discuss all slides on this slide deck)	☐ Reaction Poll - George Romero's Land of the Dead (due Sunday, 9/6) ☐ Reflective Writing #1 - Create Your Meme (due Sunday, 9/6) ☐ H5P Interactive #1: World War Z - A Deeper Meaning Analysis (due Sunday, 9/6)
3	9/7/26	❖ **Lesson Module #1 (Weeks 1 - 3): The Apocalypse & YOU** ➢ 1.10 Theories of International Politics & Zombies ➢ 1.11 My Apocalypse Story Project ➢ 1.12 Read & React - Max Brooks World War Z "Introduction & Warnings"	☐ WSL #1 - Land of the Dead (due in-class Wednesday, 9/9) ☐ Google Form - Theories of International Politics & Zombies (due Sunday, 9/13) ☐ My Apocalypse Story Project (due Sunday, 9/13)

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		❖ **Attend Class on Wednesday, 9/9**	☐ Reaction Poll - WWZ "Intro & Warnings" (due Sunday, 9/13)
4	9/14/26	❖ **Lesson Module #2 (Weeks 4 & 5): The Roots of the Apocalypse in Popular Culture** ➢ 2.1 Introduction to Lesson Module #2 ➢ 2.2 H5P Interactive #2: Crash Course World Mythology - The Apocalypse ➢ 2.3 The Original Doomsday Preppers ➢ 2.4 The Historical & Religious Roots of the Apocalypse ➢ 2.5 H5P Interactive #3: Crash Course World Mythology - Ragnarök ➢ 2.6 Read & React - Max Brooks' World War Z "Blame" ❖ **Attend Class on Wednesday, 9/16**	☐ WSL #2 - Max Brooks World War Z "Introduction & Warnings" (due in-class Wednesday, 9/16) ☐ Google Form - Fascism & George Romero's Land of the Dead (due Sunday, 9/20) ☐ H5P Interactive #2: Crash Course World Mythology - The Apocalypse (due Sunday, 9/20) ☐ H5P Interactive #3: Crash Course World Mythology - Ragnarök (due Sunday, 9/20) ☐ Reaction Poll - Max Brooks' World War Z "Blame" (due Sunday, 9/20)
5	9/21/26	❖ **Lesson Module #2 (Weeks 4 & 5): The Roots of the Apocalypse in Popular** ➢ 2.7 H5P Interactive #4: Nightmares in	☐ WSL #3 - Max Brooks World War Z "Blame" (due in-class Wednesday, 9/23)

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		➢ Red, White, and Blue ➢ 2.8 Environmentalists Make Good Movie Villains Because They Want to Make Your Real Life Worse ➢ 2.9 There is a 5th Horseman of the Apocalypse - And It is Us ➢ 2.10 Are We Doomed? An Investigation ➢ 2.11 Read & React Poll - Max Brooks' World War Z "The Great Panic" ❖ **Attend Class on Wednesday, 9/23**	☐ H5P Interactive #4: Nightmares in Red, White, and Blue (due Sunday, 9/27) ☐ Reaction Poll - Max Brooks' World War Z "The Great Panic" (due Sunday, 9/27)
6	9/28/26	❖ **Lesson Module #3 (Weeks 6 - 9): Apocalypse NOW** ➢ 3.1 Introduction to Lesson Module #3 ➢ 3.2 Freud's Civilization & Its Discontents ➢ 3.3 H5P Interactive #5: The Undead Martyr ➢ 3.4 The Apocalyptic	☐ WSL #4 - The Great Panic (due in-class, Wednesday, 9/30) ☐ H5P Interactive #5: The Undead Martyr (due Sunday, 10/4) ☐ Reflective Writing #2: The Metaphor of Cholo, Riley, & The American Dream (due

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		Threat to Us ➢ 3.5 The Infallibility or Fallibility of Society to Survive the Apocalypse ➢ 3.6 Reflective Writing #2: The Metaphor of Cholo, Riley, & The American Dream ➢ 3.7 Read & React - Max Brooks' World War Z "Turning the Tide" ❖ **Attend Class on Wednesday, 9/30**	Sunday, 10/4) ☐ Reaction Poll - Max Brooks' World War Z "Turning the Tide" (due Sunday, 10/4)
7	10/5/26	❖ **Lesson Module #3 (Weeks 6 - 9): Apocalypse NOW** ➢ 3.8 Be Honest: Apocalypse Seems Kind of Exciting, In a Way ➢ 3.9 Covid-19 Isn't the Apocalypse We Expected - Or the One Some Wanted ➢ 3.10 H5P Interactive Reading #6: When There's No More Room in Hell, The Dead Will Shop the Earth	☐ WSL #5 - Turning the Tide (due in-class, Wednesday, 10/7) ☐ H5P Interactive Reading #6: When There's No More Room in Hell, The Dead Will Shop the Earth (due Sunday, 10/11) ☐ H5P Interactive #7: When They Aren't Eating Us, They Bring Us Together: Zombies and the American Social Contract (due Sunday, 10/11)

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		➢ 3.11: H5P Interactive #7: When They Aren't Eating Us, They Bring Us Together: Zombies and the American Social Contract ➢ 3.12 Reflective Writing #3: The Metaphor of Fiddler's Green & WWZ's Celebrity Compound ➢ 3.13 Read & React - Max Brooks' World War Z "Home Front USA & Around the World, And Above" ❖ **Attend Class on Wednesday, 10/7**	☐ Reflective Writing #3: The Metaphor of Fiddler's Green & WWZ's Celebrity Compound (due Sunday, 10/11) ☐ Reaction Poll - Max Brooks' World War Z "Home Front USA & Around the World, And Above" (due Sunday, 10/11)
8	10/12/26	❖ **Lesson Module #3 (Weeks 6 - 9): Apocalypse NOW** ➢ 3.14 The Walking Dead in an Age of Anxiety ➢ 3.15 Reflective Writing #4: Perspectives on Human Population ➢ 3.16 H5P Interactive #8: Survivalism in	☐ WSL #6 - "Home Front USA & Around the World, And Above" (due in-class, Wednesday, 10/14) ☐ Reflective Writing #4: Perspectives on Human Population (due Sunday, 10/18)

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		the Post-Apocalypse - The 100's Pilot Episode ➢ 3.17 Read & React - Max Brooks' World War Z "Total War & Goodbyes" ➢ 3.18 Watch & React - Netflix's Don't Look Up ➢ 3.19 The Most Interesting Thing 'Don't Look Up' Has to Say About the Apocalypse ❖ **Attend Class on Wednesday, 10/14**	☐ H5P Interactive #8: Survivalism in the Post-Apocalypse - The 100's Pilot Episode (due Sunday, 10/18) ☐ Reaction Poll - Max Brooks' World War Z "Total War & Goodbyes" (due Sunday, 10/18) ☐ Reaction Poll - Netflix's Don't Look Up (due Sunday, 10/18)
9	10/19/26	❖ **Lesson Module #3 (Weeks 6 - 9): Apocalypse NOW** ➢ 3.20 Sentient A.I.s - Should We Be Worried? ➢ 3.21 H5P Interactive #9: The A.I. Prompt that Could End the World ➢ 3.22 IS 231 Reading & Watching Quiz #1 ➢ 3.23 Write Your Apocalypse NOW: Will Civilization	☐ WSL #7 - Total War & Goodbyes (due in-class, Wednesday, 10/21) ☐ WSL #8 - Don't Look Up (due in-class, Wednesday, 10/21) ☐ Reaction Poll - Sentient A.I.s - Should We Be Worried? (due Sunday, 10/25)

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		Survive the Climate Apocalypse? Paper First Draft ❖ **Attend Class on Wednesday, 10/21**	☐ Reading & Watching Quiz #1 (due Sunday, 10/25) ☐ Apocalypse NOW: Will Civilization Survive the Climate Apocalypse? Paper First Draft (due Sunday, 10/25) ☐ ***Schedule Your Paper Conference for either Week #10 or Week #11***
10	10/26/26	❖ **Lesson Module #4 (Weeks 10 - 13): Life in the Post-Apocalypse** ➢ 4.1 Introduction to Lesson Module #4 ➢ 4.2 H5P Interactive #10: Thomas Hobbes' Leviathan ➢ 4.3 Evaluating Life in the Post-Apocalypse ➢ 4.4 Living in the Post-Apocalypse ➢ 4.5 Read & React - One Second After, Chapters 1 - 2 (Day 1) ➢ 4.6 Watch & React - The Walking Dead, Season 1, Episodes 1 - 6 ❖ **Attend Class on Wednesday, 10/28**	☐ H5P Interactive #10: Thomas Hobbes' Leviathan (due Sunday, 11/1) ☐ Reaction Poll - One Second After, Chapters 1 - 2 (Day 1) (due Sunday, 11/1) ☐ Reaction Poll - The Walking Dead, Season 1, Episodes 1 - 6 (due Sunday, 11/1)

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		❖ **Conference Week - be sure to schedule your conference for either Week #10 or Week #11!**	
11	11/2/26	❖ **Lesson Module #4 (Weeks 10 - 13): Life in the Post-Apocalypse** ➢ 4.7 H5P Interactive #11: Is Humanity Getting Better? ➢ 4.8 Read & React - One Second After, Chapters 3 - 5 (Days 2 - 5) ➢ 4.9 Watch & React - The Walking Dead, S3E12 "Clear" and S4E8 "Too Far Gone" ➢ 4.10 Watch & React -The Walking Dead, S4E16 "A" and S5E1 "No Sanctuary" ❖ **Attend Class on Wednesday, 10/29** ❖ **Conference Week - be sure to schedule your conference for either Week #10 or Week #11!**	☐ WSL #9 - OSA Chapters 1 - 2 & TWD S1E1-6 (due in-class, Wednesday, 11/4) ☐ Reaction Poll - The Walking Dead, Season 1, Episodes 4 - 6 (due Sunday, 11/8) ☐ H5P Interactive #11: Is Humanity Getting Better? (due Sunday, 11/8) ☐ Reaction Poll - One Second After, Chapters 3 - 5 (Days 2 - 5) (due Sunday, 11/8) ☐ Reaction Poll - The Walking Dead, S3E12 "Clear" and S4E8 "Too Far Gone" (due Sunday, 11/8) ☐ Reaction Poll - The Walking Dead, S4E16 "A" and S5E1 "No

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			Sanctuary" (due Sunday, 11/8)
12	11/9/26	❖ **Lesson Module #4 (Weeks 10 - 13): Life in the Post-Apocalypse** ➢ 4.11 Write Your Apocalypse NOW: Will Civilization Survive the Climate Apocalypse? Paper Final Draft ➢ 4.12 H5P Interactive #12: The Walking Dead's Political Philosophy ➢ 4.13 Read & React - One Second After, Chapters 6 & 7 (Days 10 - 18) ❖ **Attend Class on Wednesday, 11/11**	☐ WSL #10 - OSA Chapters 3 - 5 & TWD S3E12, S4E8, S4E16, S5E1 (due in-class, Wednesday, 11/11) ☐ Apocalypse NOW: Will Civilization Survive the Climate Apocalypse? Paper Final Draft (due Sunday, 11/15) ☐ H5P Interactive #12: The Walking Dead's Political Philosophy (due Sunday, 11/15) ☐ Reaction Poll - One Second After, Chapters 6 & 7 (Days 10 - 18) (due Sunday, 11/15)
13	11/16/26	❖ **Lesson Module #4 (Weeks 10 - 13): Life in the Post-Apocalypse** ➢ 4.14 H5P Interactive #13: The Fascism of The Walking Dead ➢ 4.15 Read & React - One Second After, Chapters 8 & 9 (Days 35 - 63)	☐ WSL #11 - OSA Chapters 6 & 7 (due in-class, Wednesday, 11/18) ☐ H5P Interactive #13: The Fascism of The Walking Dead (due Sunday, 11/22)

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		➢ 4.16 Instant Reaction Poll - The Last of Us "Please Hold My Hand" (S1E4); "Endure and Survive" (S1E5); and "Kin" (S1E6) ❖ **Attend Class on Wednesday, 11/18**	☐ Reaction Poll - One Second After, Chapters 8 & 9 (Days 35 - 63) (due Sunday, 11/22) ☐ Reaction Poll - The Last of Us "Please Hold My Hand" (S1E4); "Endure and Survive" (S1E5); and "Kin" (S1E6) (due Sunday, 11/ 22)
14	11/23/26	❖ **Lesson Module #5 (Weeks 14 - 16): The Apocalypse & The Meaning of Life** ➢ 5.1 Introduction to Lesson Module #5 ➢ 5.2 The Apocalypse as Social Commentary & Metaphor ➢ 5.3 Read & React - One Second After, Chapters 10 - 12 (Days 63 - 365) ➢ 5.4 Watch & React - The Last of Us "Left Behind" (S1E7); "When We Are in Need" (S1E8); and Look for The Light (S1E9) ➢ 5.5 The Last of Us - Joel's Decision	☐ WSL #12 - OSA Chapters 8 & 9 and TLOU S1E4-6 (due in-class, Wednesday, 11/25) ☐ Read & React - One Second After, Chapters 10 - 12 (Days 63 - 365) (due Sunday, 11/29) ☐ Watch & React - The Last of Us "Left Behind" (S1E7); "When We Are in Need" (S1E8); and Look for The Light (S1E9) (due Sunday 11/29) ☐ Google Form - The Last of Us - Joel's Decision (due Sunday, 11/29)

Week	Begin Date	Course Content in Lamakū, Things to Read & Watch for the Week @ home (accessed in the Lesson Module in Lamakū; complete by the end of the Week so that we can discuss in-class the following week), & In-Person Class Meeting Days on Wednesdays @ 10:30 - 11:45 am (HST) in Manaleo 111	Assignments Due for the Week (assignments are due either at our in-class meetings on Wednesdays @ 10:30 am (HST) OR for most assignments, online on Sundays by 11:59 pm (HST), unless otherwise indicated; be sure to submit your completed assignments in the manner as specified on the assignment)
		➢ 5.6 H5P Interactive #14: The Trolley Problem ❖ **Attend Class on Wednesday, 11/25**	☐ H5P Interactive #14: The Trolley Problem (due Sunday, 11/29)
15	11/30/26	❖ **Lesson Module #5 (Weeks 14 - 16): The Apocalypse & The Meaning of Life** ➢ 5.7 H5P Interactive #15: The Last of Us Does Something No Other Post-Apocalyptic Show Does ➢ 5.8 Watch & React - The 100 "Die All, Die Merrily" S4E10 ➢ 5.9 Watch & React - The Cabin in the Woods ➢ 5.10 H5P Interactive #16: The Impatience of Job ❖ **Attend Class on Wednesday, 12/2**	☐ WSL #13 - OSA Chapters 10 - 12 & TLOU S1E7-9 (due in-class, Wednesday, 12/2) ☐ H5P Interactive #15: The Last of Us Does Something No Other Post-Apocalyptic Show Does (due Sunday, 12/6) ☐ Reaction Poll - The 100 "Die All, Die Merrily" S4E10 (due Sunday, 12/6) ☐ Reaction Poll - The Cabin in the Woods (due Sunday, 12/6) ☐ H5P Interactive #16: The Impatience of Job (due Sunday, 12/6)
16	12/7/26	❖ **Lesson Module #5 (Weeks 14 - 16): The Apocalypse & The Meaning of Life**	☐ WSL #14 - The 100 "Die All, Die Merrily"

Week	Begin Date	Course Content in Lamakū, Things to Read & Watch for the Week @ home (accessed in the Lesson Module in Lamakū; complete by the end of the Week so that we can discuss in-class the following week), & In-Person Class Meeting Days on Wednesdays @ 10:30 - 11:45 am (HST) in Manaleo 111	Assignments Due for the Week (assignments are due either at our in-class meetings on Wednesdays @ 10:30 am (HST) OR for most assignments, online on Sundays by 11:59 pm (HST), unless otherwise indicated; be sure to submit your completed assignments in the manner as specified on the assignment)
		➢ 5.11 IS 231 Reading & Watching Quiz #2 ➢ 5.12 Illustrated Dictionary of Pop Culture Representations, Metaphors, and Commentaries Capstone Project ➢ 5.13 Extra Credit Assignment - My Zombie Apocalypse Team ❖ **Attend Our Last Class on Wednesday, 12/9**	and The Cabin in the Woods (due in-class, Wednesday, 12/9) ☐ Illustrated Dictionary of Pop Culture Representations, Metaphors, and Commentaries Capstone Project (due Sunday, 12/13) ☐ Reading & Watching Quiz #2 (due Sunday, 12/13) ☐ Extra Credit Assignment - My Zombie Apocalypse Team (due Sunday, 12/13)
		Have a wonderful winter break, Merry Christmas, and Happy New Year!	

Academic Integrity

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through the 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.

Windward CC Student Conduct Information

UH System Student Conduct Policy EO 7.208

Artificial Intelligence (AI)

UH Executive Policy 2.220 Artificial Intelligence

For this course, the only acceptable use of AI is for **revision** purposes. This means that you could use a program like *Grammarly* to help you ***revise*** (i.e., correct grammar, mechanics, misspelled words, flow of ideas) what you have already written. You **cannot** use AI to help you reason, formulate ideas, write your written responses/explanations/reports for you, and use of AI for any of these purposes will be considered academic dishonesty.

How to Seek Academic or Technical Support

Academic Support

- Windward Community College Library
- Library eResources
- Ka Piko Writing Lab
- Ka Piko Speech Lab
- Ka Piko Math Lab
- Evening and Online Learning at Windward Community College
- STAR Balance

Technical Support

- UH ITS Help Desk – email help@hawaii.edu or call 956-8883 (or 1-800-558-2669) for Laulima and most technology support. Available 24 hours a day, 7 days a week, including holidays.
- Student Tech Support - email winhelp@hawaii.edu, call 808-235-7437, or stop by in person at Hale Laʻakea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Information Security for Students

College Policies & Support Services

Disabilities Accommodations Statement

The Windward Community College's Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, wccdsso@hawaii.edu, or stop by the office (Hale Kakoʻo 105) for more information.

Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. 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 is experiencing basic needs insecurity, please see the UH System Basic Needs website.

Mental Health Counseling

Mental Health and Wellness at Windward Community College counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at the WCC Mental Health & Wellness website.

UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit UH Alerts website for more information.

Financial Aid

If you are receiving financial aid and are contemplating not completing the course, BEFORE you withdraw, it is highly recommended that you contact the Financial Aid Office at 808-934-2712 or email them at wccfao@hawaii.edu to discuss the impact this decision may have on your financial aid eligibility.

Student Conduct Code

Windward Community College follows the University of Hawaiʻi Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is

exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or online.

Title IX - Sex Discrimination And Gender-Based Violence Resources

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:

Leslie Cabingabang, UH System Confidential Advocate
Phone/Text: (808) 348-0432 or (808) 341-4952
Email: advocate@hawaii.edu
Office: Hale Kākoʻo 107 (Wednesdays)

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator
Phone: (808) 235-7468
Email: mozoa@hawaii.edu
Office: Hale Kākoʻo 109

Desrae Kahale, Mental Health Counselor & Confidential Resource
Phone: (808) 235-7393
Email: dkahale3@hawaii.edu
Office: Hale Kākoʻo 101

Karen Cho, Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: kcho@hawaii.edu
Office: Hale ʻAlakaʻi 120

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 https://www.hawaii.edu/titleix/