

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Film, Television, and Digital Media 98TB
 Course Title Going Viral: Zombies, Viruses, End of the World
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

3. The class probes outbreak narratives in film, television, and a variety of other media, putting them in conversation with rhetoric from government authorities and news organizations that have capitalized on public fears about our changing world, providing the opportunity for cultural analysis. The class also analyzes the films and television shows themselves, providing the opportunity for students to think critically about the cultural texts and the world that produced them.

3. List faculty member(s) who will serve as instructor (give academic rank):

Dhalia Schweitzer, Teaching Fellow; Denise Mann, Faculty Mentor

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

2017-2018 Fall _____ Winter _____ Spring X
 Enrollment _____ Enrollment _____ Enrollment _____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

Students will analyze and discuss selected films and television shows as reflections of contemporary social and cultural anxieties. This course promotes fluency in the discourses of film and television as well as overall communication skills. Students write two primary essays and make one formal oral presentation. Students who successfully complete the course can respond to a range of academic and professional assignments with appropriate format, tone, and language.

Integrative Learning

Ethical Implications

Cultural Diversity

The course will examine how different cultures are represented in the outbreak narrative, some in problematic ways.

Critical Thinking

Students will analyze written and cinematic sources and integrate their own ideas with those of others.

Rhetorical Effectiveness

The students will write clear and focused prose that observes conventions of usage, as well as reviewing how to write a research essay.

Problem-solving

Library & Information Literacy

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- 1. Lecture: 3 (hours)
- 2. Discussion Section: N/A (hours)
- 3. Labs: N/A (hours)
- 4. Experiential (service learning, internships, other): N/A (hours)
- 5. Field Trips: N/A (hours)

(A) TOTAL Student Contact Per Week 3 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- 1. General Review & Preparation: 2 (hours)
- 2. Reading: 2 (hours)
- 3. Group Projects: (hours)
- 4. Preparation for Quizzes & Exams: 2 (hours)
- 5. Information Literacy Exercises: (hours)
- 6. Written Assignments: 3 (hours)
- 7. Research Activity: 3 (hours)

(B) TOTAL Out-of-class time per week 6 **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

15

(HOURS)

Going Viral: Zombies, Viruses, and the End of the World

Dahlia Schweitzer

Dahlia.schweitzer@gmail.com

Course Description –

By the mid-1990s, epidemics had seeped both into the cultural consciousness and public discourse. Since then, outbreak narratives have continued to resonate with changing anxieties in the American cultural and social fabric. This course will focus on American films and TV shows from the mid-1990s to the present that depict the three main types of outbreak narratives: The Globalization Outbreak includes those (like *Contagion* and *Outbreak*) that focus on the repercussions of globalization and the ultimate failure of national boundaries to protect; The Terrorist Outbreak includes those (like *24* and *Hades Factor*) centered around the threat of bio-terrorism; The Post-Apocalypse Outbreak includes those (like *World War Z* and *The Walking Dead*) that explore what happens after the virus has decimated populations. This section will also include a discussion of the contemporary zombie figure.

Throughout the seminar, students will be challenged to articulate their own critical analysis through discussion and written assignments.

Course Requirements –

1. Active participation in discussions is essential and will be reflected in your grade.
2. Because this course is designed as a seminar, it is essential that students come to class prepared to discuss the readings, which they have read closely. For every class meeting, students will answer questions based on the assigned readings. The process of answering the questions will help students process the material and will ensure that they are well-prepared for discussion.
3. Every week one or two students will present the key points of an assigned article. You are expected to “teach” the assigned article to the class, using handouts, powerpoints, discussion questions, etc. Sign up will be available the first day of class. Successful discussion leaders will give a brief overview of the readings, indicate what the author is writing for or against, connect the readings to the theme of the seminar, and pose questions to the group designed to spark discussion.
4. Students will complete a midterm essay halfway through the term, comparing two specific outbreak narratives—*Outbreak* (Petersen, 1995) and *Contagion* (Soderbergh, 2011). Additional details are included in the syllabus and will be discussed in class.
5. Students will complete a research paper over the course of the quarter, which will analyze an outbreak narrative of their choosing (film, television show, or video game) of their choosing in terms of the theories and tropes discussed in class. Additional details are included in the syllabus and will be discussed in class.

Grading Breakdown –

The final grading process is largely mathematical; your grade is composed as follows:

- 9 reading responses = 90 points (10 points each)
- 2 essays: midterm essay (30 pts) and final essay (60 points)
- Various in-class exercises = points vary by assignment.
- 1 article presentation = 20 points

Late Projects will be marked down 10%, more than 3 tardies or absences will result in a lowered grade.

Grading Scale –

97-100 A+	77-79 C+
94-96 A	74-76 C
90-93 A-	70-73 C-
84-86 B	67-69 D+
87-89 B+	64-66 D
80-83 B-	60-63 D-
	59-below F

Required Texts –

Schweitzer, Dahlia. *Going Viral: Zombies, Viruses, and the End of the World*. New Brunswick, NJ: Rutgers University Press, 2018.

Additional texts will be uploaded as pdfs to the course website.

In-class Work –

Each class will revolve around discussion of several key texts, usually a combination of some that are viewed (television shows and/or films) and some that are read. There may be group work and quizzes to test your understanding of the main ideas and rhetorical strategies employed by the texts. There are always opportunities to add to the conversation. The better the discussion, the fewer the quizzes!

Major Essays –

All written assignments in this class should be *written in twelve point Times font using the MLA format* described in your handbook. Although you only hand in a final version, successful essays will usually have gone through more drafts than that before arriving on Turnitin.com. I urge you to embrace the rewriting process and to use the Writing Center (202A).

Efforts to use blocky, space-consuming fonts or other wonders of digital technology (spacing games in the margins, or between words and/or letters) to enhance the length of your paper are painfully obvious. Please, just use Times twelve point.

Midterm Essay –

You will compare and contrast *Outbreak* and *Contagion*. Both movies are DENSE, so the best strategy is to pick several key differences (and/or similarities) and trace them throughout the two texts. Focus on how these similarities and differences reflect themes and ideas discussed in class or in the assigned readings. DON'T FORGET TO HAVE (AND UNDERLINE) A THESIS!

Requirements: Your final draft should be 3-4 pages. You must use appropriate MLA format.

Final Essay –

Select an outbreak narrative from the list below (or get one approved by me) and analyze it in light of the “outbreak narrative template” we have been discussing over the course of the term. This is a research essay, so anchor your argument with cited sources, providing critical and historical context. Your paper must have both in-text and bibliographic citations for the facts and outside observations it will invariably include. You may select more than one outbreak narrative (if you want to compare and contrast), but you must have ONE CENTRAL TEXT.

You will present an oral version of this paper to the class as part of your final project. Make it visual and interesting! Five minutes.

Requirements: Your final draft should be 7-10 pages, using at least five sources properly listed on a “Work Cited” page. **No Wikipedia!** You must use appropriate MLA format. Reference your Hacker, please. DON'T FORGET TO HAVE (AND UNDERLINE) A THESIS!

Potential Films: *Mission Impossible II* (John Woo, 2000), *Contagion* (John Murlowski, 2002), *Global Effect* (Terry Cunningham, 2002), *Resident Evil* (Paul W.S. Anderson, 2002), *Resident Evil 2: Apocalypse* (Alexander Witt, 2004), *Resident Evil 3: Extinction* (Russell Mulcahy, 2007), *Dawn of the Dead* (Zack Snyder, 2004), *The Hades Factor* (Mick Jackson, 2006), *I Am Legend* (Francis Lawrence, 2007), *Blindness* (Fernando Meirelles, 2008), *World War Z* (Marc Foster, 2013)

Potential TV shows: *The Last Ship* (2014-present), *The Walking Dead* (2010-present), *The Strain* (2014-present), *The Last Man on Earth* (2015-present), *Fear the Walking Dead* (2015-present)

Course Schedule –

This schedule is tentative and subject to change. Assignments stated in class take priority over the following. If you miss a class, it is your responsibility to contact a fellow classmate to find out what you missed and what the next assignment will be. Sometimes I am unpredictable and like to change my mind, so be forewarned!

WEEK	TOPIC/ACTIVITIES	HOMEWORK FOR THE FOLLOWING WEEK
1	Introductions and General Overview	EVERYONE: <i>Going Viral</i> , Introduction Read Priscilla Wald, “Introduction” (1-16) _____ Read Priscilla Wald, “Introduction” (2-28) _____ Bill Albertini, “Epidemic Stories” _____
2	How the World Has Changed – Outbreaks and Globalization	EVERYONE: <i>Going Viral</i> , Chapter 1 Ed Cohen, “The Paradoxical Politics of Viral Containment; or, How Scale Undoes Us One and All” _____ Heather Schell, “Outburst! A Chilling True Story about Emerging-Virus Narratives and Pandemic Social Change” _____
3	End of the Twentieth Century – Screening: <i>Outbreak</i> (1995)	EVERYONE: <i>Going Viral</i> , Chapter 2 Bill Albertini, “Contagion and the Necessary Accident” _____
4	Beginning of the Twenty-First – Screening: <i>Contagion</i> (2011)	WRITE MIDTERM ESSAY Read Stephen Dougherty, “The Biopolitics of the Killer Virus Novel” _____ Iliana Alexandra Semmler, “Ebola Goes Pop: The Filovirus from Literature into Film” _____
5	MIDTERM ESSAY DUE Outbreaks and Terrorism Screening: excerpts from: <i>24</i> Season 3, “3 AM”; <i>Global Effect</i> ; <i>The Grid</i> ; <i>Quantico</i> ; <i>The Blacklist</i>	EVERYONE: Stacy Takacs, <i>Terrorism TV</i> , “Chapter 2,” (59-96, focus on highlighted sections) Lynn Spigel, “Entertainment Wars: Television Culture After 9/11” _____
6	Outbreaks and Government Conspiracy Screening: <i>The X-Files</i> , “F-Emasculata,”; excerpts from <i>Covert One: The Hades Factor</i> ; <i>Toxic Skies</i>	EVERYONE: <i>Going Viral</i> , Chapter 3 Zara Zimbardo, “It is Easier to Imagine the Zombie Apocalypse than to Imagine the End of Capitalism” _____
7	Zombies 101 – A Crash Course in Zombie History Screening: excerpts from <i>White Zombie</i> ; <i>28 Days Later</i> ; <i>Dawn of the Dead</i> ; <i>The Ghost Breakers</i> ; <i>I Walked with a Zombie</i> ; <i>Teenage Zombies</i> ; <i>Dead Snow</i> ; <i>Them</i>	EVERYONE: Kyle William Bishop, <i>American Zombie Gothic: The Rise and Fall (and Rise) of the Walking Dead in Popular Culture</i> , “Introduction”
8	There’s Something Spreading! — Excerpts from <i>Night of the Living Dead</i> , <i>Blindness</i> , <i>Planet Terror</i> , <i>The Strain</i>	EVERYONE: <i>Going Viral</i> , Chapter 4 Nick Muntean and Matthew Payne, “Attack of the Livid Dead” _____ Steven Pokornowski, “Insecure Lives: Zombies, Global Health, and the Totalitarianism of Generalization” _____
9	Here Come the Monsters — 28 Days Later (opening sequence), <i>Dawn of the</i>	EVERYONE: <i>Going Viral</i> , Conclusion

	<p><i>Dead</i>, and <i>Shaun of the Dead</i> (opening sequence), <i>Resident Evil</i></p>	<p>Kyle William Bishop, “Battling Monsters”</p> <hr/> <p>Neil Strauss, “Why We’re Living in the Age of Fear”</p> <hr/>
<p>10</p>	<p>What Are We Going To Do Now? Outbreaks and the Apocalypse — <i>I Am Legend</i> (opening and both endings), <i>The Last Man on Earth</i> (pilot), <i>The Walking Dead</i> (pilot), <i>Resident Evil: Apocalypse</i></p>	<p>FINAL ESSAY DUE WEEK 11</p>

Policies to keep in mind –

1. Attendance -- If you miss more than three classes, you will fail this course!

(I am allowed to count tardiness of over twenty minutes as an absence. **I do not distinguish between excused and unexcused absences. An absence is an absence regardless of the reason. I am not trained to diagnose illnesses, validate doctor's notes, and I will not interpret your reasoning for missing class. Also, I assume you can manage your sick days and you know how many days you miss.**)

2. In-class work cannot be made up; you must be present on the day it's assigned to receive credit for it.
3. I must receive both major essays for you to pass this class.
4. Late papers will be docked a grade per week.
5. If I suspect plagiarism, I'm obliged to report it.
6. All papers written outside of class must be word processed (typed), adhere to MLA formatting, and use twelve point Times font.

8. If you miss class, you are still responsible for the material covered that day and for all assignments. I will not contact you. It is your responsibility to contact me or your classmates regarding anything you miss. It is a good idea to have the contact information for at least two classmates so that you may contact them in case you are unable to attend class:

NAME _____ PHONE/EMAIL _____

NAME _____ PHONE/EMAIL _____



New Course Proposal

Film and Television 98TB Going Viral: Zombies, Viruses, End of World

Course Number	Film and Television 98TB				
Title	Going Viral: Zombies, Viruses, End of World				
Short Title	GOING VIRAL				
Units	Fixed: 5				
Grading Basis	Letter grade only				
Instructional Format	Seminar - 3 hours per week				
TIE Code	SEMT - Seminar (Topical) [T]				
GE Requirement	Yes				
Major or Minor Requirement	No				
Requisites	Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.				
Course Description	Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Movies, television shows, and books are filled with zombie viruses, bioengineered plagues, and disease-ravaged bands of survivors. Analysis of why outbreak narratives have infected our public discourse and how they have affected way Americans view world. Letter grading.				
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows				
Syllabus	File Schweitzer_Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.				
Supplemental Information	Instructor (Dhalia Schweitzer) UID: 803869164 Professor Denise Mann is the faculty mentor for this course.				
Grading Structure	<ul style="list-style-type: none"> o 9 reading responses = 90 points (10 points each) o 2 essays: midterm essay (30 pts) and final essay (60 points) o Various in-class exercises = points vary by assignment. o 1 article presentation = 20 points 				
Effective Date	Spring 2018				
Discontinue Date	Summer 1 2018				
Instructor	<table border="0"> <tr> <td>Name</td> <td>Title</td> </tr> <tr> <td>Dhalia Schweitzer</td> <td>Teaching Fellow</td> </tr> </table>	Name	Title	Dhalia Schweitzer	Teaching Fellow
Name	Title				
Dhalia Schweitzer	Teaching Fellow				
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer				
Department	Film, Television, & Digital Media				
Contact	<table border="0"> <tr> <td>Name</td> <td>E-mail</td> </tr> <tr> <td>MICHELLE CHEN</td> <td>mchen@oid.ucla.edu</td> </tr> </table>	Name	E-mail	MICHELLE CHEN	mchen@oid.ucla.edu
Name	E-mail				
MICHELLE CHEN	mchen@oid.ucla.edu				
Routing Help					

ROUTING STATUS

Role: Registrar's Office

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Status: Added to SRS on 8/31/2017 9:22:42 AM

Changes: Title, Description**Comments:** Course description edited into official version. Removed "the" from title.**Role:** Registrar's Scheduling Office - Hiatt, Michelle N (MHIATT@REGISTRAR.UCLA.EDU) - 310-825-12**Status:** Added to SRS on 8/30/2017 2:00:57 PM**Changes:** Short Title**Comments:** No Comments**Role:** FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Approved on 8/25/2017 4:16:13 PM**Changes:** No Changes Made**Comments:** Approved by College FEC Chair, Joe Bristow. Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173**Status:** Approved on 8/20/2017 8:05:06 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 8/4/2017 4:39:58 PM**Changes:** No Changes Made**Comments:** Routing to Joe Bristow for FEC approval.**Role:** CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Approved on 7/14/2017 5:40:09 PM**Changes:** Course Number**Comments:** on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee**Role:** Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Submitted on 7/14/2017 3:49:41 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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cims@registrar.ucla.edu or (310) 825-6704