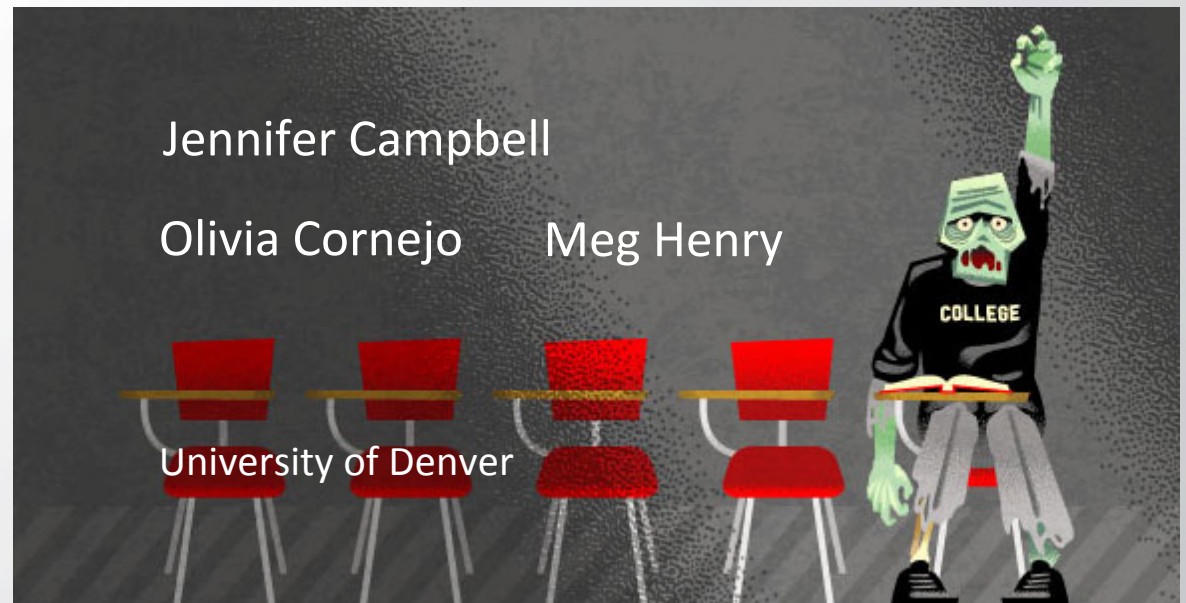


Shambling to Class: Zombies and the Liberal Arts



Denver Comic Con, 30 June 2017

First Year Seminar

- 10 weeks, 18 students
- Introduction to college-level academic work
- Establishes an intellectual community with **rigorous academic expectations**
- Establishes an **active learning environment** to help improve skills in **close reading, critical thinking, research, and writing.**

Guiding Principles

American Association of Colleges and Universities

- Essential Learning Outcomes
<https://aacu.org/leap/essential-learning-outcomes>
- Description of High-Impact Practices
<https://www.aacu.org/leap/hips>

Intellectual and Practical Skills

- Inquiry and analysis
- Critical and creative thinking
- Ethical reasoning and action
- Intercultural knowledge and competence
- Teamwork and problem solving
- Written and oral communication

Why Zombies?



Time Frame

Ability to track evolution and cultural impacts, but manageable in scope
Changing issues and perceptions of race, class, gender, technology



White Zombie 1936

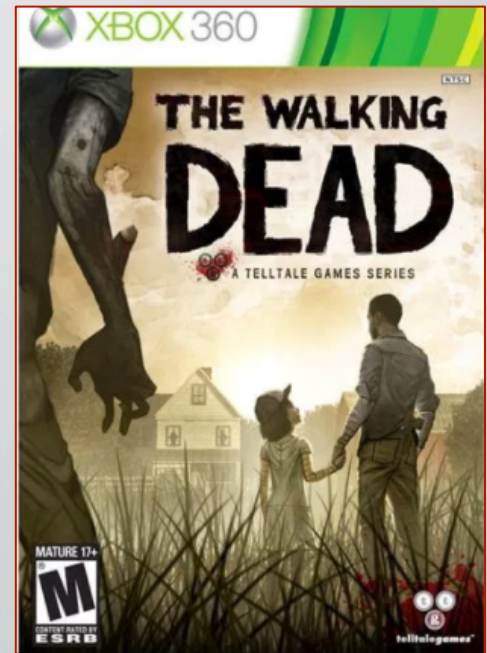
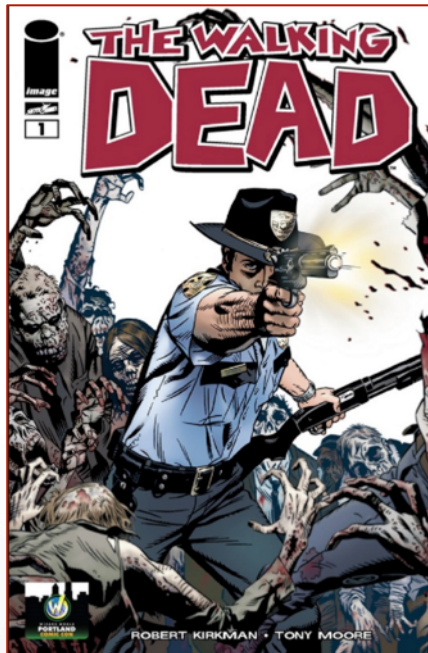


iZombie 2016

Multiple Media

Represented in Films, YouTube Videos, Short & Longer Fiction, Graphic Novels, Board Games, Video Games, Blogs and Discussion Boards

Requires different reading skills and provides exposure to varied genres, both academic and popular



Interdisciplinary

What fields or majors study zombies?

Literary Criticism (Formalism, Deconstruction, Marxism, Feminism)

Film Studies, Cultural/Pop Culture Studies, Postcolonial Studies

Pharmacology, Ethnobotany, Epidemiology,

Psychology, Sociology, Body Studies

History, Anthropology

Some Assignments

Critical interpretation, creative writing, and Google Maps entries inspired by *World War Z*

Film review blog posts

Research essays with student's choice of critical lens and primary sources




Short films - students direct, write, plan, handle props and costumes, act, film, and edit

World War Z Geography

This map will allow us to study and share information about the locations mentioned in World War Z. The goal is not only to track the action of the [more](#)

140 views

All changes saved in Drive

 Add layer  Share  Preview

Untitled layer

 Individual styles

 Chongqing, Dachang

 Lhasa, Tibet

 Meteora

 Kyrgystan

 Amazonas, Brazil

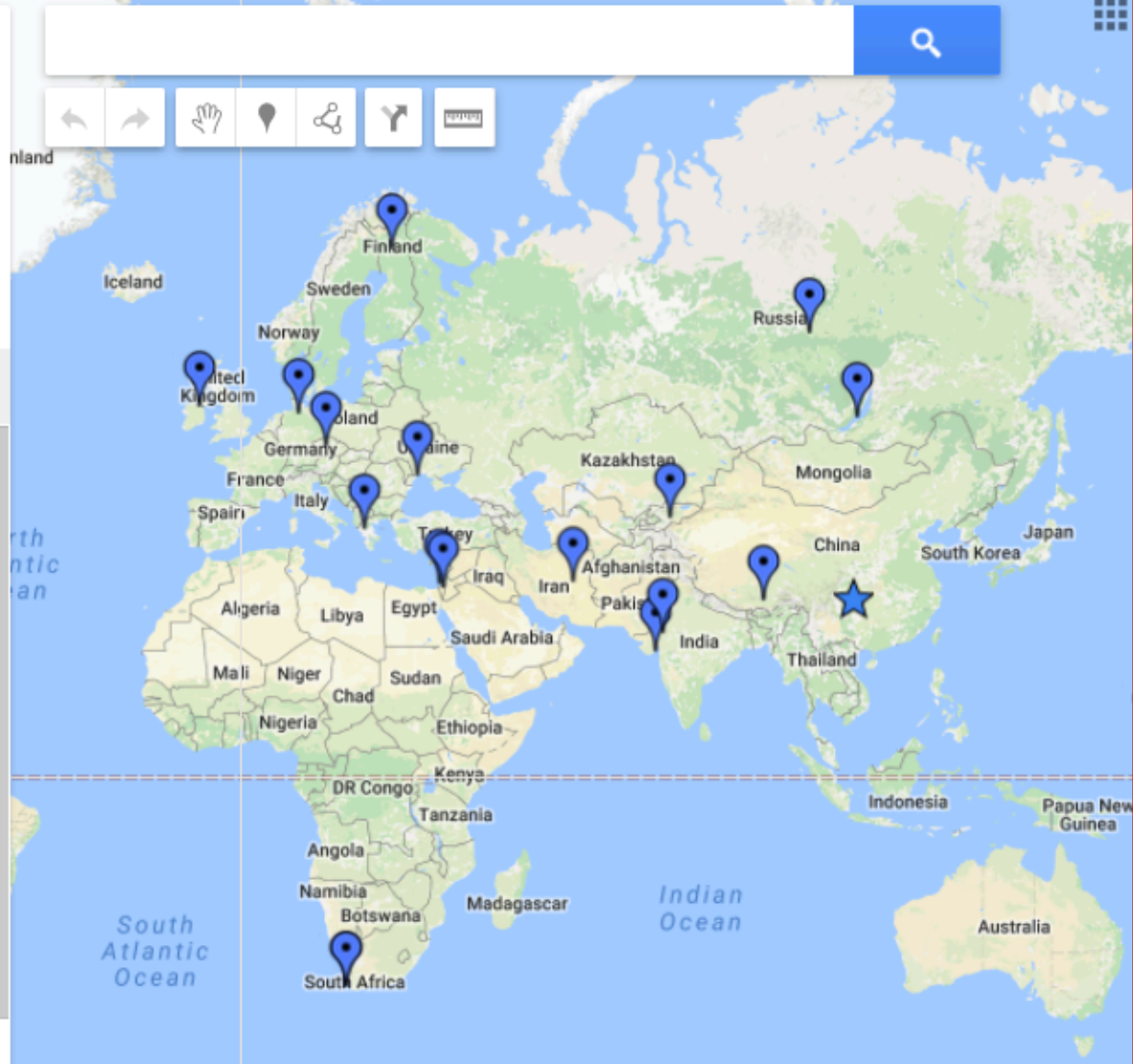
 Capetown

 Bridgetown, Barbados

 Long Island, NY

 Tel Aviv, Israel

 Bethlehem





WORLD WAR Z

Brains on Film

Critical Reviews of Classic and Contemporary Zombie Movies

Thursday, November 3, 2016

What We Become (2015)

Sorgenfri (Original Danish Release Title)

Directed and Written By: Bo Mikkelson



Blog Archive

▼ 2016 (18)

▼ November (10)

[Night of the Living Deb](#)

[A Cabin in the Woods](#)

[Plot- 4.5/5 I believe the plot to be extremely bel...](#)

[Batman vs Superman: Dawn of Justice \(2016\) & "The ...](#)

[The Lazarus Effect \(2015\)](#)

[The Dead 2: India](#)

[Resident](#)

[Evil: R...](#)

[What We Become \(2015\)
Sorgenfri \(Original Danish R...](#)

[Go Goa Gone \(2013\)](#)

[World War Z \(2013\)](#)

► October (8)

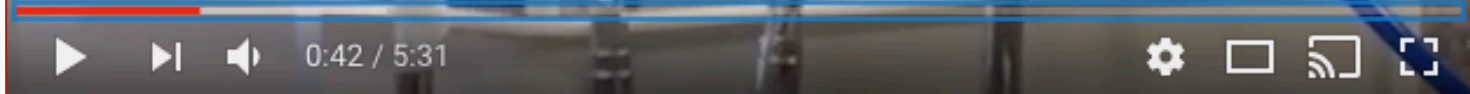


[The Others](#)





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If you'd like more information or have questions, feel free to email jennifer.campbell@du.edu.

THANK YOU!

Zombies and the Liberal Arts

Jennifer Campbell, Olivia Cornejo, and Meg Henry

Course Description

Zombies may be mindless, but they have sparked significant intellectual interest among the living. This First-Year Seminar will examine the evolution of zombies and their current popularity from a variety of perspectives, including cultural studies, history, ethnobiology, film studies, literary analysis, psychology and sociology. We'll study classic and contemporary film, TV, fiction, academic writings, and pop culture events and artifacts in order to trace the origins and types of zombies (Voodoo, reanimation, contagion) and explore how these incarnations manifest cultural concerns. In addition to honing skills in close reading and critical and creative writing, we'll also learn how to survive a zombie apocalypse, make our own short film, and tackle the contradictions of a culture that produces the scariest zombies ever as well as the funniest and most benign. Please note that this class is not for the squeamish, as we will read and watch texts that include graphic violence. All students are expected to keep their brains and use them throughout the course.

Foundations

Essential Learning Outcomes – <https://aacu.org/leap/essential-learning-outcomes>

Description of High-Impact Practices – <https://www.aacu.org/leap/hips>

Description of DU Common Curriculum – <http://www.du.edu/uap/common-curriculum>

Description of FSEM Program and Goals – <http://www.du.edu/fsem>

High Impact Practices and Liberal Arts Outcomes

First-Year Seminars and Experiences

Writing-Intensive Courses

Collaborative Assignments and Projects

Diversity/Global Learning/Intercultural knowledge and competence

Intellectual and Practical Skills, including:

- Inquiry and analysis
- Critical and creative thinking
- Ethical reasoning and action
- Teamwork and problem solving
- Written and oral communication

Activities and Assignments

All classes are unique, but students have completed a range of challenging and fun work, such as:

- Short analysis and response essays exploring gender, race, and class issues; conflict between science and religion; human motivation, individualism vs. communitarianism, science vs. religion, etc.
- Critical interpretation, creative writing, and Google Maps entries inspired by *World War Z*
- Newspaper articles reporting observations and interviews from zombie crawl
- Film review blog posts
- Researched analysis essays using critical lens and materials of the student's choice
- Short films (students direct, write, plan, handle props and costumes, act, film, and edit)
- Consistent responses to course material and reflections in writing logs
- Group activities like the zombie crawl, zombie-themed puzzle rooms, zombie game night

Assigned Texts

Fiction

Brooks, Max. *World War Z: An Oral History of the Zombie War*. New York: Three Rivers Press, 2006.

Brown, Jessica. "Wings." *Best New Zombie Tales* Vol. 1. Ed. Jeff Strand. Books of the Dead Press, 2010.

Lovecraft, H.P. "Herbert West—Reanimator" 1922

Pustanio, Alyne. "Little Violet, the Zombie Child." *Real Zombies, The Living Dead, and Creatures of the Apocalypse*. Ed. Brad Steiger. Canton, MI: Visible Ink Press, 2010.

Excerpts from the *Walking Dead* graphic novels.

Films

28 Days Later (2002)

Dawn of the Dead (1978 & 2004)

Night of the Living Dead (1968)

Re-Animator (1985) (Optional)

Shawn of the Dead (2004)

The Serpent and the Rainbow (1985)

Warm Bodies (2013)

White Zombie (1932)

World War Z (2013)

Zombieland (2009)

Select Secondary/Scholarly Texts

Bishop, Kyle. "The Idle Proletariat: Dawn of the Dead, Consumer Ideology, and the Loss of Productive Labor." *Journal of Popular Culture* 43.2 (2010): 234-248. (Cultural Studies)

----. "Dead Man Still Walking." *Journal of Popular Film & Television* 37.1 (2009): 16-25. (Cultural Studies)

Davis, Wade. *Passage of Darkness: The Ethnobiology of the Haitian Zombie*. Pembroke: University of North Carolina Press, 1988. (Anthropology, Pharmacology)

Lauro, Sarah Juliet, and Karen Embry. "A Zombie Manifesto: The Nonhuman Condition in the Era of Advanced Capitalism." *boundary 2* 35.1 (2008): 85-108. (Literary and Cultural Theory)

Munz, Philip, et al. "When Zombies Attack!: Mathematical Modelling of an Outbreak of Zombie Infection," *Infectious Disease Modelling Research Progress*. Eds. J.M. Tchenche and C. Chiyaka. Nova Science Publishers, 2009. 133-150. (Epidemiology)

Murray, Leah A. "When They Aren't Eating Us, They Bring Us Together: Zombies and the American Social Contract." *The Undead and Philosophy: Chicken Soup for the Soulless*. Ed. Richard Greene and K. Silem Mohammad. Peru, IL: Carus, 2006. 211-221. (Philosophy, Sociology)

Schlund-Vials, Cathy. "Racism, Postcolonialism, and Neocolonial Zombies: Resident Evil 5" *In Media Res*. September 29, 2009. Web. (Postcolonial Theory)

Walker, Matthew. "When there's No More Room in Hell, The Dead will Shop the Earth: Romero and Aristotle on Zombies, Happiness, and Consumption." *The Undead and Philosophy: Chicken Soup for the Soulless*. Ed. Richard Greene and K. Silem Mohammad. Peru, IL: Carus, 2006. 81-90. (Philosophy)

Webb, Jen, and Sam Byrnan. "Some Kind of Virus: The Zombie as Body and as Trope." *Body & Society* 14.2 (2008): 83-98. (Body Studies, Social Psychology)