If the unknown is the purest form of horror there is, than the future is horrific *par excellence*. Ignoring even the decidedly dystopic leanings of the modern neocapitalist system, or the apocalyptic inevitabilities of the Anthropocene, the future can only be about conjecture, about uncertainties, and about the unknown. And, increasingly, as technological and social problems accelerate in intensity at a far quicker pace than our understanding and attempts at solving them, it seems prurient to, instead, turn our critical eye to the uncertainties they lead towards.

Horror doesn’t have to be dystopic, or apocalyptic, or even scary at all; instead, horror and maybe even the fear it causes, can be a moment of action, a side effect of living in the world we live in that can, if acknowledged, enact an ethos suited to the very unique problems of the 21st century and beyond. Horror; uncertainty; fear; they are a meeting, of sorts, between terrors abstract and overly large (nuclear waste, global warming, unchecked technological experimentation) and the somewhat smaller and more material (hate crimes, the injustice of the justice system, traffic jams, government-approved torture techniques). This class hopes to tease out the intricacies of our horrific futures, citing traditional theorists, modern thinkers, and popular media in asking the questions: why is it important to view futures as a plural, as an uncertainty? How do current depictions of futures affect our own attitudes towards them? How can governance systems acknowledge the inherently uncertain future when most are dependent on the assumption of concrete certainties?
ASSIGNMENTS:

In Class Participation:
Classes will be conducted as seminars. That is, while I will guide discussion and, most probably, start off class with a brief presentation, you should be prepared to take an active role in talking about the assigned readings/texts. **Please come to class with at least three questions or comments about the reading assignment.**

Reading Responses:
Over the course of the semester, you'll be responsible for 9 weekly reading responses. While it’s up to you to choose which texts and concepts spark your interest, I’ll only accept responses during the week those concepts are discussed. So, that means, for instance, that if you’re really excited about examining Dator’s work, you can only turn in that response the Sunday after we discuss it in class during Week One. As for content:
- 250 – 350 words, double-spaced, Times New Roman (or easily read equivalent), MLA formatted with attached Works Cited.
- I encourage you to use these reading responses to both further expound on issues discussed in class, and to tease out your own research interests pertaining to the midterm presentation/proposal assignment and term paper.
- Turn in all reading responses by Sunday, midnight, via email (zvorsino@hawaii.edu).

Midterm Presentation/Proposal:
Choose a concept/theory/paper from class to further analyze. First, prepare a ten minute powerpoint/prezi/media presentation to share during midterm week. You can choose any reading or text, regardless if we’ve talked about it yet. Please email me prior to starting your research to tell me what you’ve chosen; topics are given on a first come, first serve basis. Sorry, no repeats.

With prior consent, you can also use something not covered in the syllabus; just make sure to send me a link to whatever it is you’d like to do a presentation on, and include your reasons behind your choice. Some guidelines:
- Keep your presentation from 8 - 10 minutes long.
- Don’t fill up your slides (or equivalent) with paragraphs of text, no matter how tempting it is. There’s no slide maximum or minimum, just make sure to fulfill the requirements of the assignment.
- Include an introduction/summary, but keep it brief. The bulk of your presentation should be on critical analysis and personal interpretation.
- Also include an easily readable MLA formatted works cited page, and send all presentations to me via email (zvorsino@hawaii.edu) before you are slated to present.
In addition to the presentation, write a 500 - 750 word proposal for your final term paper, including an MLA formatted works cited page. Feel free to meet with me (either during office hours or through email) prior to this if you need help finding research resources. Proposals should include:
- A summary/introduction of the work to be analyzed.
- The method through which you choose to analyze.
- A somewhat abbreviated analysis.

Term Paper:
Your term paper will be an extension of, or perhaps the culmination of, your midterm presentation and proposal. Prepare an MLA formatted research paper of 1500 – 2500 words, or 6 – 10 pages double-spaced, using both texts from the class and outside sources. This is the fleshed-out version of your midterm assignment, so, while you can’t copy yourself verbatim (that’s plagiarism) you can, and indeed are encouraged to, revisit your arguments and analysis. Final term papers should be research or analysis-based. That is, using texts from the course, analyze a current event or piece of media (or mediums) in the context of political futures.

GRADING:
In-Class Participation - 5%
Reading Responses - 15%
Midterm Presentation - 30%
Term Paper - 50%

MLA FORMATTING:
MLA formatting is required for all assignments. While the most recent iteration of MLA does not require URLs, I DO. So please include them in your works cited. Failure to appropriately cite sources results in an automatic point deduction. Some suggestions to make citation easier:
- Zotero: Application with accompanying browser extension. ★★★
- citationmachine.net
- bibme.org

STUDENTS WITH DISABILITIES:
If you have a disability that requires accommodation, please let me know via email AND contact the KOKUA Program at (808) 956 – 7511 or at hawaii.edu/kokua.

LAULIMA:
Required texts for this course will all be available via Laulima. If you are having trouble accessing or using Laulima, please email me so we can work out any issues. Tutorials are also available on laulima.hawaii.edu.
ATTENDANCE

Attendance will be taken daily. You can be absent up to 3 times with prior notice without affecting your grade. After that, your grade will be docked 1% for every day absent. That is, if you had a 93% and, by the end of the semester, were absent five times, your final grade would be a 91%.

PLAGIARISM:

If you’re caught plagiarizing, you will be reported to the UH Office of Judicial Affairs and will receive a failing grade for this class. Plagiarism includes, but is not limited to:
- The submission of any copied document from another individual without proper citation.
- The submission of the same document in more than one course without instructor permission.
- Neglecting to cite direct quotes using quotation marks.
- Paraphrasing without proper citation.

Please review the UH Student Conduct Code for further information: http://studentaffairs.manoa.hawaii.edu/

COMMUNICATION:

I’ll attempt to answer all emails within 24 hours except for weekends (give me 48 hours for those). Please use proper email etiquette when writing and responding to any email correspondence — while emojis are useful, and often vastly more entertaining, they aren’t acceptable forms of academic writing. Emails should begin with a proper subject line that includes your class and a word or two describing your reason for writing (i.e.: POLS 171 Midterm Essay Question or POLS 171 Help I Can’t Even).

COURSE SCHEDULE:

THE NECESSARIES (WEEK 1-2)
- What is futures studies, anyway?
- How do we analyze and examine futures?
- Why is looking at alternative futures important?

SERIOUSLY HORRIFIC (WEEK 3-4)
- What is philosophy of horror?
- Why is it being brought up in a class about futures?
- What is so “horrific” about modern life, anyway?
- Why is philosophical horror suddenly such a popular perspective through which to examine the modern condition?
- How and why can the field of philosophical horror be problematic?
HORROR IN THE ANTHROPOCENE (WEEK 5 – 8)
- What is the Anthropocene?
- Why is the Anthropocene horrific?
- How can we think of the Anthropocene in non-anthropocentric ways?
- Why is it important that we think of the Anthropocene in non-anthropocentric ways?

NOT JUST ANY FUTURE (WEEK 9 – 16)
- How does political theory look at specific futures possibilities?
- How does media portray specific futures possibilities?
- How do these futures deal with the demands of the Anthropocene?

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READINGS FOR CLASS</th>
<th>DUE</th>
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<tbody>
<tr>
<td>1 (1/11 – 1/15) Intro + Cornerstone</td>
<td><strong>MON</strong></td>
<td>- Introductions</td>
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<td><strong>WED</strong></td>
<td>- Dator, What is Futures, and is Not</td>
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<td>- Dator, Futures Studies</td>
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<td><strong>FRI</strong></td>
<td>- Dator, Unholy Trinity + 1</td>
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<tr>
<td>2 (1/18 – 1/22) Cornerstone Cont’d</td>
<td><strong>MON</strong></td>
<td>Martin Luther King, Jr. Day – no class!</td>
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<td><strong>WED</strong></td>
<td>- Dator, Structure Matters</td>
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<td><strong>FRI</strong></td>
<td>- Dator, Future of Sovereignty</td>
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<td>3 (1/25 – 1/29) Seriously Horrific: Thacker’s Philosophy of Horror</td>
<td><strong>MON</strong></td>
<td>- Thacker, In The Dust of This Planet: Preface, The Subharmonic Murmur of Black Tentacular Voids</td>
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<td>- Radiolab, In the Dust of This Planet (<a href="http://www.radiolab.org/story/dust-planet/">http://www.radiolab.org/story/dust-planet/</a>)</td>
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<tr>
<td></td>
<td><strong>WED</strong></td>
<td>- Thacker, We Are Not From Here (<a href="http://www.metamute.org/editorial/occultural-studies-column/we-are-not-here">http://www.metamute.org/editorial/occultural-studies-column/we-are-not-here</a>)</td>
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<td>- Scapegoat Journal</td>
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<td>SUN – RR</td>
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SUN – RR
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<tr>
<th>Date Range</th>
<th>4 (2/1 – 2/5)</th>
<th>5 (2/8 – 2/12)</th>
<th>6 (2/15/2/19)</th>
<th>7 (2/22 – 2/26)</th>
<th>8 MON</th>
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<tr>
<td></td>
<td>Seriously Horrific Cont’d: Trigg’s Phenomenology of Horror</td>
<td>Horror in the Anthropocene: Bastardizing Cthulu</td>
<td>President’s Day – no class!</td>
<td>Horror in the Anthropocene: It’s All Around Us</td>
<td>- Negarestani, Cyclonopedia:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vandermeer, Annihilation: Chapter 3 – 5</td>
<td>- Schulz, The Really Big One (<a href="http://www.newyorker.com/magazine/2015/07/20/the-really-big-one">http://www.newyorker.com/magazine/2015/07/20/the-really-big-one</a>)</td>
<td>- Madsen, Into Eternity</td>
<td>Negarestani, Cyclonopedia:</td>
</tr>
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### 2/29 – 3/4
**Horror in the Anthropocene: We’re Not the Only Ones**

**WED**  
Summary  
- Thacker, Oil  
  (https://vimeo.com/22862986)

**FRI**  
- Radiolab, Argentine Invasion (The Ant War):  
  (http://www.radiolab.org/story/226523-ants/)

- Woodward, Slime Dynamics  
  Chapter 1.2: Fungoid Horror and the Creep of Life

### 3/7 – 3/11
**Not Just Any Future: Neuroplastic Control**

**MON**  
- Deleuze, Postscript on the Societies of Control

**WED**  
- Cordoba Bull Ranch Experiment  
  (https://www.youtube.com/watch?v=RLvlZl4WLQQ)

- Wade, Depth of the Kindness Hormone  
  Appears to Know Some Bounds  
  (http://www.nytimes.com/2011/01/11/science/11hormone.html?_r=1&)

**FRI**  
- Berardi, The Neuroplastic Dilemma: Consciousness and Evolution  
  - Gilliam, Brazil (1985)

### 3/14 – 3/18
**Midterm Presentations/Proposals**

### 3/21 – 3/25
**Spring Break!**

### 3/28 – 4/1
**Not Just Any Future: Accelerate! Accelerate! Accelerate!**

**MON**  
- Srinicek, Williams: ACCELERATE#  
- Shaviro, No Speed Limit: Introduction to Accelerationism

**WED**  
- Shaviro, No Speed Limit: Introduction to Accelerationism

**FRI**  
- Wark, Inventing The Future  
  (http://www.publicseminar.org/2015/10/inventing-the-future/)

### 4/2 – 4/6
**Dark Mountain Manifesto**

**MON**  
- Dark Mountain Manifesto

**SUN – RR**
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tr>
<td>Final Paper DUE: May 13th, 12:00 PM NOON</td>
<td>Novak, Idiocracy is a Cruel Movie</td>
<td>Ewing, Detropia (2012)</td>
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<td>Joon-Ho, Snowpiercer (2013)</td>
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