

Carleton University
Fall 2015
Department of English Language and Literature
ENGL 5002 / CLMD 6903: Michel Foucault, Undisciplined

Wednesday 14:30 – 17:30
Location: 1816 DT

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Office Hours: Wednesdays 13:00 and by appointment

“There are times in life when the question of knowing if one can think differently than one thinks, and perceive differently than one sees, is absolutely necessary if one is to go on looking and reflecting at all.”

— Michel Foucault

Brief Course Description

This seminar hopes to offer an *undisciplinary* overview of the intellectual trajectories of Michel Foucault’s thought. We will study representative texts—published theory, interviews, lectures—from the various (and contested) periods of Foucault’s career: structuralism/poststructuralism, discourse, power, sex, biopolitics, subjectivity, the care of the self, and ethical life.

Course Texts to Purchase

Anne Carson, *Autobiography of Red* (Toronto: Vintage Canada, 1999).

J. M. Coetzee, *Diary of a Bad Year* (London: Vintage Books, 2008).

Other Course Texts

Readings will be made available for photocopying.

Michel Foucault, *Language, Madness, and Desire: On Literature*, eds. Judith Revel, Mathieu Potte-Bonneville, Jean-François Bert and Philippe Artières, trans. Robert Bononno (Minneapolis:

University of Minnesota Press, 2015). IN LIBRARY, PN45.F5713 2015 (2 HOUR LOAN), Floor 2 Reserves Room (RSV).

There is also be a course website: <http://stuartjmurray.com/foucault> (password protected).

Course Requirements and Evaluation¹

1. Seminar Presentation: 20%

The critical presentation of a text or texts from the assigned weekly readings, comprising:

- a. 20-minute presentation: Make a high quality, carefully prepared presentation (PowerPoint, hand-outs, props, etc. are optional). Come prepared with a text, aim for 2,500 words but practice and time it out. Avoid reading your text; this is not an academic conference presentation, but intended to generate discussion.
- b. Assume your audience has carefully read the text(s). Present an overview of the author's *purpose*: the claim(s), the controversies, the style of the text(s), the literary and/or rhetorical (persuasive) devices that are used, etc. Evaluate the "evidence" for the author's claim(s); you may also engage the author's critics. Then focus! Take time to analyse—perform a close reading of—one or two issues or passages that you find especially significant, revealing, suggestive, i.e., not just *what* the text is saying, but *how*. I encourage you to be creative.
- c. 15–30 minute discussion: Engage class questions and prompt discussion. The spirit of the seminar presentations is *collaborative, not competitive*.

2. Research Presentation: 20%

To be presented on **25 November** or **2 December**, a text or selected texts and theme as chosen by you, as an opportunity to "workshop" your emergent Research Paper. It will be a critical engagement with or an application of a key text or texts. I encourage you to locate a "site" (object, text, social/political movement, controversy) in the world, however you wish to define this, whether real, political, literary, filmic, etc.:

- a. Based on your research for the final Research Paper, select one short text or object (maximum of one chapter or journal article, or just a selection – aim for 10–15 pages). **Distribute this text at least one week before your Research Presentation, email me and I will upload it to the Course Readings section of our course website.**
- b. Please note, your text can be visual, filmic, a social movement, etc., so you might have to be creative in how to share this, either in PDF format, as web link, etc.
- c. The presentation itself is meant to facilitate the collaborative space of the classroom and to help with the production of a better final Research Paper for each participant. You will have 15 minutes to present. At the very least, you should bring to class an outline of your presentation to share with co-participants

¹ Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

in the seminar, but the more you write down and can share with the class the better. To be clear, you should aim for roughly 2,000 words of *written prose* per presentation, though you may present this prose in less or more formal ways during the presentation. The goal is to move your research along and, ultimately, words on a page are more important than words spoken in class. In your presentation, do not summarize the text you have selected; rather, develop your thesis and support this with textual evidence. **Argument = Claim + Textual Evidence.**

- d. 15–30 minutes, discussion/collaboration: encourage participation and an open exchange of ideas and constructive criticism.
3. **Research Paper (20–25 pp.): 60%**
Due **11 December 2015**, submitted via email to stuart.murray@carleton.ca:
- a. This will normally be the workshopped and refined version of your Research Presentation, in polished essay format, in MLA, APA, or Chicago format.
 - b. I am available to discuss your ideas throughout the course.
 - c. I will send a return email confirming that I have received your essay and can open it.

4. **Attendance and Active Participation**

Attendance and participation are required and expected throughout the course; three or more unexcused absences will result in failing the course. That said, if you're sick please stay home, take care of yourself, and send a brief email to let me know.

Course Readings and Calendar

[1] **9 September 2015** *Qui parle?*

1. Roland Barthes, "The Death of the Author" [1968], in *Image – Music – Text*, ed. Stephen Heath (New York: Hill and Wang, 1977), 142–148.
2. Michel Foucault, "On Literature," in *Foucault Live: Collected Interviews, 1961–1984*, ed. Sylvère Lotringer, trans. Lysa Hochroth and John Johnston (New York: Semiotext(e), 1989), 150–153.
3. Michel Foucault, "What is Literature?" [1964], in *Language, Madness, and Desire: On Literature*, eds. Judith Revel, Mathieu Potte-Bonneville, Jean-François Bert, and Philippe Artières, trans. Robert Bononno (Minneapolis: University of Minnesota Press, 2015), 45–65.

[2] **16 September 2015** *Author/ity, Death*

1. Roland Barthes, "From Work to Text" [1971], in *Image – Music – Text*, ed. Stephen Heath (New York: Hill and Wang, 1977), 155–164.

2. Michel Foucault, “What is an Author?” [1969], in *The Essential Works of Foucault, 1954-1984: Vol. 2. Aesthetics, Method, and Epistemology*, ed. James D. Faubion (New York: New Press, 1988), 205–222.
3. Michel Foucault, “Language to Infinity” [1963], in *The Essential Works of Foucault, 1954-1984: Vol. 2. Aesthetics, Method, and Epistemology*, ed. James D. Faubion (New York: New Press, 1988), 89–101.
4. Michel Foucault and Claude Bonnefoy, *Speech Begins After Death*, ed. Philippe Artières, trans. Robert Bononno (Minneapolis: University of Minnesota Press, 2013), 25–81.
5. Michel Foucault, “The Masked Philosopher” [1980], in *The Essential Works of Foucault, 1954-1984: Vol. 1. Ethics: Subjectivity and Truth*, ed. Paul Rabinow (New York: New Press, 1997), 321–328.

23 September 2015 Class Cancelled (make-up class at the end of the semester)

[3] 30 September 2015 The Discourse on Language

1. Michel Foucault, “The Discourse on Language” [1970], in *The Archaeology of Knowledge; And, the Discourse on Language*, trans. A.M. Sheridan Smith (New York: Pantheon Books, 1972), 215–237.
2. Michel Foucault, *The Order of Things: An Archaeology of the Human Sciences* (London; New York: Routledge, 1989), xvi–xxvi, 3–18, 335–347.
3. Diego Velázquez, *Las Meninas* (1656), oil on canvas; read Wikipedia article and view image full-screen: https://en.wikipedia.org/wiki/Las_Meninas.

[4] 7 October 2015 Sex

1. Michel Foucault, “Why Did Sade Write?” [1970], in *Language, Madness, and Desire: On Literature*, eds. Judith Revel, Mathieu Potte-Bonneville, Jean-François Bert, and Philippe Artières, trans. Robert Bononno (Minneapolis: University of Minnesota Press, 2015), 97–114.
2. Michel Foucault, “Sade: Sergeant of Sex” [1975], in *The Essential Works of Foucault, 1954-1984: Vol. 2. Aesthetics, Method, and Epistemology*, ed. James D. Faubion (New York: New Press, 1988), 223–227.
3. Michel Foucault, “Sex, Power and the Politics of Identity” [1982], in *The Essential Works of Foucault, 1954-1984: Vol. 1. Ethics: Subjectivity and Truth*, ed. Paul Rabinow (New York: New Press, 1997), 163–173.
4. Michel Foucault, *Abnormal: Lectures at the Collège de France, 1974-1975*, trans. Graham Burchell (New York: Picador, 2003), Lectures of 15 January and 22 January 1975, 31–79.

[5] 14 October 2015 Discipline, Governmentality, Neoliberalism

1. Michel Foucault, *Discipline and Punish: The Birth of the Prison*, trans. Alan Sheridan (New York: Vintage Books, 1977), “The Body of the Condemned” and “Panopticism” (selection), 3–31 and 195–209, with illustrations and notes.
2. Michel Foucault, “*Society Must Be Defended*”: *Lectures at the Collège de France, 1975-1976*, eds. Mauro Bertani and Alessandro Fontana, trans. David Macey (New York: Picador, 2003), Lecture of 17 March 1976, 239–264.
3. Michel Foucault, *Security, Territory, Population: Lectures at the Collège de France, 1977-1978*, trans. Graham Burchell (New York: Palgrave Macmillan, 2007), Lecture of 1 March 1978, 191–226.
4. Michel Foucault, “The Birth of Biopolitics,” in *The Essential Works of Foucault, 1954-1984: Vol. 1. Ethics: Subjectivity and Truth*, ed. Paul Rabinow (New York: New Press, 1997), 73–79.
5. Pierre Dardot and Christian Laval, The New Way of the World, Part 1: Manufacturing the Neoliberal Subject, *e-flux journal*, vol. 51 (January 2014), <http://www.e-flux.com/journal/the-new-way-of-the-world-part-i-manufacturing-the-neoliberal-subject/>.
6. Pierre Dardot and Christian Laval, The New Way of the World, Part 2: The Performance/Pleasure Apparatus, *e-flux journal*, vol. 52 (February 2014), <http://www.e-flux.com/journal/the-new-way-of-the-world-part-ii-the-performancepleasure-apparatus/>.

19 October 2015 Election Day**[6] 21 October 2015 Sex, Sexuality, Life**

Michel Foucault, *The History of Sexuality, Volume 1*, trans. Robert Hurley (New York: Random House, 1978).

28 October 2015 Fall Break / Reading Week**[7] 4 November 2015 Ethics as Care of the Self**

Michel Foucault, *The Hermeneutics of the Subject: Lectures at the Collège de France, 1981-1982* trans. Graham Burchell (New York: Palgrave-Macmillan, 2005), Lectures of 6 January 1982 and 13 January 1982, 1–79.

[8] 11 November 2015 Ethics, Truth-Telling, and Death (once again)

1. Michel Foucault, *Fearless Speech*, ed. Joseph Pearson (Los Angeles: Semiotext(e), 2001), 11–24.

2. Michel Foucault, “Self Writing,” in *The Essential Works of Foucault, 1954-1984: Vol. 1. Ethics: Subjectivity and Truth*, ed. Paul Rabinow (New York: New Press, 1997), 207–222.
3. Michel Foucault. *The Courage of Truth: The Government of Self and Others II: Lectures at the Collège de France, 1983-1984*, ed. Frédéric Gros, trans. Graham Burchell (New York: Palgrave Macmillan, 2011), Lectures of 15 February 1984 and 22 February 1984, 73–153.

[9] 18 November 2015

J. M. Coetzee, *Diary of a Bad Year* (London: Vintage Books, 2008).

[10] 25 November 2015

Anne Carson, *Autobiography of Red* (Toronto: Vintage Canada, 1999).

[11] 2 December 2015 Research Presentations

[12] 9 December 2015 Research Presentations

The Fine Print

Assignment Lateness Policy

Submit all assignments on or before the due date unless special arrangements have been made with me prior to the deadline. Late assignments will be reduced by one grade per day (including Saturdays and Sundays). E.g., from B+ to B for one day, B+ to B- for two days, etc. Over weekends, email the paper and present a hard copy to the department essay drop-box on Monday.

Academic Integrity and Academic Offences (e.g., plagiarism)

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” Carleton University’s Academic Integrity Policy can be accessed at <http://www2.carleton.ca/studentaffairs/academic-integrity>.

Academic Accommodation (official University text below, but please come see me or email me for any concerns you may have throughout the semester)

You may need special arrangements to meet your academic obligations during the term because of disability, medical considerations or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first assignment requiring accommodations.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>.

Seminar Presentation Sign-up

- [2] 16 September 2015 _____
- [3] 30 September 2015 _____
- [4] 7 October 2015 _____
- [5] 14 October 2015 _____
- [6] 21 October 2015 _____
- [7] 4 November 2015 _____
- [8] 11 November 2015 _____
- [9] 18 November 2015 _____
- [10] 25 November 2015 _____