

Course Outline

**COURSE:** CRCJ4300A – Social Control [Online]

**TERM:** Winter 2024

**PREREQUISITES:** CRCJ2100 and Fourth-Year Standing in the B.A. Honours Program in Criminology and Criminal Justice

**CLASS:** Day & Time: Wednesday 2:35-5:25 p.m. SYNCHRONOUS/ASYNCHRONOUS (BLENDED)

**INSTRUCTOR:** Dr. Ellen Faulkner, Institute of Criminology & Criminal Justice

**TEACHING ASSISTANT:** NA

**CONTACT:** Office: CI Office, DT1727, Dunton Tower, Institute of Criminology & Criminal Justice.  
Office Hrs: Online: Wednesday 3:30-4:30 p.m. via zoom or by appointment.  
Email: [Ellen.Faulkner@carleton.ca](mailto:Ellen.Faulkner@carleton.ca)

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\*You must use your Carleton email address in all correspondence with the instructor.

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/221144>

**ACKNOWLEDGEMENT & AFFIRMATION**

**ANISHNABE**

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogor kà nàgadawàbandadjig iyo aki eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj. Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogor kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng. Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nigijeweninmànànig ogor kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

**ENGLISH**

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded. We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, future.

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**CALENDAR DESCRIPTION**

**CRCJ 4300 [0.5 credit] Social Control**

Introduction to social control from early theorizations linking social control to the genesis of the self, to preoccupations with the sorting of humans and the guiding of their conducts, including contemporary engagements with moralization, penal intensification, sovereign exceptionality, and immigration control. Prerequisite(s): [CRCJ 2100](#), fourth-year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice, or by permission of the Institute. Seminar three hours per week.

**COURSE DESCRIPTION**

Students will engage in an in-depth examination of the processes involved in the social construction of crime and deviance with special emphasis on the research tradition of Michel Foucault and the literature on governmentality. Key to Foucault’s approach is the critical examination of the relationship between the discourses of the human sciences, disciplinary forms of power and the creation of modern forms of subjectivity. Students will research the development of the prison system and the recent emergence of new strategies of social control which seek to govern behaviour outside of institutional structures. Specific issues in the social construction of crime and deviance may include alternative penal practices like restorative justice, Indigenous sentencing circles and healing centres, the application of public health models to control addiction, IV drug use and sex work, governmental strategies to respond to domestic violence and hate crime, and the contemporary expansion of surveillance, risk management, audits, situational controls and legal exemptions. This course will address some of the most pressing issues in criminology and criminal justice today. Students will examine debates regarding: the policing of Indigenous communities, the “War on Drugs”, police defunding and abolition, poverty and homelessness, right-wing violent extremism, the policing of COVID-19, and the use of surveillance and technology by police and the criminal justice system.

**LEARNING OBJECTIVES**

By the end of this course, successful students will have demonstrated their ability to:

- Develop the skills of theoretically grounded research.
- Discuss the contributions of Michel Foucault’s work to the understanding of the social construction and control of crime, deviance and the criminal subject.
- Examine how expert knowledge, relations of power, and subjectivity are related in different sites of social control.
- Analyze the origins of the prison system and disciplinary forms of power in modern societies.
- Research new post-disciplinary strategies of social control and government which seek to control behaviour outside of institutional structures
- Apply the theoretical concepts and analyses in the course to contemporary issues of criminal justice, problematic behaviour, decolonization, rehabilitation and healing.

- Explain how modern concepts of the criminal, the delinquent, the addict, the mentally ill, the Indigenous offender and other subjects of control are linked to the mutual development of a disciplinary society and the modern human “soul.”

**BRIGHTSPACE, MODULES AND READINGS:**

This is an online asynchronous/synchronous (blended) course, where there is a mixture of synchronous meetings and asynchronous activities. There will be a weekly meeting time where students can meet to ask questions and discuss course content. There will be no live formal lectures with the distance delivery of the course, instead course content will be available with each module. Asynchronous activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require high-speed Internet access and a computer.

Our blended course is fully online and uses Brightspace to provide the required readings on ARES, access to course announcements, the assignment submission drop-box and other links to course materials and resources. Our course will cover a range of contemporary criminological topics and emergent issues relevant to the themes of the course.

The course content is organized into Four learning modules:

- Module 1: Knowledge, Power and the Construction of the Criminal Subject
- Module 2: Panopticon and Prison
- Module 3: Post-Disciplinary Society and the Society of Control
- Module 4: Applications

**TEXTBOOK:**

- Michel Foucault. 1995. *Discipline and Punish: The Birth of the Prison*. NY: Vintage. (Available for purchase in the Carleton University Bookstore).

\*\*Links to additional book chapters and journal articles may be accessed on Ares through Brightspace.

**ASSIGNMENTS**

**Marking Scheme**

Title	Assigned	Due	Weight
Written Assignment	Week 1	Week 10	20%
Discussions	Week 1–5, 7–11	Week 1–5, 7–11	30%

Title	Assigned	Due	Weight
Midterm Exam	Week 6	Week 6 Friday February 16	25%
Final Exam	Week 13	Final Exam Period TBA	25%
<b>TOTAL:</b>			<b>100%</b>

**Assignment Descriptions**

**Written Assignment**

This 8-page essay (double spaced, Times New Roman 12-point font, with standard margins and not including cover page or bibliography) is designed to improve your research and critical analysis skills as you examine a specific issue related to the course material. In your paper, you will be required to acquaint yourself with a body of literature on a topic and demonstrate an ability to integrate that literature with some of the key concepts in the required readings and lectures. Your paper must also have a clear thesis statement that is argued throughout, an organized structure, and be written in your own words. You must include at least 4 external academic sources and at least 4 academic sources from the course reading list and make use of relevant course readings in preparing your paper. Newspaper articles and other appropriate but non-academic sources of information are to be cited in addition to your 8 required academic sources for this assignment. You can use any citation style you wish, just be sure that you include page numbers and that your style is consistent throughout your paper.

**Note:** The written assignment is due by 11:59 pm EST on Sunday of the assigned week.

**Topics**

You may choose from the following questions for your research essay, or, as discussed below, formulate your own research question and topic with permission from the instructor:

1. Apply the analysis of governmentality and the social construction of crime and deviance to the specific area of Indigenous crime. Analyze sentencing circles, restorative justice and Indigenous healing practices as models of post-disciplinary social control.
2. Apply the analysis of governmentality and the social construction of crime and deviance to the specific area of Addiction. Describe the historical construction of the drug user and the addict as types of deviant subject and examine how public health models and legal exemptions have been applied as appropriate social control measures.
3. Apply the analysis of governmentality and the social construction of crime and deviance to the specific area of violence. Discuss the unique qualities of various types of violence as problems which challenge normalizing strategies of government.
4. Apply the analysis of governmentality and the social construction of crime and deviance to the specific area of pandemic policies, quarantine and medicalization. Analyze recent developments in the medicalization of social problems as new governmental rationalities.

**Please see the Grading Rubric Posted in the Course.**

## **Please Note**

If there is an essay topic in which you are particularly interested that is not listed above, you may be granted permission to write your paper on that topic, provided that the topic is related to Foucault's theories, the issue of governmentality, deviance and social control. Please contact the instructor by the end of January if you wish to pursue this option.

## **Discussions**

There will be a discussion board component in this course that will enable students to engage in self-directed learning with the course material, with each other, and with the instructor. There are ten discussions, worth 3% each for a total of 30% of the final grade. Students have a choice of two options:

### **Option 1: Topic-Based Discussion**

- Each week, the instructor will post prompting questions for students to read, reflect, and share their views on. Generally speaking, these questions will require students to think more deeply and critically about aspects of the course material.
- Students are expected to add a response of their own to one such post and to respond to at least one other (1) other students' post.

### **Option 2: Resource-Sharing Discussion**

Share a resource (journal/article, book, program, practice, story, video/audio, etc.) that exemplifies a central theme from the week's module.

- Describe the resource and provide some analysis on how the resource relates to the course readings and concepts of the week. In particular, you may want to consider reflecting on any of the following:
- How does the resource define or approach the issue and how does that compare with the understandings/theories presented in the module?
- How might the approach work in your community/context? How could you adapt it to meet the needs of your community?

The initial post for either option is due by 11:59 p.m. EST on Friday of the assigned discussion week. Posts can be text-based (approximately 250 to 300 words), video-based, or audio-based (approximately two to three minutes). Students are also required to respond to at least one other peers' post by 11:59 p.m. EST on Sunday of the assigned week.

## **Midterm Exam**

The midterm exam, worth 25% of the final grade, will evaluate students' comprehension of the main concepts, theories, and issues covered in Weeks 1 to 5. The format of the exam will consist of short- and long-answer questions. Students will have three days (72 hours) to submit the completed exam. Students will have one week to submit the completed exam.

## **Final Exam**

The final exam, worth 25% of the final grade, is disseminated in Week 13 and will evaluate students' comprehension of the main concepts, theories, and issues covered in Weeks 7 to 12. The format of the test will consist of short- and long-answer probing questions. Students will have one week to submit the completed exam.

## **Participation Details**

The online discussion board is an excellent way to enhance your learning and practice critical thinking. Discussing content in an online environment allows you to reflect before contributing and take time to consider other student postings. By providing opportunities for networking and community building, the discussion board can reduce the feeling of isolation that sometimes occurs in online courses.

**How to submit assignments:** *Please submit assignments using the dropbox feature located on Brightspace. Assignments are due by 11:59pm on the due date. All assignments must be completed to receive a passing grade.*

## **COURSE INFORMATION**

**Online engagement:** Under normal circumstances this course would be delivered in a classroom where we could all interact as a group to engage in respectful discussion and co-learning. Due to the course being online, things will be different than the norm, but we will all work together to create a respectful and valuable learning experience.

**What students can expect from the instructor:** This is a synchronous/asynchronous (blended) course, which means that all required material will be posted or linked to the course website each class, and that students can flexibly engage with the material on their own weekly schedules. There is a class meeting time on a weekly basis where students can meet with the instructor to discuss course content. Students may also post questions to the “Ask Your Instructor” forum. The course features Four modules, and each module will be introduced with an extended-length video lecture (usually an accessible slideshow with voiceover). Each class will feature shorter topical videos by the instructor, complemented by video interviews with scholars. Students can expect a weekly message from their instructor, and weekly engagement by the instructor. Your instructor is available for office hours on a weekly basis via zoom and by appointment, and I can be contacted by email; the primary mode of engagement with the course material, however, should be via the course site so we can connect and discuss the material and ideas together.

### **What we expect from students:**

As members of the Institute of Criminology and Criminal Justice and of Carleton University, CRCJ 4300 students are expected to engage in respectful consideration and analysis of course topics, and respectful discussion with our peers and with the teaching team. Students should allocate enough time each week to complete the assigned readings, view the lecture, to engage with other posted media, and to complete the class assignments; this should take approximately 3 hours per week. Some classes will involve more work, and should be allocated time accordingly: preparing the written essay should take five to ten hours and the weekly discussion posts should be estimated at a maximum of 1 hour each; the take home exams are more variable, but we recommend that you budget enough time to review and study the material and to write the weekly posts and essay and two exams.

## **POLICIES**

### **(i) Contact with Professor**

I will be available for consultation with students during class time and my office hours or by appointment. Please e-mail me should you want to set up an appointment outside of regularly scheduled office hours.

## **(ii) E-mail Policy**

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within 2-3 days. **I read and respond to email between 9:00am-6:00pm on weekdays.**

Before sending an email, please check the “**Ask Your Instructor Forum**” (info below) in Brightspace to see if your question has already been answered.

If your question or issue is not addressed there, and if your question is not of a private or personal matter, you are strongly encouraged to post your question in the “Ask Your Instructor” forum on Brightspace so all students in the class can benefit from the information.

If an email is required, please indicate the course name and number (CRCJ 4300) in the subject heading. Ensure that you include your full name, student number, and indicate clearly the objective(s) of your message. If you do not include all of these things, it will be difficult for the instructor and/or course TA to assist you.

During the week it may take up to 48-hours for the professor to respond to your email. The course instructor does not respond to emails over the weekend. Please plan accordingly. If you send the course instructor more than one message about the same thing in one span of 8-hours, they will likely find this highly annoying (you would probably agree if you were in the instructor's shoes).

**Ask Your Instructor Forum:** Please post all course and content related questions in the “Ask Your Instructor” forum on Brightspace course page. A response to your question will be provided within 48 hours (excluding weekends).

**Writing Policy and Format:** You will also be evaluated on your writing abilities. It is recommended that you take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, and inappropriate use of terms.

### **Format for all written assignments**

- Double spaced text (be sure there is no ‘extra’ space between paragraphs)
- Font should be Times New Roman
- Font size 12
- Font colour for all text should be black
- 1-inch/ 2.54 cm margins
- Include page numbers (preferably on the bottom right) starting on the first page of text (the title page should not be numbered)
- Include a title page with your name, student number, name of assignment, and title of paper.
- Start references on a new page, APA referencing style is preferred, but not required. Be sure whatever referencing style you use to be consistent throughout. To learn more about this format see the library reference page: <https://library.carleton.ca/help/apa-citation-style>

**Did you know there is a dedicated librarian to legal studies and criminology? Find out more here:**

<https://library.carleton.ca/contact/staff-directory/julie-lavigne>

### **(iii) Late Assignments:**

**Late submissions and Missed Exams** are not encouraged, although exceptions are made for illness or other challenging situations. Please contact your instructor as quickly as possible before the deadline should you require accommodation on deadlines. Each day of late submission without an extension may result in a penalty of 5% per day. Late assignments will only be accepted up to three days after the deadline.

University regulations require late submissions on final exams be supported by documentation. Please remember, instructors cannot grant extensions on final exams. Those must go through the official Faculty deferral process. Information and forms should you require a formal exam deferral are available online:

<https://carleton.ca/registrar/special-requests/deferral/>

[Students may be required to submit a Self Declaration Form. The Self Declaration Form can be found here.](https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf)

<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

### **(iv)Disclaimer:**

Please note that this schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives. Any changes will be communicated to the class via email.

### **(v) Respect**

Our classroom will be defined by a commitment to intellectual openness and the acceptance of multiple opinions. Therefore, everyone must feel safe to express opinions, beliefs, and live out their values. We will all demonstrate respect for everyone in this class during group discussions. Respect does not mean that you cannot disagree. Rather it means listening to differing perspectives without interruption, prejudice or intimidation – verbal or nonverbal. Any form of disrespect will not be tolerated.

### **(vi) Confidentiality**

Treat any personal information that you hear about a peer or an instructor as strictly confidential.

**(v) Always keep copies of all your written work** submitted. Retain for yourself more than one copy in alternate formats (hard copy, external hard drive, or USB in addition to your original on your primary computer) of all your written academic work.

**(vi) Email to Professor or TA:** Where needed emails should receive a response within two business days. Please keep time constraints in mind when emailing for virtual appointments or questions on assignments. Emails should not include questions already addressed on the course outline or Brightspace, requests for ‘extra credit assignments,’ or whether required readings are required.

### **Useful Resources**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4<sup>th</sup> floor of MacOdrum Library or online at: [carleton.ca/csas](https://carleton.ca/csas).

### **OTHER CONCERNS**

Wednesday, January 31, 2024: Last day for academic withdrawal from Winter courses.

<https://calendar.carleton.ca/academicyear/>

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.

### **PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

### **INTELLECTUAL PROPERTY**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **STATEMENT ON STUDENT MENTAL HEALTH**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a link to information about all of the

resources, both on campus and off, that you may find helpful: <https://carleton.ca/wellness/crisis/emergency-numbers/>

#### **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

#### **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

#### **ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes can be found at the below link:

<https://students.carleton.ca/course-outline/>

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or Faculty of Public Affairs 20 Teaching Regulations 2022-23 as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Religious obligation:** 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. For more details [click here](#).

#### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/sexual-assault-support-services>

#### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. 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.

<https://carleton.ca/senate/wpcontent/uploads/Accommodation-for-Student-Activities-1.pdf>

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Week 12: Drugs and Addictions

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Appendix: Readings on Pandemic Quarantine and Medicalization

## **SCHEDULE:**

*Please note that on occasion the class schedule may vary slightly from the course outline. This schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.*

### **MODULE 1: KNOWLEDGE, POWER AND THE CONSTRUCTION OF THE CRIMINAL SUBJECT.**

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**Class 1 Week 1: January 8-12, 2024. - Introduction to Course: Content, Format and Requirements. The Genesis of the Self and Social Control.**

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- Presentation of the course outline and assignments
- Understanding course expectations
- Lecture and videos: The Genesis of the Self and Social Control
- Discussion Post Week 1

#### **Topics:**

- The genesis of the self and social control
- Language, logic and culture
- New forms of social control

**Objectives:**

- Explore Mead's generalized other; Self and social behaviour and social control, and states of consciousness.
- Examine Mills' sociology of knowledge, laws of logic and collective attitudes, language and symbol as a system of social control.
- Examine Marcuse's critique of advanced industrial society, the effects of technological rationality on critical thought, the New Left, disappearance of organized resistance to political oppression, the subject and multiple forms of resistance.

**Required readings:**

- George Herbert Mead. (1925). "The Genesis of the Self and Social Control." *International Journal of Ethics*. 35(3): 251-277.
- Mills, C.W. (1939) (1963). *Language, Logic, and Culture*." In Harowitz, I. L. "Power, Politics and People. *The Collected Essays of C. W. Mills*. New York: Oxford University Press. 423-438.
- Marcuse, H. (1964). "The new forms of control." In Marcuse, H. *One Dimensional Man*. Studies in the Ideology of Advanced Industrial Society. Boston: Beacon Press, 1-18.

**Video:** Danielle MacCartney, "Social Control. Part III: Informal and Formal Control:

<https://www.youtube.com/watch?v=NmRs145xFJE>

**Video:** Marcuse, H. Marcuse's One Dimensional Man. Youtube.

**Assignments Due Sunday January 14 at 11:59 pm:**

Week 1 Discussion Post & Reply (3% of the final grade)

Assigned: Written Assignment (20%) of the final grade), due by the end of Week 10.

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**Class 2: Week 2: January 15-19, 2024. Knowledge, Power and the Subject.**

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- Lecture and videos: Knowledge, Power and the Subject
- Discussion Post Week 2

**Topics:**

- Subject/subjection
- 3 modes of objectification that transform human beings into subjects (pp. 326-327)
- 3 types of power: domination, exploitation and subjection
- Pastoral power (as an individualizing and totalizing power)
- Relation of power vs. relation of violence
- "a conduct of conducts" (p. 341)
- Government: "to structure the possible field of action of others" (p. 341)
- Social control as relations of strategy

**Objectives:**

- Identify and define the three components of Michel Foucault's analytical framework: knowledge, power and the subject.
- Interpret Foucault's understanding of social control as "The different modes by which, in our culture, human beings are made subjects" ("Subject and Power," p. 326).

- Analyze the work of Mead, Mills and Marcuse on the genesis of the self and social control, domination and manipulation.

#### Required Readings:

- Foucault, “The Subject and Power” in Michel Foucault, *Power: Essential Works of Foucault, Volume 3*, (NY: New Press, 1994), 326-348.
- Foucault, “About the Concept of the ‘Dangerous Individual’ in Nineteenth-century Legal Psychiatry” *Ibid.*, 176-200

#### Video: Review the following video: “What Power Is – Michel Foucault. The Living Philosophy. Youtube:

<https://www.google.com/search?client=firefox-b-d&q=foucault+knowledge%2C+power%2C+subject+video+youtube#fpstate=ive&ip=1&vld=cid:a89a38d2,vld:tTJNOEvCQFY,st:0>

#### Video overview of Discipline and Punishment. Theory and Philosophy Parts 1-2. Youtube.

<https://www.youtube.com/watch?v=zjRxbaY6JaU>  
<https://www.youtube.com/watch?v=hYX4Bng8nI0>

#### Assignments Due Sunday January 21 at 11:59 pm:

Week 2 Discussion Post & Reply (3% of the final grade)

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#### Class 3: Week 3. January 22-26, 2024. Punishment, the Body and Modern Soul.

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- Lecture and videos: Punishment, the Body and Modern Soul.
- Discussion Post Week 3

#### Topics:

- Amende honorable
- Juridical
- Economy of punishment (p. 7)
- scientifico-legal complex (p. 23)
- political technology of the body (p.s 24, 26)
- Punishment as “medico-judicial treatment” (p. 22)
- A “correlative history of the modern soul and a new power to judge” (p. 23)
- “power-knowledge relations” (pp. 27-28)
- repressive power and its negative mechanisms vs. power with “positive effects” (pp. 24-26)
- “mode of subjection” (p. 24)
- the soul (p.s 16, 29)

#### Objectives:

- Distinguish between power and domination.
- Analyze the social construction of crime and deviance through historical examples including the concept of the “dangerous individual” and the origin of the “modern soul.”
- Identify the origins of the modern prison system and its relationship to the development of scientific knowledge of the human subject and disciplinary power.

- Distinguish between sovereign power and disciplinary power and their implications for how criminals have been punished historically.

**Required Readings:**

- Foucault: “The Body of the Condemned” (pp. 1-31) Discipline and Punish
- Foucault: “The Spectacle of the Scaffold” (pp. 32-69) Discipline and Punish

**Video: Please review the chapter summary by Mike Meena:** [https://www.youtube.com/watch?v=Z4yFSP\\_5Khk](https://www.youtube.com/watch?v=Z4yFSP_5Khk)  
 And Part 2: <https://www.youtube.com/watch?v=Rlnz6ALxwKc>

**Video: Please review the following video: “Foucault – Discipline and Punish.” Great Books Prof. Youtube:**  
<https://www.google.com/search?client=firefox-b-d&q=foucault%2C+punishment+and+the+modern+soul+youtube#fpstate=ive&ip=1&vld=cid:30a40d7a,vid:IRBXI gXHA90,st:0>

**Assignments Due Sunday January 28 at 11:59 pm:**

Week 3 Discussion Post & Reply (3% of the final grade)

**Class 4: Week 4. January 29-Feb 2, 2024. Disciplinary Power.**

- Lecture and videos: Disciplinary Power.
- Discussion Post Week 4

**Topics:**

- disciplinary power
- docile body
- political anatomy (p. 138).
- hierarchical observation
- normalizing judgment
- examination

**Objectives:**

- Describe the social construction of the “docile subject” as the product of disciplinary power exercised in a variety of modern institutions: prison, school, military, hospitals, etc.
- Identify the three components or diagram of the exercise of disciplinary power: hierarchical observation, normalizing judgement, examination.

**Required readings:**

- Foucault: “Docile Bodies” (pp. 135-169) Discipline and Punish
- Foucault: “The Means of Correct Training” (pp. 170-194) Discipline and Punish

**Video: Review the chapter summary of “Docile Bodies” by Mike Mena Part 4:**

- <https://www.youtube.com/watch?v=c1GyjGN5mIM&list=PLVAULowc-FQHm-dQ4eorCXRcsps5Zc4Ah&index=4>

**Video: Review the chapter summary of “Means of Correct Training” by Mike Mena Part 5:**

- <https://www.youtube.com/watch?v=ZhpDCTmUCQ0&list=PLVAULowc-FQHm-dQ4eorCXRcsp5Zc4Ah&index=5>

**Assignments Due Sunday February 4 at 11:59 pm:**

Week 4 Discussion Post & Reply (3% of the final grade)

**MODULE 2: PANOPTICON AND PRISON.**

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**Class 5: Week 5. February 5-9, 2024. – Panopticon.**

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- Lecture and videos: Panopticism
- Discussion Post Week 5

**Topics:**

- disciplinary segmentation/individualization
- undifferentiated exclusion/ confinement
- panopticon
- surveillance
- disciplinary society
- discipline-blockade vs. discipline-mechanism
- exceptional discipline vs. generalized surveillance
- anti-nomadic technique
- counter-law
- investigation

**Objectives:**

- Describe the structure of panopticonal surveillance, its origins as a response to plague, and list its features.
- Analyze the transformation of “penitence” and the concept of “penitentiary” in the origins of the prison system.

**Required reading:**

- Foucault: “Panopticism” (pp. 195-228) Discipline and Punish.
- Foucault: “Generalized Punishment,” (pp. 73-103) Discipline and Punish.
- Foucault: “The gentle way in Punishment,” (pp. 104-134) Discipline and Punish.

**Video: Review the chapter summary by Mike Mena Part 6:**

- <https://www.youtube.com/watch?v=CkTAmMD3Lp0&list=PLVAULowc-FQHm-dQ4eorCXRcsp5Zc4Ah&index=6>

**Assignments Due Sunday February 11 at 11:59 pm:**

Week 5 Discussion Post & Reply (3% of the final grade).

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**Class 6: Week 6. February 12-16, 2024 – Mid-Term Exam.**

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- Mid-Term Exam on Weeks 1-5 Material.

**Assignments Due Sunday February 16, at 11:59 pm:**

Mid-Term Exam on Weeks 1-5.

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**February 19-23, 2024 – WINTER BREAK – NO CLASSES**

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**Class 7: Week 7. February 26- March 1, 2024. - Prison.**

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- Lecture and videos: Prison
- Discussion Post Week 7

**Topics:** police/prison and delinquency.

**Objectives:**

- Discuss the reasons why prisons “fail” and the perpetuation of a police-prison-delinquency ensemble.

**Required reading:**

- Foucault: “Complete and Austere Institutions” (pp. 231-256) *Discipline and Punish*.
- Foucault: “Illegalities and Delinquency,” (pp. 257-292) *Discipline and Punish*.
- Foucault: “The Carceral,” (pp 293-308) *Discipline and Punish*.

**Video: Review the chapter summary by Mike Mena Part 7:**

<https://www.youtube.com/watch?v=L4Oyd6PRLcU&list=PLVAULowc-FQHm-dQ4eorCXRcsp5Zc4Ah&index=7>

**Assignments Due Sunday March 3, at 11:59 pm:**

Week 7 Discussion Post & Reply (3% of the final grade)

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**MODULE 3: POST-SECONDARY SOCIETY AND THE SOCIETY OF CONTROL**

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**Class 8: Week 8. March 4-8, 2024. Society of Control.**

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- Lecture and videos: Society of Control.
- Discussion Post Week 8

**Topics:** Societies of Control and Control Strategies.

**Objectives:**

- Identify Deleuze’s four distinct components of “societies of control.”



- Distinguish and provide examples of the two contemporary families of control strategy discussed by Rose: Inclusion and exclusion.

**Required reading:**

- Nikolas Rose. 1999. "Control" Pp. 233-273 in *Powers of Freedom: Reframing Political Thought*. Cambridge, UK: Cambridge University Press.
- Gilles Deleuze "Postscript on Control Societies" *October*, Vol. 59, (Winter, 1992), pp. 3-7
- Stanley Cohen. (1979). "The punitive city: Notes on the dispersal of social control." *Contemporary Crises*. 3: 339-363
- Rouvroy, A. & T. Berns. (2013). "Algorithmic governmentality and prospects of emancipation. Disparateness as a precondition for individuation through relationships?" *Réseaux*. 177 (1): 163-196.

**Video:** Delueze: Societies of Control – Youtube: [https://www.youtube.com/watch?v=B\\_i8\\_WuyqAY](https://www.youtube.com/watch?v=B_i8_WuyqAY)

**Video:** Please view the video summary by Dr. Ellie Anderson "Deleuze, Societies of Control"

<https://www.youtube.com/watch?v=3u0D3r9ziso>

**Assignments Due Sunday March 10, at 11:59 pm:**

Week 8 Discussion Post & Reply (3% of the final grade)

**Class 9: Week 9. March 11-15, 2024. Neoliberal Governmentality.**

- Lecture and videos: Neoliberal Governmentality.
- Week 9 Discussion Post

**Topics:**

- Disciplinary institutions and disciplinary society.
- Post-Disciplinary societies of control
- Neoliberal or "advanced liberal" governmentality

**Objectives:**

- Analyze how social control over subjects is exercised outside of disciplinary institutions in contemporary societies.
- Distinguish between the dynamics of disciplinary society and the emerging post-disciplinary "societies of control," neoliberal or "advanced liberal" governmentality and the use of sovereign exception
- Define the broad concept of governmentality as "conduct of conduct" and distinguish it from disciplinary power.

**Required reading:**

- Mitchell Dean. 2010. "Neoliberalism and Advanced Liberal Government." Pp. 175-204 in *Governmentality: Power and Rule in Modern Society* (2<sup>nd</sup> ed.). London: Sage.
- Dean, M. (2009). "Government and Governmentality." In *Governmentality: Power and rule in modern society* (2<sup>nd</sup> ed., pp. 17-20; 32-33; 266-285). London: Sage
- Tania Murray Li. (2007). Governmentality. *Anthropologica*. 49(2):275-281

**Video:** "Neoliberal Governmentality" Mike Mena Video 1: [https://www.youtube.com/watch?v=A0E\\_ossZ\\_io](https://www.youtube.com/watch?v=A0E_ossZ_io) & 2: <https://www.youtube.com/watch?v=4VNso7IAHlc>

**Assignments Due: Sunday March 17, at 11:59 pm:**  
Week 9 Discussion Post & Reply (3% of the final grade)

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**Class 10: Week 10. March 18-22, 2024 – Camp, State of Exception and Technologies of Exemption.**

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- Lecture and videos: Camp, State of Exception and Technologies of Exemption.
- Week 10 Discussion Post.

**Topics:** Disciplinary and post-disciplinary strategies of control

**Objectives:**

- Describe how disciplinary and post-disciplinary strategies of social control differ from Agamben’s account of the emerging “states of exception” or “camps.”
- Analyze the division of life into “zoē” and “bios” and the implications this has for the exercise of sovereign power and the social construction of the subject as “homo sacer.”

**Required reading:**

- Giorgio Agamben. 2000. “What is a Camp?” *Means Without End: Notes on Politics*. Minneapolis: University of Minnesota Press. Pp. 37-45.
- Giorgio Agamben. 2000. “Form-of-Life” *Means Without End: Notes on Politics*. Minneapolis: University of Minnesota Press. Pp. 3-12.

**Video:** “State of Exception”: <https://www.youtube.com/watch?v=sAO9YReZnJ8>

“Foucault & Agamben - Bio-Power, Bio-Politics, Homo Sacer, & The State of Exception”:

<https://www.youtube.com/watch?v=bcpeSxj1Nfg>

**Video:** Interview with Ruhai Ahmed who was detained for two years in Afghanistan and Guantanamo Bay. (CC BY-SA 3.0 DEED) Ruhai\_Ahmed\_Intv\_excerpt-SD.webm Source:

[https://en.wikipedia.org/wiki/File:Ruhai\\_Ahmed\\_Intv\\_excerpt-SD.webm](https://en.wikipedia.org/wiki/File:Ruhai_Ahmed_Intv_excerpt-SD.webm)

**Assignments Due Sunday March 24, at 11:59 pm:**  
Week 10 Discussion Post & Reply (3% of the final grade)

**MODULE 4: APPLICATIONS**

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**Class 11: Week 11. March 25-29, 2024 – Sentencing Circles: Restorative Justice and Indigenous Healing Practices.**

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- Lecture: Sentencing Circles and Restorative Justice.
- Week 11 Discussion Post
- Due: Written Assignment

**Topics:** Governmentality and Indigenous Crime

**Objectives:**

- Apply the analysis of governmentality and the social construction of crime and deviance to the area of Indigenous crime.
- Analyze sentencing circles, restorative justice and aboriginal healing practices as models of post-disciplinary social control.

**Required readings:**

- Sawatsky, Jarem. 2009. "Hollow Water Community." *The Ethic of Traditional Communities and the Spirit of Healing Justice*. London: Jessica Kingsley.
- Taylor Griffiths, Curt. (1999). "The victims of crime and restorative justice. The Canadian experience." *International Review of Victimology*. 6: 279-294

**Video:** Deanna Van Buren "What would a world without prisons look like."

<https://www.youtube.com/watch?v=m6X1i8khmt8>

**Assignments Due Sunday March 31, at 11:59 pm:**

Week 11 Discussion Post & Reply (3% of the final grade)

Due: Written Assignment (20% of the final grade)

**Class 12: Week 12. April 1-5, 2024 – Drugs and Addictions.**

- Lecture: Drugs and Addiction.
- Week 12 Discussion Post

**Topics:** Governmentality and Drugs and Addiction

**Objectives:**

- Apply the analysis of governmentality and the social construction of crime and deviance to addiction.
- Describe the historical construction of the drug user and the addict as types of deviant subject and examine how public health models and legal exemptions have been applied as appropriate social control measures.

**Required Readings:**

- Mariane Valverde "'Slavery from Within': the invention of alcoholism and the question of free will." *Social History*. 22(3): 251-268
- Benedikt Fischer et. Al., "Drug Use, Risk and Urban Order." *International Journal of Drug Policy*. 15: 357–365
- O'Malley, P. (1999). "Consuming risks: Harm minimization and the government of drug users." In R. Smandich (Ed.), *Governable places: Readings on Government Mentality and Crime Control*.
- Snoek, A. and C. Fry. (2015). "Lessons in Biopolitics and Agency: Agamben on Addiction." *The new bioethics*. 21(2): 128–141.

**Video:** "Is addiction a choice? With Dr. Gabor Mate": <https://www.youtube.com/watch?v=6ZKZ-GmgpzQ>

"Foucault on Biopolitics": <https://www.youtube.com/watch?app=desktop&v=qiasVlopi0A>

**Assignments Due Sunday April 7, 2024 at 11:59 pm:**  
Class 12 Discussion Post & Reply (3% of the final grade).

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**Class 13: Week 13. April 8-12, 2024 – Violence.**

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- Lecture: Violence.
- No Assignments

**Topics:** Governmentality and Violence

**Objectives:**

- Apply the analysis of governmentality and the social construction of crime and deviance to the area of violence.
- Discuss the unique qualities of various types of violence as problems challenge normalizing strategies of government.

**Required Readings:**

- Engle Merry, Sally. (2001). "Spatial governmentality and the new urban social order: Controlling gender violence through law." *American Anthropologist*. 103(1): 16-29.
- Collins, Randall. (2012). "Entering and leaving the tunnel of violence: Micro-sociological dynamics of emotional entrainment in violent interactions." *Current Sociology*. 61(2) 132–151.
- Michael Hardt and Antonio Negri. 2004. *Multitude: War and Democracy in The Age of Empire*. NY: Penguin Press. (pp. 3-62).

**Video:** Foucault: Government Surveillance & Prison: <https://www.youtube.com/watch?v=AHRPzp09Kqc>

**Assignments Due: NA.**

Final Exam (30% of the final grade). The Final Exam will be available in Final Exam Period TBA - Testable Material Weeks 7-12.

Last Class April 10, 2024. Winter Term Ends

**APPENDIX – Readings on Pandemic Quarantine and Medicalization**

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- Topics: Pandemic Quarantine, Governmentality and Medicalization

**Objectives:**

- Apply the analysis of governmentality and the social construction of crime and deviance to pandemic quarantine and medicalization.
- Analyze recent developments in the medicalization of social problems as new governmental rationalities.

**Readings:**

- Nikolas Rose. 2007. "Biopolitics in the 21<sup>st</sup> Century" in *The Politics of Life Itself*. Princeton, NJ: Princeton University Press, Coursespaces.

- Nikolas Rose and Joelle Abi-Rached. 2014. "Governing through the Brain: Neuropolitics, Neuroscience and Subjectivity." *Cambridge Anthropology*. 32(1): 3–23.
- Philipp Sarasin. (2020, March 31). "Understanding the Coronavirus Pandemic with Foucault?" *Genealogy and Critique*. DOI: 10.13095/uzh.fsw.fb.254

**Video:** "Biopolitics and the Pandemic Emergency": <https://www.youtube.com/watch?v=skzbNmGxOxg>

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**End of term. Have a lovely Spring break!**