

Course Outline

COURSE:	LAWS 5662/6002 – Law, Regulation and Governance Desire, Assemblage, and the Law: Deleuzian contributions to Law, Regulation and Governance
TERM:	Winter – 2018
PREREQUISITES:	None
CLASS:	Day & Time: Monday, 2:35 pm - 5:25pm Room: Please check with Carleton Central for current room location
INSTRUCTOR:	Dr. Dale C. Spencer
CONTACT:	Office: Loeb D597 Office Hrs: Telephone: 613-520-2600 ext 8096 Email: dale.spencer@carleton.ca

Academic Accommodations:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy 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 visit the Equity Services website: <http://carleton.ca/equity/>

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 visit the Equity Services website: <http://carleton.ca/equity/>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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/>

Plagiarism

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism 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, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence.

More information on the University's **Academic Integrity Policy** can be found at:

<http://carleton.ca/studentaffairs/academic-integrity/>

Student Services: 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 4th floor of MacOdrum Library or online at carleton.ca/csas

Department Policy

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations.

<http://carleton.ca/law/current-students/>

COURSE DESCRIPTION

Calendar Course Description: Historical and contemporary roles of law and regulation in processes, practices and discourses of governance. Law and state; domestic and global governance; diversity of law-governance relationships; law as a constituent force, enforcement mechanism and a distinctive product of governance.

Official Course Description: Departing from Freud and Marx, the work of Gilles Deleuze and Felix Guattari forges a novel and creative contribution to critical theory. This course is intentionally rhizomatic, parting with the arborescent schemas that characterize social and legal studies of law, regulation, and governance. This seminar will consist of close readings of the many collaborations between Deleuze and Guattari. We will also read across various contributions to the study of law, regulation and governance inspired by these philosophers. We shall be primarily concerned with the plethora of concepts deployed by Deleuze and Guattari and how such concepts can be creatively used across diverse landscapes and topics of study. We will elucidate, inter alia, Deleuze and Guattari's concepts of assemblage, desire, faciality, and folds.

REQUIRED TEXTS

DeLanda, M. (2016). *Assemblage Theory*. Edinburgh: Edinburgh University Press.

Deleuze, G., & Guattari, F. (1987). *A Thousand Plateaus*. Minneapolis: University Of Minnesota Press.

SUPPLEMENTARY TEXTS

All other course materials are available on cuLearn.

EVALUATION

Standing in a course is determined by the course instructor subject to the approval of the Department and 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 Department and the Dean.

Research Paper Proposal and Sample Bibliography (5%):

This assignment involves the development of a specific research question and research parameters for your final paper. The abstract (2 double spaced typed pages including references) should briefly outline the thesis, issues, and arguments you will present in your final paper. Try to choose a clearly delineated and manageable topic and avoid embarking on vast research enterprises. The bibliography should present the literature you propose to use to address these issues. The bibliography is expected to conform to the minimum requirements for the final research paper (see below). You do not have to include sources from the syllabus, but it is strongly encouraged.

Presentation (25% - 12.5% per presentation):

Each student will conduct **two** presentations*. See sign-up sheet.

Presentations will introduce the class to the major issues related to the designated topic, will synthesize the required reading of the respective week, and will evaluate the material in terms of its strengths and limitations (presenters are encouraged to include their own views, criticisms, and interpretations).

The presenter will prepare a presentation of approximately 30 minutes in length. The remainder of the class will be dedicated to a discussion of the issues. The use of visual aids is encouraged as the aim of the presentation is to promote class discussion and debate not only on the content of the material but also on the general theme.

* Depending on the size of the class, students may have to present with another student.

Participation (15%): Students who are not presenting are expected to attend each presentation and are responsible for engaging in scholarly debate, posing critical questions, or raising scholarly points for discussion on the assigned readings and the presentation of the assigned readings.

Weekly cuLearn Postings (15%):

In addition to the class attendance, students must post on the discussion board on a weekly basis. Students will be divided into two groups, “A” and “B.” Starting from the second week, each student in group “A” must post one discussion question by **Wednesday at noon** on any one of the readings. Students in group “B” must then provide at least three responses to the posted discussions (either in the same discussion thread, or in different discussion threads) by **Friday at 12 p.m.** In the following week, the roles will reverse, and group “B” will be the posters, and group “A,” the responders. We will switch back and forth until the end of the readings. Each week is worth 1.5% of the final grade. Each discussion post and response should be between 150 and 250 words in length.

Research Paper Assignment (40%):

For this assignment, students shall write an essay on a subject matter suitable to the course. It is important to utilize ideas, arguments, and concepts presented in class and in course readings and to discuss and critically evaluate the materials you use in your paper. The aim of the research paper is to synthesize, discuss, and assess (not simply describe or summarize) scholarly literature and to develop a conceptual analysis of the topic chosen.

Papers shall be **20 pages** in length and must be *typed* and *double-spaced*.

Composition of the Research Paper: The paper should reflect and communicate specific information from the writer to the reader. It should start with a statement of intentions and objectives, followed by a discussion and analysis of supporting and illustrative materials. Do not limit yourself to descriptive analyses only; employ relevant concepts and incorporate theoretical (or formal explanatory) frameworks within your study. In writing your essay, you should be able to summarize the thesis (major argument) in a brief statement or short paragraph.

Layout of the Research Paper:

Introduction: The introduction presents the theme or issues explored in the essay. It briefly outlines your approach to the topic and the major ideas and argument(s) advanced in the main body of the essay. This section is 1-2 pages in length.

Main body of the research essay: This section develops the main argument(s) of the essay. This main body should present your *theoretical framework* and review and assess the appropriate literature, while providing an exposition of the central points. The research theme, together with ideas relating to the central thesis, should be clearly presented and substantiated. Ideally, each paragraph should focus upon a major point related to the central argument(s) or theoretical framework. Internal headings and sub-headings are useful as a device to mark shifts in discussion while, at the same time, maintaining an integration of points to the central theme. This section is 16-18 pages in length.

Conclusion: This last section provides a brief summary of the essay's major argument(s) within the context of the central theme addressed. The conclusion is 1-2 pages in length.

Bibliography/References: Each research paper must make direct references to appropriate course readings on your specific topic.

A minimum of **twenty** cited scholarly references is required including books, scholarly journal articles and academic quality book chapters on your selected topic by different social scientific authors. Do not draw heavily on a single source.

References to source(s) of information should include the author's surname, year of publication, and pagination as in the APA or Harvard style guide. **Do not use footnotes or endnotes.** Indicate on your cover page which referencing style will be used in the essay.

Citation of the sources must always be given for the following: all direct quotations; paraphrases of the statements of others; opinions, ideas, and theories not your own; and, information which is not a matter of general knowledge. Even when using proper citation, it is a mistake to place too much reliance on one source. Furthermore, direct quotations from one or more authors should seldom occur in an essay and should not be longer than two or three sentences in length. All quotations of over four text lines should be indented and single spaced with quotation marks omitted. Quotations of any kind, however, must be acknowledged by a reference to the source, and include the page number(s). Quotations should be used as a way to emphasize a point or because the original author has an authority of expertise that can be best expressed by her/him).

SCHEDULE

Week 1 – January 8, 2018: Introductions

Week 2 – January 15, 2018: Starting points and building blocks I

Required:

Deleuze, G. and Guattari, F. (1994) *What is Philosophy?* Introduction and chapters 1 and 2.

Deleuze, G. (2007). Desire and Pleasure. In D. Lapoujade (Ed.), M. Taormina & A. Hodges (Trans.), *Two Regimes of Madness, Revised Edition: Texts and Interviews 1975-1995* (pp. 122–134). New York and Los Angeles: Semiotex(e).

Recommended:

Buchanan, I. (1997). The Problem of the Body in Deleuze and Guattari, Or, What Can a Body Do? *Body & Society*, 3(3), 73–91.

Week 3 – January 22, 2018: Starting points and building blocks II

Deleuze, G., & Guattari, F. (1987). *Thousand Plateaus: Capitalism and Schizophrenia* (1st ed.). Minneapolis: University Of Minnesota Press. *Chapters 1, 10, and 14.* (to be presented separately)

Week 4 – January 29, 2018: Introducing Assemblages

DeLanda, M. (2016). *Assemblage Theory*. Edinburgh University Press.*

* No presentation this week. We will read and discuss this text as a group.

Week 5- February 5, 2018: Governing Society

Deleuze, G. (1992). Postscript on the Societies of Control. *October*, 59, 3–7.

Bogard, W. (2000). Smoothing Machines and the Constitution of Society. *Cultural Studies*, 14(2), 269–294.

Week 6 – February 12, 2018: City-Space-Governance

Malins, P. (2008). City Folds : Injecting Drug Use and Urban Space. In A. Hickey-Moody & P. Malins (Eds.), *Deleuzian Encounters: Studies in Contemporary Social Issues*. Palgrave-Macmillan.

Stanley, C. S. (1996). Spaces and places of the limit: four strategies in the relationship between law and desire. *Economy and Society*, 25(1), 36–63.

Philippopoulos-Mihalopoulos, A. (2013). Atmospheres of law: Senses, affects, lawscapes. *Emotion, Space and Society*, 7, 35–44.

Week 7 – February 19, 2018: No Class, Winter Break

Week 8 – February 26, 2018: Surveillance

Haggerty, K. D., & Ericson, R. V. (2000). The surveillant assemblage. *The British Journal of Sociology*, 51(4), 605–622.

Best, Kirsty. 2010. “Living in the Control Society: Surveillance, Users and Digital Screen Technologies.” *International Journal of Cultural Studies* 13 (1): 5–24.

Palmås, Karl. 2011. “Predicting What You’ll Do Tomorrow: Panspectric Surveillance and the Contemporary Corporation.” *Surveillance & Society* 8 (3): 338–54.

Week 9 – March 5, 2018: The Algorithm, Governance, and Resistance

Van Wezemael, J. (2008). The Contribution of Assemblage Theory and Minor Politics for Democratic Network Governance. *Planning Theory*, 7(2), 165–185.

Humphreys, S. (2013). Predicting, securing and shaping the future: Mechanisms of governance in online social environments. *International Journal of Media & Cultural Politics*, 9(3), 247–258. https://doi.org/10.1386/macp.9.3.247_1

Just, N., & Latzer, M. (2017). Governance by algorithms: reality construction by algorithmic selection on the Internet. *Media, Culture & Society*, 39(2), 238–258.

Beck, C. (2016). Web of resistance: Deleuzian digital space and hacktivism. *Journal for Cultural Research*, 0(0), 1–16.

Week 10 – March 12, 2018: Jurisprudence and Law

Lefebvre, A. (2005). A New Image of Law: Deleuze and Jurisprudence. *Telos: a quarterly journal of critical thoughts*, 130, 103-126.

Mussawir, E. (2011). The Activity of Judgment: Deleuze, Jurisdiction and the Procedural Genre of Jurisprudence. *Law, Culture and the Humanities*, 7(3), 463–483.

Murray, J. (2007). Deleuze and Guattari's Intensive and Pragmatic Semiotic of Emergent Law. *International Journal for the Semiotics of Law - Revue Internationale de Sémiotique Juridique*, 20(1), 7–32.

Week 11 – March 19, 2018: Governance and Sex

Shildrick, M. (2013). Sexual Citizenship, Governance and Disability: From Foucault to Deleuze. In S. Roseneil (Ed.), *Beyond Citizenship?* (pp. 138–159). Palgrave Macmillan UK.

Fox, Nick J., and Pam Alldred. 2013. "The Sexuality-Assemblage: Desire, Affect, Anti-Humanism." *The Sociological Review* 61 (4): 769–89.

Renold, Emma, and Jessica Ringrose. 2011. "Schizoid Subjectivities?: Re-Theorizing Teen Girls' Sexual Cultures in an Era of 'sexualization.'" *Journal of Sociology* 47 (4): 389–409.

Week 12 – March 26, 2018: Regulation and 'race'

Saldanha, A. (2006). Reontologising Race: The Machinic Geography of Phenotype. *Environment and Planning D: Society and Space*, 24(1), 9–24.

Deleuze, G., & Guattari, F. (1987). *Thousand Plateaus: Capitalism and Schizophrenia* (1st ed.). Minneapolis: University Of Minnesota Press. *Chapter 7*.

Week 13 – April 2, 2018: Class Paper Presentations**Week 14 – April 9, 2018:**