“[T]here is no historiography without an explicit or hidden philosophy of history.”¹
“History has a more important task than to be a handmaiden to philosophy, to recount the necessary birth of truth and values . . .”²

Thomas Wilson
Class hours: M 1:00-4:00  Office hours: Tues. 9:30-10:00; Thurs. 1:30-2:30; appointment
Classroom: KJ 223  Office: KJ 140

This course examines the work of Michel Foucault and his impact on the discipline of history with particular focus on his genealogical method and conception of power. Discussion of the birth of the prison and the spread of its disciplinary practices throughout society since the 18th century and the shift in his understanding “power” from formal institutional mechanisms imposed on individuals to disciplinary practices that served to construct the self as an ethical subject. The course considers Foucault’s impact on the historiography of sexuality and colonialism through the work of scholars influenced by and critical of his work.

Accommodation requests:
I will make reasonable accommodations on assignment deadlines for a student who requires them because of a documented disability as allowed by the Dean of Student’s office. If you need such accommodations, please discuss them with me no later than the end of the second week of classes so that we can make necessary arrangements for the semester.

Books for purchase:
Michel Foucault, **Discipline & Punish: The Birth of the Prison** (Vintage, 1990)
Michel Foucault, **History of Sexuality, Vol. 1: An Introduction** (Vintage, 1990)
Michel Foucault, **The History of Sexuality, Vol. 2: The Use of Pleasure** (Vintage, 1990)

Suggested books:
Elizabeth Clark, **History, Theory, Text: Historians and the Linguistic Turn** (Harvard, 2004): a lucid critical survey of trends in historiography since the 1960s by a medieval historian
Dominick LaCapra, **Rethinking Intellectual History: Texts, Contexts, Language** (Cornell, 1983): critical essays on recent trends in intellectual history by a modern European historian
Chris Horrocks and Zoran Jevtic, **Introducing Foucault: A Graphic Guide** (Icon Books, 2004): a concise and unexpectedly useful graphic introduction to Foucault’s main ideas

* available on Blackboard under Assignments
[recommended reading; strongly encouraged for writing assignments]
Δ articles accessed through online Databases link (e.g., JSTOR, etc.) on Hamilton library webpage

N.B. Be sure to consult questions posed on Discussion Board as you read the assignments.

1/23 Locating Foucault
* Elizabeth Clark, **History, Theory, Text: Historians and the Linguistic Turn**, 106-129

¹ Michel de Certeau, “The Inversion of What can be Thought,” *The Writing of History*, 137.
² Michel Foucault, “Nietzsche, Genealogy, History,” *Language, Counter-memory, Practice*, 158.
History 390: Foucault: History, Sexuality, and Power


Chomsky and Foucault debate on Human Nature (N.B. turn on closed captions for English subtitles, which scholars regard as inexact)

1/30 The Genealogical Method
* Foucault, “Nietzsche, Genealogy, History” (1971), Language, Counter-memory, Practice (Cornell, 1977), 139-164
* Foucault, “What is an Author” (1969), Language, Counter-memory, Practice, 113-138
* Joan Scott, “History-writing as Critique,” Manifestos for History (Routledge, 2007), eds., Keith Jenkins, Sue Morgan, and Alun Munslow, 19-38

2/3 First essay due at 5:00 PM (approx. 1500 words)

2/6 Birth of the Prison
Foucault, Discipline & Punish: The Birth of the Prison (1975), 3-131

2/13 Discipline
Foucault, Discipline & Punish: The Birth of the Prison, 135-308

2/20 Sexuality and Power: The Will to Knowledge

2/27 Student presentations on second essay

3/3 Second essay due at 5:00 PM (approx. 1500 words)

3/6 Governmentality and Biopower
* Foucault, 17 “March 1976,” in Society Must be Defended (Picador, 1997), 238-264

Spring Break: no classes on 3/13 and 3/20
3/27 Power: Subjection and the Morality of Pleasure
Gilles Deleuze, “Foldings, Or the Inside of Thought (Subjectivation),” *Foucault* (Minnesota, 1988), 94-132

4/3 Power: economics, erotics, truth and care of the self
Foucault, Lecture (in English) on “The Culture of the Self” UC Berkeley (1983)

4/10 The Foucault Effect: Sexuality after Foucault
* Hishikawa Moronobu 萊川師宣, *The Sexual Compatibilities of Men and Women* (男女相性和娯縁 Danjo aishō wagō no en, 1678)

4/17 Student presentations on third essay

4/22 Third Essay Due at 5:00 PM (approx. 2500-3000 words)

4/24 The Foucault Effect: the Sexuality of Bourgeois Identity
Ann Stoler, *Race and the Education of Desire*, 1-54
• Edward Said, *Orientalism* (Vintage, 1979), 1-29

5/1 The Foucault Effect: Post-colonialism

5/8 Presentations on final papers

5/12 Fourth Essay Due at 5:00 PM (approx. 1800-2200 words)

Final course grade determined on the basis of the following:

- first essay 2/4 (approx. 1500 words) 15%
- second essay 3/3 (approx. 1500 words) 15%
- third essay 4/21 (approx. 2500-3000 words) 20%
- fourth essay 5/11 (approx. 1800-2200 words) 20%
- class participation and presentations 20%
- Discussion Board posts 10%

Grading criteria for class participation: I wish I could read minds so that I could know what you’re thinking. Your grade, however, is based on your **oral participation in the classroom**.

Excellent (A range): regular participation that demonstrates a thorough understanding of the readings by using concrete examples and clear evidence of critical insight into larger issues raised in the readings.

Good-very good (B range): consistent participation that shows a sound grasp of the readings by using concrete examples with critical assessment of the sources.

Satisfactory (C range): participation that shows an understanding of the readings.

Poor (D range): infrequent or rare participation that suggests hasty or inattentive reading of the sources.
**Failing:** mere physical presence or less in the classroom.

**Writing Assignments**

**REVISION POLICY:** The first two writing assignments may be revised, which are due ten days after the graded assignment is returned to the student. The grades earned for original version will be averaged with that earned for the revision in calculating the final grade. Revisions must respond to comments and suggestions on the first version. The more significantly you develop the argument of the original version, either in conception or use of evidence, the more likely the revision grade will improve upon the original. Grades for revised versions that just correct mistakes noted in my comments on the original version are not eligible for change. *When submitting the revision, briefly and concretely describe in your email how your revised version addresses the instructor’s comments on the original.*

**Grading Criteria**

A “good” (i.e., B) essay is clearly written and logically sound. An “excellent” (i.e., A) essay presents a compelling argument for a thoughtful and imaginative interpretation of the sources based on a thorough reading and re-reading of the sources and careful reflection upon the problems raised. A compelling argument meets three criteria: (1) a clear formulation of a problem, (2) analysis of the texts under scrutiny, and (3) a scrupulous use and citation of supporting evidence from the texts (i.e. “documentation,” see below). A thoughtful interpretation requires digging beneath the surface meaning of the texts to a subtler understanding of their connections to broader contexts. A “prose” grade of C– (i.e., less than “satisfactory”) is assigned to grammatically correct but informal and stylistically weak writing; and D+ or below for repeated infractions of basic rules of writing, depending upon frequency and egregiousness of such errors.

*Nota bene:* Present an argument based on your own interpretation of the sources. Document your claims. Develop your ideas fully. Your most important points should be clearly stated, explicated, and documented. When you quote a passage from the sources, provide enough information so that your reader does not need to consult the source for further clarification.

A thorough understanding of a text requires reading, reflection, and re-reading. A well written paper requires editing, self-critique, and re-writing.

Don’t simply summarize the content of your sources. Don’t assume that any major point you want to make is self-evident. In using evidence to support your argument, don’t assume that the facts speak for themselves.

**Documentation:** You must cite all sources of information used, even if you don’t quote a source directly. Cite relevant pages when you refer to specific passage in the text. Cite exact page numbers of any source from which you quote directly, although it is rarely necessary to cite the same source more than once in the same paragraph. Use proper citation forms (i.e., footnotes, end notes, in-text parenthetical notes) as described in the Hamilton College Style Sheet. Be consistent in the citation format used. If you do not cite the sources from which you derive information, or on which you base your description of an event, or interpretation of an idea, etc., the implication is that the idea is your own, or that it is based on your own primary research. Failure to cite such sources is plagiarism.