“[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: W 1:00-4:00
Office hours: M 11:00-12:00; Tu. 2:00-3:00
Classroom: KJ 224
Office: KJ 140

Course Description:
This course examines the work of Michel Foucault and the impact of his genealogical method on
the discipline of history. 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 of 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 writings 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:
Foucault, *Herculine Barbin: Being the Recently Discovered Memoirs of a Nineteenth-Century
French Hermaphrodite* (Vintage, 2010)
Foucault, *About the Beginning of the Hermeneutics of the Self: Lectures at Dartmouth College,
1980* (Chicago, 2016)

Suggested books:
lucid critical survey of trends in historiography since the late 1960s by a medieval historian
critical essays on recent trends in intellectual history by a modern European historian
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, Project Muse, etc.) on Hamilton
library webpage
N.B. Be sure to consult questions posed on Discussion Board as you read the assignments.

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.

Fall 2019
Course Syllabus

9/4 Locating Foucault
* Elizabeth Clark, *History, Theory, Text: Historians and the Linguistic Turn*, 106-129

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

9/11 The Genealogical Method and the Problem of Discourse
* 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

9/13 First Essay Due at 5:00 PM (approx. 1500 words): Essay on Foucault’s GENEALOGICAL METHOD and his conception of DISCOURSE. Consult Discussion Board notes for 9/11; you may use your post for that assignment as the basis of this writing assignment.

9/18 Rationalities of Punishment
Foucault, *Discipline & Punish: The Birth of the Prison* (1975), 3-131

9/25 Discipline
Foucault, *Discipline & Punish: The Birth of the Prison*, 135-308

10/2 Sexuality and Power: *The Will to Knowledge*

Discussion of writing the second essay

10/9 Student presentations on the second essay

10/11 Second Essay Due at 5:00 PM (approx. 1500 words) Essay on Discipline and Punish and/or History of Sexuality. Consult Discussion Board notes for 9/18, 9/25, and 10/2; you may use your post for those assignments as the basis of this writing assignment.
10/16 Governmentality and Biopower
* Foucault, 17 “March 1976,” in “Society Must be Defended” (Picador, 1997), 238-264

10/23 Subjectivity and Truth
Foucault, “Subjectivity and Truth,” About the Beginning of the Hermeneutics of the Self, 1-51
Gilles Deleuze, “Foldings, Or the Inside of Thought (Subjectivation),” Foucault (Minnesota, 1988), 94-132

10/30 Christianity and the Genealogy of the Modern Subject
Foucault, “Christianity and Confession,” etc., About the Beginning of the Hermeneutics of the Self, 53-138
Foucault, Lecture (in English) on “The Culture of the Self” UC Berkeley (1983)
*preliminary oral statement on the final essay

11/6 Sexuality and the Archive
Foucault, Herculine Barbin

11/13 Writing a critical essay: Proposal (approx. 500-800 words) and critical bibliography of sources for the final essay. In about 1500 words, state the main aims of the final essay and the sources on which the essay will focus (DUE at 5:00 PM Tuesday, 11/15)
* Dominick LaCapra, “Writing History/Writing Trauma,” in Writing History/Writing Trauma (Johns Hopkins, 2014), 1-42

11/20 Foucault Effects: Post-colonialism: joint presentations on selected essays/articles
* Edward Said, Orientalism (Vintage, 1979), 1-29

12/4 Foucault Effects: Biopower: joint presentations on selected essays/articles
12/11 Writing Foucault Roundtable important breakthroughs, remaining doubts, and other things that happen when writing about complex stuff . . .

12/13 Final essay due at 5:00 PM (approx. 2500-2800 words)

12/19 Presentations of the essays 5-6 minute presentations summarizing your essay

Final course grade determined on the basis of the following:

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<thead>
<tr>
<th>Essay</th>
<th>Words</th>
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<tr>
<td>first</td>
<td>9/13 (approx. 1500 words)</td>
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<td>second</td>
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<td>third</td>
<td>11/15 (approx. 1500 words)</td>
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<tr>
<td>fourth</td>
<td>12/13 (approx. 2500-2800 words)</td>
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<td>class participation and presentations</td>
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Grading criteria for class PARTICIPATION/ENGAGEMENT

Excellent (A range): regular participation that demonstrates a thorough understanding of the readings based on concrete examples and evidence of critical insight into larger issues raised in the readings. Excellence is also exemplified by listening to others in the class and genuine engagement with their ideas.

Good-very good (B range): consistent participation that shows a sound grasp of the readings based on use of concrete examples, evidence of critical thinking about the readings, and engagement with others.

Satisfactory (C range): participation that shows an understanding of the readings and willingness to engage others.

Poor (D range): infrequent participation that suggests inattentive reading of the sources; dismissive attitude toward others.

Failing: mere physical presence or less in the classroom.

Hamilton College Educational Goals:

History 390 addresses several curricular goals of the College. It examines “facts, phenomena and issues in depth, and from a variety of perspectives” and challenges students “to revise [their] beliefs and outlooks in light of new evidence” (Intellectual Curiosity and Flexibility). It engages students to think critically about the assumptions and long-standing practices and methods of History as a discipline, particularly the contested status of “facts” as a necessary and sufficient category of historical analysis (Disciplinary Practice). The writing assignments stress the central importance of “clarity and eloquence”; but more: the procedures and methods of documenting one’s argument on the basis of evidence as described in the previous section under “Writing Assignments” (Communication and Expression). Finally, Foucault’s genealogical method, which plays a key role in this course, provides a valuable approach to engaging a range of cultural practices that differ from those associated with modern expectations about history and human experiences of the world (Understanding of Cultural Diversity).
Writing

Be advised that the Honor Code applies to all work submitted for a grade in this course.

REVISION POLICY: The first two writing assignments may be revised, which are due ten days after the graded assignment has been returned. Students who intend to revise a paper must notify me in advance and are strongly urged to meet with me to discuss revision plans. 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 my comments on the original.

FINAL ESSAY TOPIC STATEMENT AND ANNOTATED BIBLIOGRAPHY
Please submit a substantial topic statement and annotated bibliography for the final research paper by 5:00 PM on Friday, November 15. The topic statement should be between 500-800 words and explain your project in as much detail as possible within those limits. Begin with a proposed opening sentence that is both provocative and substantive enough to articulate a clear sense of what you intend write about.

The bibliography should include at least eight sources, including both books and scholarly journal articles. The annotation must be 1-2 sentences under each item that explains how each source will contribute to your project.

Do not “Google” a topic to find web sources; evaluate websites outside of the .edu and .org domains very carefully. Not all websites with .com URL addresses are junk, though, numerically, the vast majority of them are. Google doesn’t produce lists of the best websites, merely the most frequently used, thus surrendering your bibliographic searches to Google is like standing on a busy street corner in Times Square and randomly asking people where the best restaurants are. (Sure, there’s a McDonalds right there, but why not eat better?) Be smarter, more critical and selective than that!

Book reviews do not count as sources. You must use the actual book.

Use footnotes, not endnotes or in-text citations (see “Writing a Good History Paper”). The discipline of History uses the Chicago Manual of Style. The Writing Center’s “Writing Resources” page also offers very useful advice.

A research paper must include a full bibliography as well as footnotes.

When citing an article in a footnote, list the specific page(s) you are referring to. Reserve the full page count for the bibliography.

In footnotes put the author’s given name first; in the bibliography, put surname first, and list the entries in alphabetical order by author’s surname. For books with an author plus an editor or translator, consult “14.23: Notes and Bibliography” in the Chicago Manual of Style. Use the basic short form (rather than “ibid.”) for subsequent citations of previous full citations of works (see “14.30: Basic structure of the short form”). The Chicago Manual of Style is extremely valuable reference work also includes extensive sections on grammar, word usage, punctuation, and other matters of the mechanics of writing.

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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.