

ANTH 480Z/570I: Disciplinary Institutions

Fall 2017 – Mondays, 1:10-4:10

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Office Hours:

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Course Overview:

Few social theorists can claim to have had a greater impact across the social sciences and humanities since the 1980s as Michel Foucault. A wide-ranging thinker, Foucault built upon the work of many of his predecessors in the social sciences, philosophy, and history to develop a robust, interdisciplinary framework for thinking about modernity as a social phenomenon. This project began with his elaboration of ways of knowing the mind and body – through psychology and medicine, as intellectual and institutional practices – and later developed into more strictly 'disciplinary' institutions, namely criminology and sexology. Alongside the development of his understandings of modernity and discipline emerged his theorization of biopolitics and biopower and governmentality, ideas still motivating a great array of scholarship in the humanities and social sciences.

This course offers a close reading of Foucault's most central texts, focusing, primarily on his elaboration of 'discipline' across the asylum, hospital, prison, and sexology. It seeks to place Foucault's work in relation to his mentors and influences -- Louis Althusser and George Canguilhem, Norbert Elias and Sigmund Freud -- and traces his legacy in contemporary humanistic and social scientific research, specifically through ethnographies of contemporary disciplinary institutions (again, the asylum, hospital, prison, and sexology). The course concludes by focusing on Gilles Deleuze's elaboration of 'control societies' as a successor to 'disciplinary institutions.' Students should attain a robust understanding of Foucault and his work, as well as its implications for contemporary scholarship.

Students will be expected to develop writing projects that are based on approaches across the social sciences and humanities, and which draw upon the historical, literary, or cross-cultural record. Students should complete the course with a significant piece of writing that builds upon their expertise developed in the course.

Learning Outcomes

Students in C courses will

1. Demonstrate understanding of course content through formal academic writing;
2. Construct effective prose that demonstrates critical thinking and advances sound conclusions, appropriate to the course and discipline; and
3. Demonstrate the ability to revise and improve their writing in both form and content.

Students in N courses will demonstrate:

1. Knowledge of major concepts, models, and issues (and their interrelationships) of at least one of the social sciences: anthropology, economics, geography, history, political science, or sociology.
2. An understanding of the methods used by social scientists to explore social phenomena, including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and analysis by mathematics or other interpretive frameworks.

Students in O courses will demonstrate

1. Proficiency in oral presentations.
2. The ability to improve oral presentations in response to critiques.
3. Skill in listening to and critiquing oral presentations.

Grading & Assignments:

Reading Guides (25%) – Students are required to complete at least 1 reading guide each week, and a total of 20 reading guides over the course of the semester (there are more readings [29] than required Reading Guides, so students have some latitude in which readings they submit Reading Guides for). Reading Guides must be turned in to the instructor at the beginning of class in which the reading is discussed. Late Reading Guides will not be accepted for credit. Reading Guides cannot be submitted for readings during the first week of class.

Oral Presentations (2 @ 5% and 10%, respectively) – Students will initially present on their identified problem (see below) and the resources they intend to draw on to address that problem. These presentations will be short (2 written pages, ~5 minutes), and students will receive written feedback from the instructor and peers. During the last two weeks of class, students will give longer presentations (4-5 written pages, ~10 minutes) summarizing the argument of their final paper, the evidence that they have drawn upon, and the conclusions they have reached. Again, students will receive written feedback from the instructor and peers. In both cases, students will be graded on their effectiveness in communicating their ideas, the coherence of the presentation, and their ability to engage the audience. Presentations cannot be rescheduled; if you miss your presentation, you will receive a failing grade in the course.

20-Page Final Paper, broken into these components (60% total):

Identify a Problem (5%) – Based on the readings during the first month of class, identify a contemporary problem related to how people think about brains, consciousness, and personhood. This might be a problem you identify from your everyday life, one associated with a specific person you know, one you can identify in popular media, historical literature, or modern science. In 300 words, what is the problem, and why is it a problem? That is, whom does this problem affect? How does the problem relate to the course content?

Identify Resources (5%) – What kinds of research are you going to conduct to explore the history and contemporary ramifications of the problem you have identified? We'll discuss a number of methods in course (ethnography, textual analysis, historiography), and you'll need to choose one or two to frame your research. In each case, you'll need to identify the resources that will lead to the successful completion of your research project: are there experts you can talk to? books and academic journals you can consult? archives that you can access? In 300 words, you'll need to discuss your proposed methods in completing your research project's data collection, what secondary and primary sources you can consult, and how these sources will inform your research.

Thesis & Argumentation (5%) – In a paragraph (~200 words), make an argument about your research findings. Are you making an historical argument? an ethnographic one? a cross-cultural one? How does the argument relate to the resources you will be drawing upon to make your argument? In another paragraph, discuss the contrary positions to your argument; that is, argue against yourself. What are the weaknesses in your argument? How might other people read the

same evidence differently than you propose to? How have other people argued about similar evidence in the past?

First Five Pages (10%) – Write the first five pages of your research paper (~1500 words). In these pages, you should have a compelling introduction (provide an empirical example that helps pose your problem), as well as the statement of your thesis, and a discussion of your research methods. In addition, you should provide a map of your paper – what are the sections and how are they organized? how does each section relate to your argument? Discuss each section in a paragraph or more. What do you imagine your conclusion discussing?

Rough Draft (10%) – Building on your First Five Pages, you will complete a full rough draft of your paper. Each section needs to be fully written, including the presentation of evidence, your discussion and interpretation of the evidence, and an articulation of how the evidence relates to your overall argument and fits into the structure of the paper. You will also complete a draft of your conclusion, in which you will discuss the implications for the problem that you have identified, and, possibly, solutions for how the problem might be addressed. Each section should be at least five pages long, and the conclusion should be at least two pages long. The Rough Draft will be read and commented upon by the instructor.

Final Rough Draft (5%) – The Final Rough Draft must incorporate the comments of the instructor from your Rough Draft, and represent the final version of your paper. The paper should be complete for all intents and purposes, including completed introductions, sections, and conclusion, and full citations and bibliography.

Peer Reviews (2 @ 5% each) – First read this, on the ‘elements of productive peer review’: <http://bit.ly/2htngrT>. You will be randomly assigned two papers to read, and you are required to turn in a peer review for two of your peers. Each peer review should be 500-700 words long, and discuss the author’s argument, use of evidence, persuasiveness, and coherence. Additionally, you may choose to identify issues in your peers’ writing style. Late peer reviews will not be accepted for credit, but must be turned in.

Final Paper & Response to Peer Reviews (10%) – In no less than 300 words, you should prepare a document that outlines how you have chosen to address (or not address) each of the concerns raised by the peer reviewers. You may either complete this in one or two documents. Your Final Paper should incorporate these changes as well, and you should address how you have included the critiques into your paper.

Policies:

No exceptions to policies will be made for students who add the class late.

There is no extra credit available.

No late work will be accepted for credit.

Students taking the course Pass/Fail must earn a C to receive a Pass.

Workload: This course is a 4-credit course, which means that in addition to the scheduled lectures, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.¹ I assume that undergraduate students can read 1 page of academic writing in 3 minutes; 100 pages of reading should require about 300 minutes, or 5 hours. You may need to read some of the texts more than once to fully understand them. In most cases, you should expect to be reading about 75-100 pages per week (approximately 4 hours) in addition to other course requirements.

Disability-related Equal Access Accommodations: Students wishing to request academic accommodations to insure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at 607-777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The SSD website (www.binghamton.edu/ssd) includes information regarding their Disability Documentation Guidelines. The office is located in UU-119.

Attendance: Students who miss section during the first week of class will be administratively dropped from the course and under no circumstances will be given a permission code to add the course.

Academic Integrity – Academic misconduct of any sort will not be tolerated. Evidence of academic misconduct – which is not limited to plagiarism and cheating – will result in an immediate failing grade in the course and actions as dictated by university policy regarding academic integrity for undergraduate students.²

Contacting Me: I only check my email between 9-11 AM on weekday mornings and during my office hours. I will always respond to emails within 24 hours, except for emails received on

¹ <http://www.binghamton.edu/academics/provost/documents/syllabus-credit-hours-0314.pdf>

² http://www.binghamton.edu:8080/exist9/rest/Bulletin2014-15/xq/2_academic_policies_and_procedures_all_students.xq?_xsl=/db/Bulletin2014-15/xsl/MasterCompose.xsl

Fridays, which will be responded to on the following Monday. If you plan to stop by my office hours, please contact me ahead of time, either by email (mwolfmey@binghamton.edu) or in person before or after class.

Correspondence with instructors: Only correspondence that follows professional conventions of correspondence will be replied to by me. For example, your email should begin 'Dear Professor Wolf-Meyer,...' and end with your signature. Beginning an email without a salutation, a 'Hey' or other informal forms of address will ensure your email will not be responded to. If the answer to your question is clearly stated in the syllabus or assignment guidelines, instructors may not respond to your email.

Style Matters: All written work should be double-spaced, 12 point font, in Times New Roman, with 1 inch margins on all sides, and page numbers. Citation should look like this: (Author Year: Page), e.g. (Wolf-Meyer 2009: 408). Failure to meet these standards will result in a reduced grade.

Reading List:

Books are available at the campus bookstore. All other readings are available through myCourses.

Althusser, L.

1971 [1971] Lenin and Philosophy and Other Essays. B. Brewster, transl. New York: Monthly Review Press.

Canguilhem, G.

1991 [1966] The Normal and the Pathological. C.R. Fawcett, transl. New York: Zone Books.

Deleuze, G.

1995 [1990] Negotiations. M. Joughin, transl. New York: Columbia University Press.

Elias, N.

2000 [1939] The Civilizing Process. E. Jephcott, transl. Malden: Blackwell.

Foucault, M.

1988 [1961] Madness and Civilization: A History of Insanity in the Age of Reason. R. Howard, transl. New York: Vintage.

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1990 [1976] The History of Sexuality. R. Hurley, transl. Volume 1. New York: Vintage.

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1994 [1963] The Birth of the Clinic: An Archaeology of Medical Perception. A.M. Sheridan Smith, transl. New York: Vintage.

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1994 [1966] The Order of Things: An Archaeology of the Human Sciences. New York: Vintage.

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1995 [1975] Discipline & Punish: The Birth of the Prison. A. Sheridan, transl. New York: Vintage.

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2003 [1997] "Society must be defended": Lectures at the Collège de France 1975-1976. D.

- Macey, transl. New York: Picador.
- 2007 [2004] Security, Territory, Population: Lectures at the Collège de France 1977-1978. New York: Picador.
- Freud, S.
- 1961 [1930] Civilization and its Discontents. J. Strachey, transl. New York: W. W. Norton.
- 2000 [1905] Three Essays on the Theory of Sexuality. J. Strachey, transl. New York: Basic Books.
- Kulick, D., and J. Rydstrom
- 2015 Loneliness and its Opposite: Sex, Disability, and the Ethics of Engagement. Durham, NC: Duke University Press.
- Metzl, J. M.
- 2011 The Protest Psychosis: How Schizophrenia became a Black Disease. Boston, MA: Beacon Press.
- Rhodes, L. A.
- 2004 Total Confinement: Madness and Reason in the Maximum Security Prison. Berkeley: University of California Press.

Class Schedule

Part One: Precursors and Contemporaries

Week One, August 28th: Repression and Its Legacies

Course Introduction

Freud, S.

1961 [1930] Civilization and its Discontents. J. Strachey, transl. New York: W. W. Norton.

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2000 [1905] Three Essays on the Theory of Sexuality. J. Strachey, transl. New York: Basic Books.

Week Two, September 4th: (No Classes)

Week Three, September 11th:

Elias, N.

2000 [1939] The Civilizing Process. E. Jephcott, transl. Malden: Blackwell.

Week Four, September 18th:

Althusser, L.

1971 Lenin and Philosophy and Other Essays. B. Brewster, transl. New York: Monthly Review Press.

Canguilhem, G.

1991 [1966] The Normal and the Pathological. C.R. Fawcett, transl. New York: Zone Books.

Part Two: Discipline in the Strict Sense

Week Five, September 25th:

Identify a Problem Due

Foucault, M.

1988 [1961] Madness and Civilization: A History of Insanity in the Age of Reason. R. Howard, transl. New York: Vintage.

Week Six, October 2nd:

Identify Resources Due

Foucault, M.

1994 [1963] The Birth of the Clinic: An Archaeology of Medical Perception. A.M. Sheridan Smith, transl. New York: Vintage.

Week Seven, October 9th:

Student Presentations of Problems

Metzl, J. M.

2011 The Protest Psychosis: How Schizophrenia became a Black Disease. Boston, MA: Beacon Press.

Part Three: Discipline and Its Applications

Week Eight, October 16th: No Classes

Week Nine, October 23rd:

Thesis & Outline Due

Foucault, M.

1994 [1966] *The Order of Things: An Archaeology of the Human Sciences*. New York: Vintage.

Week Ten, October 30th:

Foucault, M.

1995 [1975] *Discipline & Punish: The Birth of the Prison*. A. Sheridan, transl. New York: Vintage.

Week Eleven, November 6th:

First Five Pages Due

Rhodes, L. A.

2004 *Total Confinement: Madness and Reason in the Maximum Security Prison*. Berkeley: University of California Press.

Week Twelve, November 13th:

Foucault, M.

1990 [1976] *The History of Sexuality*. R. Hurley, transl. Volume 1. New York: Vintage.

Week Thirteen, November 20th:

Kulick, D., and J. Rydstrom

2015 *Loneliness and its Opposite: Sex, Disability, and the Ethics of Engagement*. Durham, NC: Duke University Press.

Part Four: The Ends of Discipline

Week Fourteen, November 27th:

Rough Draft Due

Foucault, M.

2003 [1997] "Society must be defended": *Lectures at the Collège de France 1975-1976*. D. Macey, transl. New York: Picador.

Week Fifteen (Part One), December 4th:

Final Rough Draft Due

Foucault, M.

2007 [2004] *Security, Territory, Population: Lectures at the Collège de France 1977-1978*. New York: Picador.

Week Fifteen (Part Two), December 6th: Whither Discipline?

Peer Reviews Due in Class

Deleuze, G.

1995 [1990] *Negotiations*. M. Joughin, transl. New York: Columbia University Press.

Final Exam Week

Final paper due on final exam date, to be determined in October