Deleuze’s Foucault
Fall Term 2017 – University of Oregon
Instructor: Nicolae Morar

Syllabus

1. Course Description

This course will primarily focus on a close reading of Gilles Deleuze’s book *Foucault* (Éditions de Minuit) that was published two years after Michel Foucault passed away in 1984. The book, which is a collection of six separate pieces on Foucault’s corpus, is the only book that Deleuze devoted to a philosopher contemporary to him. Roger-Pol Droit rightly claimed in *Le Monde* that “whether it be to support or oppose him, it will no longer be possible to read Foucault without referring to [Deleuze’s book.]” However, this dense and difficult book is, in multiple ways, simply a précis of the more detailed material that Deleuze had been presenting in his 1985-1986 seminar on Foucault’s works. These lectures, which are now available in French (~ 400 pages) and soon to be translated in English thanks to an NEH grant, will complement our reading schedule and will provide us with the most complete presentation of Deleuze’s thought about Foucault’s philosophy. Pairing the book with Deleuze’s course on Foucault will help us to chart the various mutations and selections that his analysis traversed.

Students are strongly encouraged to be proficient readers of French (since we will most likely be reading untranslated lectures) and, also, to consider reading in parallel the French and the English edition of the book on Foucault.

2. Class Meetings

Class will meet **Monday** from **5:00 - 7:50 pm** in **250C SCH** (Susan Campbell Hall).

3. Office Hours and Contact Information

Office: 250B Susan Campbell Hall
Email: nmorar@uoregon.edu
Office Hours: TH 2:00-3:50 & by appointment
4. Course Requirements and Grading

Grades on papers and exams will be given on the standard 0-100 point grading scale:

- 100-93: A
- 92-90: A-
- 89-87: B+
- 86-83: B
- 82-80: B-
- 79-77: C+
- 76-73: C
- 72-70: C-
- 69-60: D
- 59-0: F

Final grades will be weighted as follows:

1. Participation and Attendance 20%
2. In-Class Presentation (1) 20%
3. Short Reading Responses 10% (6)
4. Prospectus & Final Project Presentation 10%
5. Final Term Paper 40%

1. **Participation/attendance:** You are expected to participate actively in this course, which includes attending every class, reading all assigned material prior to class, and participating productively and professionally in class discussions. Missing three classes for any reason will result in a full grade reduction. An additional full grade reduction will be made for each additional missed class after the third. Three late arrivals for class will count as one absence. The quality and quantity of your participation in the class discussion will be evaluated in assigning 20% of your final grade.

2. **In-class Presentation:** Each graduate student will sign up to take responsibility for a 50 min presentation (~20-25 min + 20-25 min Q&A) during one week of the course. During that week, you will be especially well prepared to answer questions about the readings and introduce topics for class discussion. Your teaching and leadership in discussion for your week will be the basis for 20% of your final course grade.

3. **Short Reading Responses:** Each week, on Sunday, you will have the opportunity to submit via email (before midnight) a summary of the next day’s assigned readings. Summaries should be limited to one single-spaced page (~600 words) for each assigned reading and you should aim to be as clear, concise, and comprehensive as possible within that space.

   It is very important that in the last paragraph of the summary (or even the whole the 2nd half), you raise a critical concern/question with respect to the argument you’ve just summarized. Your summaries will be graded as either DUCK+ (especially insightful summary and sharp question) or DUCK- (completeness of summary and quality of question needs improvement).

   Extra or late summaries cannot be accepted in order to make up for delinquency in completing these assignments at the proper time.
4. **Term paper prospectus**: You will submit by the end of **week 8 (by November 16th)** a prospectus of your final paper with two components: (1) a 2-3-page detailed description of the topic and outline of your proposed argument or project; and (2) an annotated bibliography of at least five primary or peer-reviewed secondary texts that you intend to consult (in addition to texts assigned for the course). Each annotation should be around one double-spaced page and include a summary of the book or article as well as an indication of its relevance for your project. Your prospectus must receive my approval in order for your final term paper or final project to be accepted.

6. **Final Term Paper**: Final papers should explore in detail a specific and an independently-chosen topic or theme related to the course or to your graduate research projects. It must include (a) examination of at least five scholarly sources in addition to course texts, and (b) – especially for graduate students - the development of your own original position or critical response. Term papers should be around **10-12** double-spaced pages. Final papers must be proofread and use a standard system of citation (e.g., APA or Chicago). Papers are due **Wednesday, December 6th 2016, 5:00 pm** via email, and extensions will be granted only in the case of genuine, documented emergencies.

Late papers will lose one letter grade for each calendar day that they are late.

*Failure to complete the final exam will result in an automatic failure in the course (grade F).*

Grading rubric for exam essays (final):
A = Excellent. No mistakes, well-written, and distinctive in some way or other.
B = Good. No significant mistakes, well-written, but not distinctive in any way.
C = Okay. Some errors, but a basic grasp of the material.
D = Poor. Several errors. A tenuous grasp of the material.
F = Failing. Problematic on all fronts indicating either no real grasp of the material or a complete lack of effort.

6. **Course Policies**

**Incompletes and extensions** will be given **only** in the event of documented emergencies.

**Emergencies**: In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances.

**Sexual Violence**: The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that all UO employees are **required reporters**. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you.
and have access to the resources you need.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24h hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu

**Accessibility:** The UO is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that results in disability related barriers to your participation. You are encouraged to contact the Accessible Education Center in 164 Oregon Hall, (541) 346-1155 or uoaec@uoregon.edu.

**Academic Misconduct:** With the advent of the Internet, plagiarism has become an increasingly serious problem at universities around the country, particularly in classes like this one, where papers determine a substantial part of the grade.

In order to avoid plagiarizing from a source, both direct quotations and paraphrases or summaries of material found in traditional print media or on the internet must be acknowledged. If you have any questions about how this definition will be interpreted, please do not hesitate to discuss the matter with me.

Plagiarism and cheating on exams undermines the integrity of the academic community. When undetected, it gives the perpetrator an unfair advantage over students who are graded on the basis of their own work. In this class we will do our best to detect plagiarism and cheating. Students who are aware of violations by others should bring this to my attention. This is the right thing to do. It is also in your own self-interest.

**There will be zero tolerance for plagiarism in this course.** Plagiarized papers will receive a 0, the student will automatically fail the course, and their name will be given to the university authorities. For more on the University of Oregon policy on plagiarism, see the following website:

http://libweb.uoregon.edu/guides/plagiarism/students/

**External Sources:** Using sources not listed on the syllabus in researching and writing your papers is fine, as long as they are both to the point, and are properly cited. And at all times, when in doubt, cite your sources! It is the best way to avoid being accused of plagiarism. This is probably the best place to make this point, too: Wikipedia can be valuable for getting a very broad grasp of positions and debates, but when it gets into details, especially on philosophic topics, it is very often horrible – sketchy, convoluted, misinformed, and often simply wrong. If you wish to consult online resources, I suggest you use some of the other, much better sites. Most prominent is the Stanford Encyclopedia of Philosophy, but others are useful as well:

The Internet Encyclopedia of Philosophy - http://www.iep.utm.edu/

7. **Website**

All the information about this course and other comments or events related to the class will be posted on Canvas.
8. Books & readings:

- Gilles Deleuze, *Foucault*, Les Editions de Minuit, Paris, 1986 (we will constantly use the French edition to compare and discuss elements of the translation; the 2004 edition is available in Pdf format)

In parallel to the book, we will be reading the recently transcribed *Foucault* course that Deleuze offered at University of Paris 8 Vincennes from 1985 to 1986.

- Gilles Deleuze, *Cours de Gilles Deleuze sur Michel Foucault 1985-1986*, 1. Les Formations Historiques
- Gilles Deleuze, *Cours de Gilles Deleuze sur Michel Foucault 1985-1986*, 2. Le Pouvoir

The course lectures (and the translations in English when they are available) will be posted on Canvas. The transcriptions are also available on the French website La Voix de Deleuze - [http://www2.univ-paris8.fr/deleuze/](http://www2.univ-paris8.fr/deleuze/).

All additional readings (required and/ or recommended) will be posted on Canvas as Pdf files in section Modules of this class.

9. Useful research resources for the class:


*Secondary resources – biographies and scholarly articles:*

- David Macey, *The Lives of Michel Foucault*, (Vintage, 1995)
- Morar, Nail, Smith (eds.), *Between Deleuze and Foucault*, (Edinburgh UP, 2016)
- Morar, Nail, Smith (eds), ‘Foucault and Deleuze’, *Foucault Studies* (April 2014)
10. Topics and Readings

Here is a tentative schedule of topics and readings. This list of readings is only indicative for a possible trajectory for the class. Amendments and alterations - based on students’ interest also - will be considered and announced in class as we go.

### Week 1: Introduction to the course
9/25

1. ‘Two Philosophical Trajectories’ – Deleuze and Foucault
   - Dosse, ‘Deleuze & Foucault: A Philosophical Friendship’
   - Rabinow, ‘Meeting Deleuze’
   - Deleuze, ‘Foucault & Prison’
   - Patton, ‘Gilles Deleuze’, *Foucault Lexicon* (recommended only)

2. Deleuze’s Reading of Other Philosophers
   - Smith & Protevi, ‘Gilles Deleuze’, Stanford Encyclopedia (only section 2)

3. Deleuze’s Interpretation of Foucault’s Work (Introduction & Crosspollinations)
   - Gros, ‘Deleuze’s *Foucault*: A Metaphysical Fiction”
   - Protevi, ‘Foucault’s Deleuzian Methodology of the Late 1970’
   - Bové, ‘The Foucault Phenomenon: The problematics of Style’(*Foucault, Foucault*, p.vii-xli)
   - Machery, ‘Foucault avec Deleuze. Le Retour Eternel du Vrai’

4. Courses at Vincennes on Foucault
     (An English translation is available here: https://ici-et-ailleurs.org/contributions/portraits-philosophiques/article/an-inscription-of-the-event)

5. Deleuze’s Introductory Class to the Foucault Seminar - 1985-1986 [quick read]
   - Cours de G. Deleuze sur M. Foucault, ‘Les Formations Historiques’
   - Cours du 22 Octobre, 1985 (3 files transcribed by Annabelle Dufourcq)
   - Available also on *La Voix de Deleuze*: [http://www2.univ-paris8.fr/deldeuze/article.php?id_article=403](http://www2.univ-paris8.fr/deldeuze/article.php?id_article=403) (along with article=404 and 405)

### Week 2: Section 1 From the Archive to the Diagram
10/2

Deleuze, *Foucault* – ‘Un Nouvel Archiviste’ (*Archéologie du Savoir*), p.11-30

### Week 3: Section 1 From the Archive to the Diagram
10/9

Deleuze, *Foucault* – ‘Un Nouveau Cartographe’ (*Surveiller et Punir*), p.31-51

### Week 4: Section 2 Topology: ‘Thinking Otherwise’
10/16

Deleuze, *Foucault* – ‘Strata or Historical Formations: The Visible and the Articulable (Knowledge)” p.47-70

### Week 5: Section 2 Topology: ‘Thinking Otherwise’
10/23

Deleuze, *Foucault* – ‘Strategies or the Non-stratified: The Thought of the Outside (Power)” p.70-94
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<th>Week 6:</th>
<th>Section 2 Topology: ‘Thinking Otherwise’</th>
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| 10/30   | Deleuze, *Foucault* – ‘Foldings or the Inside of Thought (Subjectivation)’ p.94-124  
|         | Deleuze, *Foucault* – ‘Les Plisements, ou Le Dedans de la Pensée’ (Subjectivation), p.101-130 |

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<th>Week 7:</th>
<th>Class cancelled (due to conference travel)</th>
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| Week 8:  | Class moves from Monday to Friday, November 17th - 5:00-8:00pm, 250C SCH  
|         | Guest lecturer: Daniel W. Smith (Purdue University)  
|         | Readings TBA |
| 11/17   |                                           |

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<th>Week 9:</th>
<th>Section 3 Appendix/ Annexe</th>
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<th>Week 10:</th>
<th>Mini Conference - Final Projects Presentations &amp; Discussion</th>
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<th>Finals Week</th>
<th>Final papers are due on Wednesday, December 6th at 5pm (via email)</th>
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