

Course # 81751 - HUM 4931 - Section 1 - 3 Hrs - Fall 2017
Key Figures in the Humanities & Cultural Studies: Michel Foucault
Tu & Th 3:00 - 4:15 pm in PSY-226
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Course Description: Study of a central Humanities/Cultural Studies figure's work, influences, reception, and effect. May be repeated for credit only when course content is different.

The Key Figures course surveys the work of a single author and provides students the opportunity to explore in depth an important scholar in their historical, philosophical, and cultural contexts. Students closely read several of the key figure's primary texts and explore the implications of the figure's contributions to the Humanities and Cultural Studies. In the Fall 2017 Key Figures course, we will study the work of Michel Foucault with particular attention to its importance to contemporary approaches to interdisciplinary Humanities and Cultural Studies. We will read several primary texts and attain familiarity with some of the most important interventions Foucault made in fields related to the representations of truth, power, knowledge, and the modern self. Students interested in closely studying Michel Foucault's work in application to related disciplines will be able to do so by drawing on the resources offered through this course.

Course objectives:

Skills developed in this course include close readings of primary texts, the ability to identify shifts and changes across a writer's life, the ability to understand the cultural context in which the writer worked, and the ability to recognize, creatively draw on and apply in new contexts some of the writer's central ideas in an original work of the student's research.

Prerequisite: Any 3000-level HUM course or C.I.

Requires Course Texts: (For primary texts, any edition is acceptable. The ISBN refers to the most recent one, ordered by the campus bookstore).

- Foucault, Michel. *Madness and Civilization: A History of Insanity in the Age of Reason*. (ISBN: 9780679721109)
- Foucault, Michel. *The Archaeology of Knowledge & The Discourse on Language* (ISBN: 9780394711065)
- Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. (ISBN 9780679752554)
- Foucault, Michel. *History of Sexuality, Vol. 1: An Introduction* (ISBN: 9780679724698)
- Taylor, Chloë. *The Routledge Guidebook to Foucault's The History of Sexuality*. Routledge, 2017. (ISBN: 9780415717847)

Supplemental texts and other assigned readings will be made available online through Canvas.

REQUIREMENTS AND GRADING

- **Attendance and Active Participation (10%)**
- **Quizzes (10%)**
Students regularly take quizzes in class to demonstrate their comprehension of the assigned readings. Make sure to come to class prepared.
- **Class Facilitation (10%)**
Students will facilitate some class discussions of a particular text during an assigned class periods; more specific instructions are given in class.
- **“Term Paper” 1 during first half of class (10%)** Further instructions in class.
- **Peer review of first term paper (5%)**
- **“Term Paper” 2 during second half of class (10%)** Further instructions in class.
- **Peer review of second term paper (5%)**
- **Research Paper (40% total):** Proposal & Bibliography (10%); Draft Paper (10%); 2 Peer Reviews (2x5%=10%); Final Paper (10%).
All senior level courses require a final research paper demonstrating the student’s ability to construct a clear thesis and persuasive argument that engages both primary and secondary sources. Students will propose a topic, research relevant secondary sources and write an annotated bibliography, craft a draft version of their paper, peer review two other students’ projects, and turn in a final paper during finals week.

GENERAL GRADING CRITERIA

The following general grading criteria apply to student work completed in this class.

A = Reserved for excellence, far exceeds average understanding as evidenced in course work and goes significantly beyond basic understanding.	93.5-100%	C = Average, meets minimum expectations and satisfies course requirements.	73.5-76.4%
A- = Excellent, exceeds average understanding as evidenced in course work and goes well beyond basic understanding.	90-93.4%	C- = Slightly below average, meets bare minimum expectations and satisfies course requirements.	70-73.4%
B+ = Very good. Far above average, fully meets or exceeds average understanding as evidenced in course work, fully understands the basics and goes beyond that level.	86.5-89.9%	D+ = Lacking in quality. Below average, meets most minimum expectations and satisfies all or most course requirements.	66.5-69.9%
B = Very good. Above average, fully meets average understanding as evidenced in course work, fully understands the basics and can engage material somewhat beyond that level.	83.5-86.4%	D = Lacking in quality. Below average, meets many minimum expectations and satisfies all or most course requirements.	63.5-66.4%
B- = Very good. Just above average, fully meets expectations for basic understanding as evidenced in coursework and fully understands the basics and can engage material at that level.	80-83.4%	D- = Greatly lacking in quality. Far below average, but meets most minimum expectations and satisfies most course requirements with minimal understanding evidenced in course work.	60-63.4%
C+ = Slightly above average, fully meets expectations for basic understanding as evidenced in coursework and understands the basics.	76.5-79.9%	F = Fails to meet minimum expectations in understanding and course work as evidenced by performance and submission of graded elements.	0-59.9%

ATTENDANCE & ACTIVE PARTICIPATION

As a seminar, this course relies on all students' active participation; perfect attendance is expected. From the third absence on, each subsequent absence will lower your final grade by three percentage points. Being present in and of itself is a necessary but not sufficient condition for receiving full credit in this grade category. In determining your grade for participation in this class, the *quality* of your participation is of foremost importance. Please also note that "active participation" need not mean talking all the time. Thoughtful responses and active listening can be successful active participation. This also means that you should not expect to be evaluated as "excellent" simply because you participate all the time verbally – in addition to considerations of frequency and reliability, the quality and level of reflection is most important.

Of course, you should also arrive to class on time; after two late arrivals, each subsequent late arrival penalizes your final grade by two percentage points. In-class quizzes are typically given at the beginning of class and may not be made up if you arrive late. (While you will not be counted as absent for the first two times of arriving late, you will receive zero points on the quiz for that day.)

Students who need accommodation for a religious holiday occurring at any time during the semester should notify the instructors during the first week of class; otherwise, they will be held fully accountable for the class period missed. Also, be advised that we will often cover or refer to materials in class that may not be included on the syllabus or course schedule; you are responsible for all material covered during your absence.

ASSIGNED READINGS

You must read the assigned texts PRIOR to the class for which they are assigned. It will be assumed that you are coming to class prepared to discuss the assigned readings. In order to be well prepared, please read the texts carefully, noting the central terms and arguments and noting any questions you might have about terms, claims, or other questions raised. Be sure to ask these at the beginning of class. To encourage attendance, preparedness, and class participation, frequent quizzes and in-class writing assignments will be given.

RESEARCH PAPER

All senior level Humanities and Cultural Studies courses require that students complete a research paper. Such a research paper is expected to exhibit the following qualities:

- it is at least 7-10 pages long
- it presents a clear and specific thesis
- it provides a solid argument in support of the thesis (a clearly articulated point of view informed by relevant scholarship)
- it demonstrates knowledge of scholarly sources in the area of its investigation
- it demonstrates critical reading, thinking and writing, by engaging in an intellectual conversation with several texts, authors, and positions relevant to its argument
- it has gone through more than one draft and has received peer and/or instructor feedback
- it is formatted according to a style guide (e.g. the MLA guide or the Chicago Manual of Style), including proper citation of sources and a works cited page

Students in this class will develop a proposal for their paper, submit an annotated bibliography, write a draft of their paper, review two of their peers' paper drafts, and they will submit their revised final paper during the Final Exam time period.

IMPORTANT NOTES

MAKE-UP WORK / EXTRA CREDIT

As a rule, no make-up assignments or extra credit will be given. Plan to do the necessary work to succeed on your assignments, rather than relying on special assignments to improve your grade. The only exceptions are approved university travel, religious holidays (arrange for alternate scheduling during the first week of the semester) or cases of documented illness.

LATE ASSIGNMENTS

Hand your work in on time, please. The final grade of an assignment is lowered five points for each day (including week-ends) that it is not turned in on time.

Canvas-SITE

The Canvas Webcourse site contains the most recent version of the syllabus and schedule and can contain links to additional readings and announcements. It also provides the opportunity for students to discuss course related topics. Students should check the Website frequently to be well informed about any changes or additional material relevant to the course.

PLAGIARISM, CHEATING, AND ACADEMIC DISHONESTY

All work that you submit for this class must be your own, and it must be written exclusively for this course. Also, any sources consulted for your writing must be properly documented. "Rewriting," in which a student consults a source, changes a few words, and presents the ideas as his/her own, is plagiarism. All of the following activities constitute plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
- Note: it is even possible to plagiarize yourself if you turn in work that you have written previously, or that you are using for another class, as if it is original for this class. If you want to use work for more than one class, you should *always* discuss this with both professors before you submit the work.

The standard punishment for plagiarism and cheating of any kind on an examination, quiz, or assignment is an "F" for the assignment or even for the entire course.

Plagiarism and cheating subjects a student to referral to the Office of Student Conduct for further disciplinary action. See the UCF Golden Rule for further information (<http://www.goldenrule.sdes.ucf.edu/>). I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, do not cheat by giving answers to others or by taking

them from anyone else. I will also adhere to the highest standards of academic integrity, so do not expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

TURNITIN.COM

The instructor may ask you to submit your written assignments to turnitin.com.

UNIVERSITY WRITING CENTER

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the scheduler on our website; walk-in consultations are also available. This service is free, so you should take advantage of it. 407-823-2197 <http://uwc.cah.ucf.edu/>

DISABILITY ACCOMMODATION

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

SYLLABUS AMENDMENT

This syllabus may be amended or modified in any way upon notice; most such changes will affect the course schedule, so be sure that you know if any due dates change.

CLASSROOM BEHAVIOR

Proper classroom behavior is expected at all times. Students must follow UCF standards for personal and academic conduct as outlined in The Golden Rule. As a matter of common courtesy, please arrive on time prepared to stay for the entire class, and do not engage in conversation other than the classroom discussions we will be having about the texts on hand. Proper classroom conduct also entails creating a positive learning experience for all students, regardless of sex, race, religion, sexual orientation, social class, or any other feature of personal identification; therefore, sexist, racist, prejudicial, homophobic, or other derogatory remarks will not be tolerated.

ELECTRONICS, COMPUTERS, AND CELL PHONES

Please turn off cell phones before coming to class. Unless you are on call for an emergency, there is also no need to read or send text messages. Please do not use computers for any purpose unrelated to the class discussion.

E-MAIL ETIQUETTE

When communicating with e-mail, please use good manners. Include a greeting (e.g., "Dear Dr. Schippert") and a closing ("Sincerely"). Use proper spelling and punctuation. Although e-mail in some ways encourages informal communications, do not forget that your correspondence for coursework requires attention to detail so that you can present yourself in a professional manner.

COURSE SCHEDULE

- 8/22 Introduction to the course
8/24 How to read theory; how to read primary and secondary sources
- 8/29 *Madness and Civilization*, Part I ("Stultifera Navis"), Part II (The Great Confinement), Part III (The Insane)
8/31 *No class - UCF Classes cancelled due to football game*
- 9/5 *Madness and Civilization* Part IV (Passion and Delirium), Part V (Aspects of Madness), Part VI (Doctors and Patients)
9/7 *Madness and Civilization* Part VII (The Great Fear) and Part VIII (The New Division)
- 9/12 *Madness and Civilization*, Part IX (The Birth of the Asylum) and Conclusion
9/14 Review/Application
9/14 *Term paper 1 proposal due*
- 9/19 *The Archaeology of Knowledge*, Part I (Introduction) and Part II (The Discursive Regularities)
9/21 *The Archaeology of Knowledge*, Part III (The Statement and the Archive)
- 9/26 *The Archaeology of Knowledge*, Part IV (Archaeological Description) and Part V (Conclusion)
9/28 *The Archaeology of Knowledge*, Appendix: "The Discourse on Language"
- 10/3 Review/Applications
10/3 *Term paper 1 due, also to peer reviewers*
10/5 In class workshop: How to peer review and how to propose a research paper
- 10/10 *No class meeting - work on your peer review*
10/12 *No class meeting - work on your proposal and bibliography*
- 10/17 *Peer review for Term Paper 1 due*
10/17 *Discipline and Punish*, Part 1 (Torture)
10/19 *Discipline and Punish*, Part 2 (Punishment)

- 10/24 *Discipline and Punish*, Part 3 (Discipline)
- 10/26 *Discipline and Punish*, Part 4 (Prison)
- 10/26 [Proposal & Bibliography due](#)
- 10/30 *Withdrawal Deadline*
- 10/31 Review/Application: Using Foucault in the Discipline of English (Guest: Dr. Anna Jones). Prepare by reading assigned texts.
- 11/2 From Discipline to Sexuality. Introduction to Taylor's *Guidebook*
Read at least Taylor 1-41.
- 11/2 [Term paper 2 due](#)
- 11/7 *The History of Sexuality, Volume I: An Introduction*, Part 1 (We 'Other Victorians') and Part 2 (Chapter 1 + Chapter 2)
- 11/9 *The History of Sexuality, Volume I: An Introduction*, Part 3 (Scientia Sexualis)
- 11/14 *The History of Sexuality, Volume I: An Introduction*, Part 4 (The Deployment of Sexuality) and Part V (Right of Death and Power over Life)
- 11/16 Read and discuss rest of Taylor's *Guidebook*
- 11/16 [Peer review of Term Paper 2 due](#)
- 11/21 *No class meeting* – turn in your draft and start your peer review
[Complete Paper Draft due to instructor and peer reviewer](#)
- 11/23 *No class ... Thanksgiving break*
- 11/28 Presentations of projects ([relevant peer reviews due](#))
- 11/30 Presentations of projects ([relevant peer reviews due](#))
- 12/7 1:00-3:50 pm *Final Exam Period: Final papers due*