

Syllabus Fall 2022

PHIL421 Capstone Seminar / PHIL422 Honors Seminar: Nietzsche and Foucault

Time: Tuesday, 4:30pm - 7:10pm

Place: Thompson Hall L004

Modality: in person

“All things that live long are gradually so saturated with reason that their origin in unreason thereby becomes improbable. Does not almost every precise history of an origination impress our feelings as paradoxical and wantonly offensive?” Nietzsche, *Daybreak*, Book 1, section 1.

“To become moral is not in itself moral. – Subjection to morality can be slavish or vain or self-interested or resigned or gloomily enthusiastic or an act of despair, like subjection to a prince: in itself it is nothing moral”.
Nietzsche, *Daybreak*, Book Two, section 97.

“The search for a morality acceptable to everybody in the sense that everyone should submit to it, strikes me as catastrophic.” Foucault, “The Return of Morality”

Instructor: Prof. Rachel Jones

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Office Hours, HH 6258: Tuesdays 1.30 - 2.30pm

Thursdays 10 - 11am

please email me for a zoom link if you would prefer to meet virtually rather than in person, or if you cannot make these times and would like to make an appointment

Communication: To contact me with questions about this course, please email me using my Mason email address: rjones23@gmu.edu. I will make every effort to reply within 24 hours on weekdays and 48 hours at the weekend. Please do not use MS Teams to communicate about this class.

Please note that all Mason students must use their Mason email account to receive important University information, including communications related to this class. Except in case of emergency, I will not respond to messages sent from or send messages to a non-Mason email address.

COURSE INFORMATION

1. Course Outline

The focus of the Fall 2022 PHIL421/422/694 seminar will be the work of Nietzsche and Foucault. We will read Nietzsche's *Genealogy of Morals* alongside Foucault's *Discipline and Punish* and *History of Sexuality vol 1* to investigate how these two thinkers develop and deploy a genealogical method to undertake a revaluation of values. Particular attention will be paid to such issues as Nietzsche's genealogy of morals and active/reactive systems of valuation; the cultural and political power of *ressentiment* and asceticism; perspectivism, power relations and the will to knowledge; the repressive hypothesis; sexuality, delinquency, and subjectivation; disciplinary power and biopower; bodies, the production of 'the individual,' and the invention of 'the self'. Our core texts will be supplemented by a selection of writings by both thinkers, including some of Nietzsche's other writings on morality and Foucault's essays and lectures on ethics and the self.

While reading Nietzsche and Foucault as offering a critical revaluation of western modernity, we will also ask to what extent they remain imbricated in the very modernity they critique. To do so, we will read feminist Latinx uses of their work, as well as philosophers of race who engage with, critique, and transformatively deploy their ideas. The course will conclude by reading some of Lynne Huffer's work on Foucault, in which she unfolds an anti-foundational, post-moral and 'rift-restoring' ethics of eros that holds thought open to strangeness and the outside. In so doing, Huffer echoes and reanimates the opening line of the Preface to Nietzsche's *The Genealogy of Morals*, “we are unknown to ourselves, we knowers ... and on good grounds,” and asks how we might withstand our undoing, our ungrounding, in an age of extinction.

2. Learning Outcomes

On completion of this course, students should have attained:

- An in depth knowledge of selected key texts by Nietzsche and Foucault.
- An understanding of key concepts and methods drawn from Nietzsche and Foucault and of the ways in which they transform our perspective on key ethical, cultural and political issues
- An ability to use concepts and methods drawn from Nietzsche and Foucault to analyze and evaluate the conceptual frameworks and values that shape social, political and individual forms of life
- A critical perspective on concepts of morality, truth, the self and the individual and the ways in which they inform western modernity
- An informed appreciation of the significance of Nietzsche and Foucault for recent and contemporary continental philosophy
- An understanding of some of the limits of Nietzsche's and Foucault's approaches drawn from Latinx feminism and philosophy of race
- An enhanced capacity to produce rigorous conceptual analysis, nuanced textual interpretation, and sustained critical analysis coupled with an ability to synthesize ideas across texts and thinkers.



As the Capstone course for the B.A. in Philosophy, PHIL421/422 is designated as a Mason Impact course. These courses will allow you to:

1. **Investigate a meaningful question:** you will use your skills of analysis to articulate meaningful questions about challenging problems or issues, engage in the process of inquiry, and situate the relevant texts, concepts, problems or arguments in philosophical, social, historical, and cultural contexts.
2. **Engage multiple perspectives:** you will be able to identify and negotiate multiple perspectives, navigate complexity across multiple philosophical, textual, and/or social contexts, and produce an informed assessment of the relative merits of different arguments, approaches or positions.
3. **Participate in knowledge creation:** you will come to a better understanding of the research process and how knowledge is generated and communicated, and of how philosophical approaches can be used to support the process of inquiry and address complex questions and problems.

PHIL421 / PHIL422 is also designated a 'Writing Intensive' course. It includes significant writing requirements that fulfill the writing-intensive requirement for the Philosophy major. It does so through a structured series of assignments (worksheets and an essay) that will allow you to build towards a final longer paper that will exemplify your analytic, synthetic and interpretative skills in an extended piece of philosophical writing.

You will find details of all assignments in later sections of this syllabus and in separate instructions for each assignment that will be distributed at the appropriate points in the semester.

Written feedback will be provided on each assignment across the semester. Please review it carefully. Each student will have an individual consultation on their final paper topic, during which we will review your writing for the course so far and identify strengths and weaknesses so as to help you improve your writing for the final paper. You will also have the opportunity to submit a draft of your final paper for feedback from me (please note, the draft must be submitted by the required deadline to allow time for comments - for all assignment deadlines, see the course schedule below).

The draft of your final paper will also be reviewed via a structured peer review process. Reviewing the papers of others can be as valuable as gaining feedback from them: both aspects of the peer review process can provide you with a helpful, distanced perspective on your own work.

For these reasons, a % of your participation grade will be allocated to taking part in the essay consultation and peer review process.

3. Key Texts

The key reading for each week is listed in the **course schedule** below. There are three books that are required for purchase: see below for details. All other key readings will be posted on Blackboard as pdfs or via links to copies of the text that are electronically available.

Please note: you **MUST** use the editions/translations specified - this is especially important for Nietzsche's *Genealogy of Morals*, where available translations vary widely. It is an essential scholarly requirement for this course to use the Kaufmann translation specified below.

Texts to buy, from the GMU bookstore or online booksellers:

- Nietzsche, *On the Genealogy of Morals and Ecce Homo*; translator: Walter Kaufmann; paperback; ISBN: 9780679724629 [we will be focusing on the *Genealogy of Morals*, but *Ecce Homo* is also a great read]
- Foucault, *Discipline and Punish: The Birth of the Prison*; translator: Alan Sheridan; paperback; ISBN: 9780679752554
- Foucault, *History of Sexuality: An Introduction - Volume 1*, translator: Robert Hurley; paperback; ISBN: 9780679724698

The following texts will be made available either as electronic texts or as pdfs (for course use only) on BB:

- Nietzsche, "On Truth and Lies in an Extra-Moral Sense"
- Nietzsche, "Attempt at a Self-Criticism"
- Nietzsche, "Second Preface to *The Gay Science*"
- Foucault, "Nietzsche, Genealogy, History"
- Natalie Cisneros, "Embodied Genealogies: Anzaldúa, Nietzsche, and Diverse Epistemic Practice"
- John Pittman, "Nietzsche, Ressentiment, Lynching"
- Simone Browne, *Dark Matters*, chapter 1: Notes on Surveillance Studies
- Lynne Huffer, *Foucault's Strange Eros* (e-book via GMU Library)

Further reading: selected general suggestions for further reading will be provided on BB. Part of your practice as a philosophy major or MA student should include using the GMU library resources (as well as the internet, with appropriately cautious judgment) to help you find the kinds of secondary readings that are of most help and relevance to you, depending on your prior knowledge of the field, your specific philosophical interests, and the final paper topic you wish to pursue. This link to the library's Philosophy InfoGuide may be helpful:

<https://infoguides.gmu.edu/philosophy>

4. Course Requirements

4.1 Attendance: this is an advanced seminar class and weekly attendance and engagement in class discussion is expected. After the final 'add' date, any absence from class without a good reason that is communicated to me will result in a 10% reduction to your participation grade.

As this is an in person class, the norm will be for us to meet in the classroom, unless Mason's guidance for Fall classes changes. if you cannot attend a class in person on health grounds or due to an unexpected emergency, please email me and we will work together to identify the best way for you to make up the material you miss.

Please note: **Masks continue to be very welcome in this class.** Please feel free to mask if this makes sense for your individual circumstances or you are more comfortable doing so. I will be masking for some of the semester due to my own circumstances (e.g. before visiting vulnerable family members or before/after travelling to conferences).

4.2 Assignments

PHIL 421

1. Participation: 10%
2. Genealogy of Morals worksheet: 12.5%
3. Nietzsche Essay: 25%

4. Foucault worksheet: 12.5%
5. Final Paper: 40%

PHIL 422:

1. Participation: 10%
2. Genealogy of Morals worksheet: 10%
3. Nietzsche Essay: 25%
4. Foucault worksheet: 10%
5. Secondary Sources Worksheet: 5%
6. Final Paper: 40%

Participation (100 points = 10% of course grade)

This is a seminar based course. I will provide lectures to frame and introduce key thinkers, texts and concepts, but much of our work will be undertaken through discussion. Please come to class prepared to contribute with comments and questions related to the relevant set reading. In addition:

- a) You are expected **to meet with me on an individual basis twice: once during my office hours in weeks 1-3, to give us a chance to introduce ourselves and for you to tell me more about your philosophical interests and courses you have already taken; and once to review your work and discuss your topic for the final paper.** The second meeting will take place in weeks 11 – 13, Nov. 1st – Nov. 18th (you may of course meet with me more than once about the final paper if helpful). (20 points: 10 points for each required meeting)
- b) Each class member will be expected to participate in **peer review of the final paper:** this involves both submitting a draft for review (20 points) and reviewing the papers of others (20 points). Class time will be allowed for this on Tuesday November 29th (40 points)
- c) The remaining 40 points will be assigned to reflect your general participation in weekly class discussions and any ad hoc writing/discussion board exercises that may be assigned.

Worksheets (PHIL421 2 x 12.5%; PHIL422 2 x 10%): you will complete two worksheets, one on *Genealogy of Morals* and one on the texts we are reading by Foucault. Questions will be focused on close textual analysis. The purpose of these worksheets is to consolidate your knowledge and understanding of the texts so as to prepare you for writing the essay and final paper.

Essay (25%): You will write one essay on *The Genealogy of Morals* (c.8 pages). This will be an exercise in textual analysis and interpretation. Essay prompts and further instructions will be distributed in week 5.

PHIL422 only: Secondary Sources Worksheet (5%): this worksheet is designed to help build scholarly research practices by finding and engaging with appropriate secondary texts to inform your final paper. The worksheet will be distributed together with the prompts for the final paper in Week 11.

Final Paper (PHIL421: 12 pages; PHIL422: 14 pages; 40%): Your final paper will explore a philosophical question, issue or problem that has emerged out of your engagement with the texts studied on this course. The essay will involve textual interpretation, analysis and synthesis. All final papers must make substantive use of texts by both Nietzsche and Foucault, putting them into productive dialogue with one another in ways that combine textual exegesis with critical analysis and the development of one or more key claims, through sustained lines of interpretation and argument.

I will distribute prompts for the final paper in Week 11 and will hold individual meetings with students (in person or via zoom) to discuss work for the final paper in weeks 11 -13, Nov. 1st – Nov. 18th. Please note: this meeting contributes to your participation grade.

A draft of the final paper should be submitted on BB no later than midnight on Sunday 27th November. Students will work in groups to conduct a peer review of each other's drafts: peer review discussion will take place in our final class on Tuesday 29 November. Further instructions will be distributed in advance. Please note: participating in peer review contributes to your participation grade.

You are also encouraged to request my feedback on a draft of your final paper. To receive feedback please email me your paper after you have made changes in response to the peer review, and by 5pm on Friday December 9th at the latest (this is to allow time for feedback in a meaningful way, and also so that you are able to incorporate any suggestions in your final submission).

4.3 Submission of Written Work

All papers should be uploaded on Blackboard (a link will be provided for each assignment). Please also bring a hard copy to class when possible. If you cannot submit a copy in class, you can also submit a hard copy to the Reception Desk on the 6th Floor of Horizon Hall, clearly marked with my name and course code and title: PHIL 421/422 Nietzsche and Foucault Seminar.

5. Attendance and Assignments in Uncertain Times

This is an in person class. However, the contingency of human existence means that unexpected disruptions are always possible, and the as yet uncertain trajectory of Covid-19 this Fall and winter means that we will need to be flexible and nimble in making adjustments if necessary.

- **If the University moves classes to an online modality due to the pandemic; or the Fairfax campus closes due to bad weather or for any other reason; or your instructor needs to cancel a class or cannot teach in person**, updates and information will be provided via your GMU email and Blackboard. In particular, if we need to move one or more class sessions to an online modality for any reason, please check your email and the BB course site for announcements and information. Any class sessions held online will use a 'zoom' link which will be accessible from within the course BB site.
- **If you need to miss one or more classes** due to individual circumstances, please let me know and we can make arrangements for you to make up the material. Please keep in mind that this is an in person class and it will be difficult to fully participate in a hybrid modality – e.g. by 'zooming' into class. Taking part in in-depth discussion of the texts and meaningful group work will be a key part of taking the class, and this will be challenging if you are not present in person. We can always find make-up options and workarounds – but they will not substitute for being present in person.
- **If you miss an assignment** or believe that you will miss an assignment due to extenuating circumstances (including for example, illness, self-quarantine, care for family members who are ill, etc.), please contact me as soon as possible so that we can work together make appropriate adjustments and chart a way forward. Extensions can be given, though wherever possible, these should be arranged in advance.
- **Assignment due dates are set to support you in moving through the class material in a productive way, so wherever possible it is best to stay on track if you can.** However, where staying on track is not possible or becomes unduly stressful, I will be flexible about adjusting deadlines as needed depending on individual circumstances and providing there is good reason to do so (fairness is also important, in terms of the amount of time people have for assignments). The key here is good planning and good communication. It will be a less stressful semester for you if you plan your assignment schedule carefully and always, always make regular back-ups of electronic files. If you run into difficulties meeting due dates, please don't hesitate to get in touch with me: there is always a way forward and we will figure it out together.
- If you cannot attend a class or may need flexibility regarding an assignment deadline due to a **religious observance**, please let me know in advance so that we can plan for this together, including opportunities to make up work or material missed and/or adapting the assignment schedule as appropriate.

There are two non-negotiable constraints on the flexibility I can offer:

1. Instructors are not permitted to accept any additional work after final grades have been entered, so it is important to communicate with me about any problems or delays, especially towards the end of the semester.
2. A grade of 'incomplete' can be awarded to provide the opportunity to complete missing work as long as (a) this is requested and agreed in writing (email is fine for this) before final grades are entered, and (b) c.60% of the coursework has been completed and you are on track to pass the course.

CLASS POLICIES

Use of Technology in the Classroom

You must have the core texts for this class in hard copy (book form, not electronic, due to stable pagination issues) and in the specified editions and translations. When we are using texts posted on BB as pdfs, my preference is for

people to print those texts off as hard copy if they are able to, though you are also welcome to bring a laptop or I-pad to class for those sessions.

On all other occasions, laptops/ipads are not permitted in class, unless you have an official accommodation for using one (in which case, please send me an email to let me know, thanks). Please bring a notebook for keeping lecture and class discussion notes. I realize that for some folks, this may seem unnecessarily restrictive or annoying, but my repeated experience of folks having laptops/ipads open in class is that the screens very significantly interrupt our ability to engage with each other and the texts/ideas. If you usually use a laptop/ipad for making notes in class, please try this experiment in a laptop-free seminar environment: if you feel it is significantly impeding your ability to perform well, do not hesitate to come and talk to me in my office hours and we will work something out.

- Phones are not an acceptable way to access the texts and must be put away during class unless you are monitoring an emergency situation.
- If you wish to record any of our classes for your own study purposes, or have an accommodation to do so, please let me know so that we can ensure this is done in a way that respects the privacy of other students and the need to create a safe learning environment for all.

Commitment to Diversity

There are many occasions when there are two sides to an issue. There are some that do not admit of two sides: Black Lives Matter. Anti-racism is a default position for this class. We will work toward this from an acknowledgment of our own situatedness and a commitment to a learning environment that fosters respect across differences, including: gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of our learning community to engage with the material personally, but to also be open to exploring and learning from experiences other than their own.

NB This does not mean not being critical, though it does mean engaging in active listening before jumping in with questions and criticisms. Respecting others' views means taking them seriously, thinking about their strengths and weaknesses, asking questions and offering constructive criticisms where appropriate, and venturing alternative viewpoints for consideration. It also means thinking about where the views of others challenge our own, being open to what they have to teach us – which often means being open to being unsettled -- and doing the work to inform ourselves about structural injustice and lived situatedness that differs from our own.

Valuing diversity is not just an attitude – it is a matter of developing an active practice. Amongst other things, this practice involves:

- engaging in active listening without rushing to judgment;
- reflecting on one's own situatedness and grappling with how it informs one's thinking and perspective;
- being open to criticism of one's own views;
- being willing to evaluate different positions while being unsure where one stands;
- having good reasons for one's views, but being willing to change one's mind;
- basing critical comments or questions on as good an understanding of another person (or text or theory) as one can manage;
- *and* being willing to accept that there will always be things one cannot see or understand;
- learning to express criticisms and differences of opinion in ways that are not personal or hurtful and that leave space for other voices.

Names and Pronouns

Our names are closely attached to who we are and our sense of self, as well as how we are seen by others. Appropriate pronoun use is a basic requirement for inclusivity and mutual respect. In the first class, I will invite everyone to share their name and gender pronouns and to let us know how best to address them. If you make a mistake about someone's name or pronoun, acknowledge your mistake, apologize (briefly), correct and move on: we all make mistakes, what matters is that we strive to relate to each other with care and respect.

My pronouns are '*she/her*' though I am also comfortable with they/them, and I go by "Prof. Jones" in my role as an instructor (in class and class-related emails).

Disability Accommodations

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

Academic Integrity and the Honor Code

As members of the academic community, you are expected to be attentive to issues of academic integrity, particularly as they relate to the acknowledgement of sources and appropriate citation and reference practices.

If you have questions about referencing practices, please do not hesitate to ask me, and/or to consult the resources housed on the Writing Center webpage: <http://writingcenter.gmu.edu/>

This course is conducted in accordance with the GMU Honor Code as set out on the University website: “Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” You are expected to be familiar with and to abide by this code; violations will be reported to the Honor Committee for adjudication. <http://academicintegrity.gmu.edu/honorcode/>

GENERAL POLICIES AND RESOURCES

Safe Return to Campus

This class will be guided by the principles and policies outlines on Mason’s Safe Return to Campus website:

<https://www.gmu.edu/safe-return-campus>

Please note the following resources to support students, faculty and staff in taking care of themselves and each other:

- **Mason Covid Health check** – <https://www.gmu.edu/mason-covid-health-check>
Available to all students, faculty and staff. A free and easy way to make a judgment about whether come to campus. Please note, faculty may also request that students complete a Mason Covid Health Check prior to attending in person classes. Your instructor for this course will be completing the Mason Covid Health Check whenever they are coming to campus and following the advice as appropriate.
- **Masks:** always welcome in this class. High quality masks such as an N-95 have been shown to be an effective part of protecting ourselves and others from Covid-19. **Free N-95 masks are available for students at any of Mason’s Covid 19 testing sites – e.g. Fenwick Library.**
- **Vaccines and booster shots:** strongly encouraged by Mason to help protect yourself and others. <https://seerm.gmu.edu/gmu-covid-19-vaccine-clinics/schedule/>
- **Free COVID testing,** both surveillance testing for asymptomatic individuals and diagnostic testing for students and employees: <https://www.gmu.edu/safe-return-campus/personal-and-public-health/covid-19-testing>

If you suspect that you may be infected or sick with Covid-19: please seek testing, take appropriate precautions so as not to endanger the health of others, and follow the advice of health professionals regarding quarantine or self-isolation. **You will not be penalized for missing a class meeting for this course due to Covid-19 and we will work together to ensure you can make up what you miss.**

Sexual Misconduct and Interpersonal Violence

George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. [University Policy](#)

1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students.

Confidential student resources are available on campus at the Student Support and Advocacy Center (<http://ssac.gmu.edu/>), Counseling and Psychological Services (<http://caps.gmu.edu/>), and Student Health Services (<http://shs.gmu.edu/>).

As a faculty members and designated "Responsible Employees," **I am required** to report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380). You may also seek assistance from Mason's Title IX Coordinator (703-993-8730; titleix@gmu.edu).

Student Support & Resources

LGBTQ+ Resources: <https://lgbtq.gmu.edu/>

Student Engagement for Racial Justice: <https://ccee.gmu.edu/seri/>

Counseling and Psychological Services (CAPS): (703) 993-2380; <http://caps.gmu.edu/>

Office of Disability Services: If you are a student with a disability and you need academic accommodations, please see me within the first 2 weeks of the semester and contact the Office of Disability Services (ODS) to ensure you receive the required support: 703-993-2472. All academic accommodations must be arranged through ODS: <http://ods.gmu.edu/>

Student Support and Advocacy Center: <http://ssac.gmu.edu>

University Libraries: <http://library.gmu.edu/>

Writing Center: <http://writingcenter.gmu.edu/>

For a full list of student support resources, please see the Stearn's Center:

<https://stearnscenter.gmu.edu/knowledge-center/knowning-mason-students/student-support-resources-on-campus/>

COURSE SCHEDULE

NB This is a provisional schedule of key readings – depending on how discussions unfold, we may progress through the material more slowly, and/or switch readings around. **Any significant changes will be posted on the Blackboard site for the course and announced via email (using your GMU email address).** If in doubt, or if you cannot attend a particular class session, please email me to check what you missed and how to prepare for the next session.

Page numbers are to the required editions for this class – see section 3 Key Texts above.

Week 1, August 23rd: Introduction to Course; Introduction to Nietzsche: from the deconstruction of truth to the question of values

Reading: Nietzsche, "On Truth and Lies in an Extra-Moral Sense" & "Attempt at a Self-Criticism" (pdfs on BB)

Week 2, August 30th: Philosophy as Genealogy

Reading: Nietzsche, Second Preface to *The Gay Science* (pdf on BB); Preface to *On the Genealogy of Morals*
Foucault, "Nietzsche, Genealogy, History" (pdf on BB)

Natalie Cisneros, "Embodied Genealogies: Anzaldúa, Nietzsche, and Diverse Epistemic Practice" (pdf on BB)

Week 3, Sept. 6th: The Genealogy of Morals Essay 1: Active vs Reactive Values

Reading: Nietzsche, *On the Genealogy of Morals*, Essay 1, sections 1 – 12 (pp.24-44)
John Pittman, "Nietzsche, Ressentiment, Lynching"

Week 4, Sept. 13th: the 'Doer Behind the Deed:' Memory, Pain and Creditor-Debtor Relation

Reading: Nietzsche, *On the Genealogy of Morals*, Essay 1, section 13- 17 (pp.44-56) and Essay 2 sections 1 – 8 (pp. 57-71)

Genealogy of Morals Worksheet distributed

Week 5, Sept. 20th: Humanity becomes 'interesting': Conscience and the internalization of the instincts

Reading: Nietzsche, *On the Genealogy of Morals*, Essay 2, sections 9 – 25 (pp. 71-96)

Essay Prompt distributed

Week 6, September 27th: The Ascetic Ideal: the will to nothingness as sickness and cure

Reading: Nietzsche, *On the Genealogy of Morals*, Essay 3, especially sections 1, 11-22, 27-28 (pp.97-98, 116-145, 159-163).

Genealogy of Morals Worksheet Due on BB: 11.59pm Wednesday Sept 28th

Week 7, October 4th: Foucault: Power-Knowledge and Sovereign Power

Reading: Foucault, *Discipline and Punish*, Part One: 1. The body of the condemned and 2. The spectacle of the scaffold. (pp.3-69).

Week 8, October 13th: No class (Fall break – Monday classes meet on Tuesday)

Essay due on BB: 11.59pm on Tuesday October 11

Week 9, October 18th: Foucault: Disciplinary Power

Reading: Foucault, *Discipline and Punish*, Part Three, 1. Docile Bodies and 2. The Means of Correct Training

Week 10, October 25th: Foucault: Panoptical Power; Race and Surveillance

Reading: Foucault, *Discipline and Punish*, Part Three: 3. Panopticism

Simone Browne, *Dark Matters*, chapter 1: Notes on Surveillance Studies (pdf on BB)

Foucault Worksheet Distributed

Week 11, November 1st: The History of Sexuality I – 'sex' as the doer behind the deed

Reading: Foucault, *The History of Sexuality* vol 1, Part One: We 'Other Victorians'; Part Two: The Repressive Hypothesis ch 1 The Incitement to Discourse; Part Five: The Right of Death and Power over Life (pp. 1-35, 133-159)

PHIL422: Sources Worksheet Distributed

Final Paper prompt distributed

Individual Meetings about Final Paper

Week 12, November 8th: The Perverse Implantation - Delinquency and Homosexuality

Reading: Foucault, *The History of Sexuality* vol 1, Part Two, chapter 2 The Perverse Implantation, Part Three: Scientia Sexualis (pp.36-73)

Foucault, *Discipline and Punish*, Part Four, especially section 2. Illegalities and Delinquency

Individual Meetings about Final Paper

Foucault Worksheet due on BB: 11.59pm Wednesday Nov 9th

Week 13, November 15th: Lynne Huffer: unbinding the self - towards a queer, post-Nietzschean ethics of eros
Reading: Lynne Huffer, *Foucault's Strange Eros* (Columbia University Press, 2020): Introduction, and chapters 1 Eros is Strange and 4. Prowling Eros: Carriers of Light in the Panopticon (available as an e-book via the GMU library)

PHIL422: Sources Worksheet due on BB: 11.59pm on Wednesday Nov. 16th

Individual Meetings about Final Paper

Week 14 No class – Thanksgiving Break (work on essay drafts)

Week 15, November 29: Course Review and Peer Review of Final Papers

Submission of drafts for peer review: 11.59pm Sunday November 27th. Please note this is a 'hard' deadline, as others need time to read your work before class on Tues Nov 29.

Students are encouraged to request my feedback on a draft of their final paper. To receive feedback please email me your paper *after* you have made changes in response to the peer review, and **no later than 5pm on Friday Dec 9th** (NB this is a hard deadline!).

Final Paper Due on BB: 4.30pm Tuesday December 13th