Course Description and arrangement

Gilles Deleuze and Michel Foucault are two superstars in the realm of poststructuralist philosophy, or what François Cusset highlights as that strange American creature baptized "French Theory." My first hope is that this seminar will allow participants to gain firm footholds in a cross-section of the oeuvre of these two thinkers by becoming familiar with their key concepts, and by collectively generating a rich enough conversational "cartography" (Braidotti) to ease your further research in their texts. That said, I am unwilling to distinguish the writings of Deleuze and Foucault from their specific intellectual and institutional translation to N. America, or from their reception in feminist and queer theory. This unwillingness has led to an unusual syllabus arrangement and, I admit, a rather heavy reading load.

The course is divided into two halves (7 weeks on each thinker). We begin with a series of chronological selections from Deleuze and Deleuze and Guattari (D/G), which I have paired with Cusset's *French Theory: How Foucault, Derrida, Deleuze, & Co. Transformed the Intellectual Life of the United States*, and Rosi Braidotti’s *Metamorphoses: Toward a Materialist Theory of Becoming*. The Deleuze segment ends with his book on Foucault, written the year Foucault died of AIDS. Then we move to a chronological selection of essays from Foucault, which I have paired Lynn Huffer’s *Mad for Foucault: Rethinking the Foundations of Queer Theory*.

Let me say a word about the scholars I have chosen to “frame” Deleuze and Foucault. Cusset is a French intellectual historian who teaches at the *Institut d’Études Politiques* and at Reid Hall/Columbia University in Paris. Rosi Braidotti is an Italian who grew up in Australia, received her doctorate at the Sorbonne, and was the founding professor of Women’s studies at Utrecht University. Lynn Huffer is an American French scholar who now teaches in Women’s Gender and Sexuality Studies at Emory. The books we are reading by these three scholars are not without controversy. I have selected them because each situates Deleuze and/or Foucault with respect to specific institutional, geographic, and discursive (esp. gender/sexuality) contexts. Cusset, for instance, helps us understand that the monikers “Derrida” and “Foucault” connoted something quite different at Yale and at Paris in the early 1970s. Braidotti helps us unpack the discursive and political-cultural differences between gender theory in the U.S. and the European focus on sexual difference. And Huffer walks the fracture line between women’s studies and queer theory, refusing to choose between them precisely because of archival work she did in France.

This intersectional approach means that there is quite a bit of reading for this course. You might imagine that I both do not want you to short-change the primary texts of Deleuze, D/G, and Foucault, and I don’t want you to read them in isolation from their intersectional contexts! My suggestion is this: Read the Cusset as quickly as possible, recognizing that the point of assigning this text is to loosen our unconscious sense that the U.S. academy is or can be the real universal of universities (no one would admit to thinking in these terms, of course; but until we are exposed to specific institutional and historical differences, our practical habits will fill the void with our known sameness). Next, read the Braidotti selectively; I will try to point you to priorities. When we get to the second half of the course, I do suggest that Huffer’s text is worth reading closely and carefully. To make this more possible, I have decided that we should spend time on Foucault’s most well-cited and reprinted essays instead of working our way through selections of his books.
Course expectations and grading

- I expect to run this seminar with you (not for you). That means success mandates your coming on time, prepared, and willing to discuss the texts at hand. I do not tend to lecture, and I am happy when my own investments in the readings become mutated and reframed by other collective desires. Please commit with equal strength to listening to your peers and risking your own voice.

- **Leadership (15%)**: Each week (starting with week 2), one participant will offer an opening set of questions, synthesizing statement, or set of key words with provisional definitions that the seminar needs to address, discuss, and rework. This framing, synthesizing, and leadership role will count 15% of your final grade. The set of questions or key words, or the synthesizing statement (no more than 500 words) needs to think through the group of shared reading for that week (that is, all the readings except the supplemental reading). Please have handouts for the seminar participants, or email us that you have posted your contribution on Blackboard.

- **Supplemental research (20%)**: Each participant needs to choose one week in which to do one piece of supplemental reading to introduce to the seminar at the beginning of the second hour. Each week, the indented bullet points offer a number of supplemental options (the essays no one chooses can function as a partial bibliography for you all). You may suggest another option if you know one and can explain to me how/why it will be especially pertinent. Please take this requirement as the place to consider which thinker and topic resonate most closely with your own research. Compose a succinct (no more than 750 word) discussion of the essay’s primary argument, and how it illuminates, reframes, or challenges the intersectional readings the rest of us are doing. This paper and its presentation will count 20% of your final grade.

- **Seminar paper**: I expect your papers to be handed in by May 1. Please plan accordingly. I strongly urge you to review your thesis and main line of argument with me shortly after spring break. Please keep these papers to about 18-22 pages. With me, less is always more; that is, I prefer focused thesis statements and in-depth analysis about 1-2 choice concepts or questions. Consider the paper as a conference submission or article and plan your projected audience accordingly. This paper will count 65% of your final grade.

**Books for purchase (available at the University bookstore in Schine):**

- Deleuze, Gilles and Félix Guattari. *Kafka: Toward a Minor Literature*
- Deleuze, Gilles and Félix Guattari. *A Thousand Plateaus.*
Huffer, Lynn. Mad for Foucault: Rethinking the Foundations of Queer Theory (Columbia UP, 2009).

Schedule of Readings.
All classes will be held Thursdays, 9:30 a.m. – 12:15 p.m. in 504 Hall of Languages. The best way to reach me is via email, mghamner@syr.edu.

1. January 19

Braidotti, Metamorphoses, chapter 1 (especially up to page 39)
Deleuze, Bergsonism, 37-89 (I will also post on BB two short essays by Deleuze on Bergson)

In-class we will watch the documentary Milles Gilles (44 minutes).

- J. Blair, “In Search of the Perfect Escape: Deleuze, Movement, and Canadian Postcolonialism,” in Deleuze and the Postcolonial
- E. Grosz, “Deleuze’s Bergson: Duration, the Virtual, and a politics of the Future,” in Deleuze and Feminist Theory
- E. Grosz, “Deleuze, Bergson, and the Concept of Life,” and “Bergson, Deleuze, and Difference,” chapters 2-3 in Becoming Undone: Darwinian Reflections on Life, Politics and Art

2. January 26

Cusset, chapters 1-2
Deleuze, Expressionism in Philosophy: Spinoza, chapters 14, 16, 17
Braidotti, chapter 2

- J. Hughes, “Believing in the World: Toward an Ethics of Form,” in Deleuze and the Body

3. February 2

Cusset, chapters 3-4
Deleuze and Guattari, Kafka: Toward a Minor Literature, chapters 2, 3, 5, 8-9
Deleuze, A Thousand Plateaus, “Introduction: Rhizome”

- P. MacCormack, “Multi-dimensional Modifications,” in Deleuze and the Body

4. February 9

Cusset, chapters 5-6
Deleuze and Guattari, Thousand Plateaus, 6, 10, 12
Braidotti, chapter 3
• E. Thacker, “Swarming: Number versus Animal,” in Deleuze and New Technology
• E. Grosz, “Differences Disturbing Identity: Deleuze and Feminism,” chapter 6 of Becoming Undone
• D. Olkowski, “Body, Knowledge and Becoming-Woman: Morpho-logic in Deleuze and Irigaray,” in Deleuze and Feminist Theory
• P. Pisters, “ Violence and Laughter: Paradoxes of Nomadic Thought in Postcolonial Cinema,” in Deleuze and the Postcolonial

5. February 16
Cusset, chapters 7-8
Deleuze, Cinema II: The Time Image, chapters 1-4
Deleuze, “The Brain is the Screen” (interview in The Brain is the Screen)
Braidotti, chapter 4

• D. Andrew, “The Roots of the Nomadic: Gilles Deleuze and the Cinema of West Africa,” in The Brain is the Screen
• T. Bewes, “‘ Another Perspective on the World’: Shame and Subtraction in Louis Malle's L'Inde fantôme,” in Deleuze and the Postcolonial
• G. Bruno, “Pleats of Matter, Folds of the Soul,” in Afterimages of Gilles Deleuze’s Film Philosophy.

6. February 23
Cusset, chapters 9-10
Deleuze, Cinema II: The Time Image, chapters 5-8
Braidotti, chapter 5

• L. Marks, “Signs of the Time: Deleuze, Peirce, and the Documentary Image,” in The Brain is the Screen
• P. Pisters, “Synaptic Signals: Time Travelling Through the Brain in the Neuro-Image,” in Schizoaanalysis and Visual Culture

7. March 1
Cusset, chapters 11-12
Deleuze, Foucault
Deleuze, Negotiations, part III (on Foucault)

8. March 8
Cusset, 13-14 and Conclusion (optional)
Lynn Huffer, Preface and Introduction
Foucault, Madness and Civilization, two prefaces and Introduction
Foucault, *Psychiatric Power*, Lectures 1-3, 10, 12

- J. Butler, *Psychic Life of Power*, chapter 3

**Spring Break**

9. March 22

Huffer, Chapter 1 and First Interlude
Foucault, “Las Meninas,” from The *Order of Things*
Foucault, “The Rules of Discourse”
Foucault, “What is an Author?”

- E. Povinelli, “The Child in the Broom Closet,” from *Economies of Abandonment*

10. March 29

Huffer, Chapter 2 and Second Interlude
Foucault, *History of Sexuality, vol. 1: An Introduction*, part V.
Foucault, “Nietzsche, Genealogy, History”
Foucault, “Heterotopias”
Foucault, *Society Must Be Defended*, lectures 1, 4, 11

- J. Ranciere, *Dissensus*, chapter 3
- J. Butler, *Frames of War*, chapter 1
- G. Agamben, *The Kingdom and the Glory: For a Theological Genealogy of Economy and Government*, chapter 1
- Agamben, “What is an Apparatus?,” in *What is an Apparatus and Other Essays*
- G. Spivak, “Michel Foucault and Najibullah,” in *Other Asias*

11. April 5

Huffer, Chapter 3 and Third Interlude
Foucault, “What is Enlightenment?”
Foucault, “Subject and Power”
Foucault, *Government of the Self and Others*, lectures 1-4

12. April 12

Huffer, Chapter 4 and Fourth Interlude
Foucault, “Genealogy of a Work on Ethics”
Clough and Willse, *Beyond Biopolitics: Essays on the Governance of Life and Death*, Introduction, 2, 5

13. April 19

Huffer, Chapter 5 and Postlude
*Beyond Biopolitics*, 8, 12, 13, 14
14. April 26

Discussion of paper topics and course wrap-up.