I dream of the intellectual destroyer of evidence and universities, the one who, in the inertias and constraints of the present, locates and marks the weak points, the openings, the lines of power, who incessantly displaces himself, doesn’t know exactly where he is heading nor what he’ll think tomorrow because he is too attentive to the present (Foucault, quoted in Peters and Besley, 2007, p. 159).

This course will look at the relationship between the thought of Michel Foucault and educational research in the context of policy analysis. Whether Foucault is read as historian or philosopher, structuralist or post-structuralist, critical or post-critical, his analysis of how power works through practices of surveillance, classification, exclusion, regulation and normalization has great implications for educational inquiry. How is the modern subject of knowledge produced by our very efforts to know it? How does a focus on the microphysics of power change our understanding of social practices? Of what use is Foucault's theory of governmentality in educational policy analysis? What happens to the “queer Foucault” in such matters? These and other questions will be addressed through the following readings in a seminar format where students will be expected to both co-lead class discussions and explore the implications of such questions in their emerging sense of research project.

**Reading:**

Required of everyone:


Cop-Ez reader.

**Choose one of the following “primary” sources:**


Choose one of the following “secondary” sources:


Susan Hekman, ed. *Feminist Interpretations of Michel Foucault*. University Park: Penn State Press, 1996. OR a more updated feminist edited collection on Foucault although these can be quite expensive e.g, *Feminism and the Final Foucault*, 2004 (50.00).


Recommended:


Student Assignments:

1. Participation in class discussion and debate on final reading as “symptom or remedy.”
   This entails a 2-3 page course evaluation that includes self-assessment of your own learning in and contributions to the class. 30%

2. 3-5 p. “book review” of “secondary” source on Foucault. Oral report due at midterm, along with submission by end of course to publication outlet. 30%

3. Write 8-10 p. paper on implications of Foucault for your emerging sense of project. Use course reading and discussion to inform your paper, with particular focus on second Foucault book that you choose. Present short oral report at midterm on emerging project. 40%

Policies and Procedures:

Absences: Contact instructor, preferably ahead of time, to arrange for make-up work.

Incompletes: Written request no later than last class meeting. Include time line for getting work done next quarter. Incompletes are evaluated with higher expectations, given additional time to do work, and I give minimal feedback.

Late work: not accepted without prior arrangement.
Course Schedule:

March 26: Instructor gone to AERA. Syllabus emailed out.

April 2: Questions regarding syllabus. Background on Foucault, qualitative research and educational policy analysis. Readings 1-6 plus The Order of Things up to p. 45.

April 9: Finish The Order of Things.

April 16: Putting Foucault to work I. Readings 7-10.

April 23: Midterm work due, including oral reports on emerging projects (everyone) and “secondary” sources. Catch up discussion: what have we learned so far? Emerging questions/critiques?

April 30: Putting Foucault to work II. Peters and Besley, chapters 1, 6, 7, 11, 12 & 13.

May 7: Putting Foucault to work III. Readings 11-14.

May 14: Mills book plus Weems review (Reading 15).

May 21: The Order of Things, second time around: What we know now that we didn't know before. Plus 3-4 unread chapters from Peters and Besley.

May 28: Debate on reading 16. Is Bensimon et al symptom or remedy of what Foucault is talking about in terms of the expansion of surveillance society? How might Ball (reading 16) answer this question? Final oral reports on uses of Foucault to your project.

Wednesday June 4: Final work due. Box in Ramseyer 122 by noon.


**FOUCAULT ARTICLES TO BE READ FOR MAY 21 (not included in booklet)**
