

**Foucault, *Discipline and Punish***  
**An outline of the overall argument in the text**  
PHIL 449, Spring 2014

This outline gives more detail from Part 4 than the earlier parts, just because that's what we were discussing when this sheet was given out. The outline of Part 4 below is in lieu of other lecture notes.

**Part 1 & 2: The spectacle of torture and the “punitive city”**

1. Penalties of spectacular torture and what their purpose was (Part 1 chapter 1)
2. Problems with this form of punishment:
  - public resistance (61-68)
  - concerns with irregularity and inconsistency in judicial system, that some illegalities falling through the cracks, not punished (78-80; optional reading); those who wanted reforms in earlier form of punishment mostly concerned about a more efficient and regular system of punishment (80).
3. Those calling for reforms wanted to set up a “punitive city.” with different punishments for different crimes (to link the crime/punishment closely in the mind), to make punishments public so this link between crime/punishment is in the minds of many, for purpose of deterrence (Part 2 chapter 2)
  - but what we got instead was the prison—why? Because penal system took on disciplinary mechanisms

**Part 3: Discipline**

1. Discussion of disciplinary techniques in military, schools, factories, hospitals—making bodies both docile and useful (docility-utility)
  - partitioning of space and time (Part 3 chpt. 1)
  - surveillance/hierarchical observation, normalizing judgment, and the examination as combining both of these (Part 3 chpt. 2)
  - the panopticon as architectural model of disciplinary power (Part 3 chpt. 3)
2. some reasons for the spread of panopticism (optional part of chpt. 3, pp. 218-228)
  - a “demographic thrust” in the 18<sup>th</sup> century: more people in schools, hospitals, factories, prisons (218-228)
  - relationship to capitalism: disciplinary techniques allow for more efficiency and docility, division of labour, amongst large groups of workers (220-221)
  - relationship to political discourses of equal rights and liberties: these discourses helped to mask the unequal power relations in the disciplines and made them more acceptable; also, disciplinary techniques support the very possibility of equal rights and liberties (222)

**Part 4: The prison**

1. The prison as penitentiary: as combining disciplinary techniques with detention (248); the prison came from “the mechanisms proper to a disciplinary power” (256).
  - prison as institution focused on reforming individuals through disciplinary mechanisms (233); gives almost total power over them to transform them (236)
  - used techniques of isolation, mandatory work to discipline inmates (236-243)

-- allowed for generation of knowledge and development of a new type of individual, the “delinquent” (249-255)

2. Prison seemed then, and still today, “self-evident”: it makes sense “in a society in which liberty is a good that belongs to all in the same way . . . . Its loss has therefore the same value for all; unlike the fine it is an ‘egalitarian’ punishment” (232).

-- but also makes sense b/c disciplinary techniques prevalent elsewhere in society too: “How could the prison not be immediately accepted when, by locking up, retraining and rendering docile, it merely reproduces, with a little more emphasis, all the mechanisms that are to be found in the social body?” (233)

3. Many recognized that prison didn’t work to reform criminals, reduce crime; rather, those who left prison were more than likely recidivists later; also a place to learn how to be better at crime (264-268; Part 4 Chpt. 2 (optional)).

So why did prison system hang on? Creation of delinquents is useful:

-- they can be used as informers, infiltrators of workers’ associations, strike-breakers (280)

-- having delinquents engage in illegal activities outside of prison like prostitution & drug trafficking can be a source of (illegal) profit for some (280)

-- delinquents are easier to manage than social & political uprisings of the poor and working classes; focus attention on the individual character of the criminal rather than the social conditions that contribute to crime; keep delinquents isolated, separated from poor & working class by restrictions on where they can live, by requiring that they report their delinquency so hard to get jobs, by using them as informers and strike-breakers (278, 285)

-- having delinquents in society gives an excuse to engage in surveillance of the population (281)

4. The carceral archipelago (Part 4 Chpt. 3): the penitentiary (the prison as an institution of detention and discipline) as extended into multiple areas of society, many different institutions: “The frontiers between confinement, judicial punishment and institutions of discipline . . . tended to disappear and to constitute a great carceral continuum . . .” (297)

-- a continuum between institutions: people could easily move from one of these institutions to another, and criminals often did (300-301); continuum between types of corrective techniques used (299); and between irregular behaviour that was not not illegal and that which was: all based on departure from a norm (299)

-- “the prison transformed the punitive procedure into a penitentiary technique; the carceral archipelago transported this technique from the penal institution to the entire social body” (298)

-- Now, we are in the presence of judges of normality everywhere, not just in the penal system: “We are in the society of the teacher-judge, the doctor-judge, the educator-judge, the ‘social worker’-judge” (304)

5. If there is a political issue around the prison, it is the problem associated with “the steep rise in the use of these mechanisms of normalization and the wide-ranging powers which, through the proliferation of new disciplines, they bring with them” (306).

-- i.e., it’s not just the prison that’s at issue, but the carceral archipelago and the widespread disciplinary mechanisms in the social body.

*Where, in all of this, do we see what Koopman discusses as Foucault tracing problematizations in the past, and intensifying problematizations for us today?*