

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 18th 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?