

**DEREE COLLEGE SYLLABUS FOR:
PH 4032 POSTMODERN PHILOSOPHY FOUCAULT AND DERRIDA**

(Updated Fall 2022)

**UK LEVEL 6
UK CREDITS: 15
US CREDITS: 3/0/3**

PREREQUISITES:

None

CATALOG DESCRIPTION:

Introduction to the philosophical thought of Michel Foucault and Jacques Derrida, two distinct philosophical voices of the second half of the 20th century's Continental tradition. Exploration of their accounts of the constitution of the subject, their understanding of power relations, their theory of sexuality, their reading of the master-slave dialectic, their notions of subjection, discipline, surveillance, punishment, political resistance and their contemplation on the notions of forgiveness, mourning, gift-offering & gift-receiving, hospitality along with their main views on knowledge, truth and language.

RATIONALE:

Students will become familiar with the innovative ideas of Foucault and Derrida on the constitution of the self, society, history, institutions and the moral quests which we have inherited from the Enlightenment. This course is relevant not only to philosophy students, but to those studying sociology, history, psychology, political science, literature, linguistics and communication & leadership studies.

LEARNING OUTCOMES:

As a result of attending this course, students are expected to be able to:

1. Critically analyze Foucault's and Derrida's main propositions and arguments which challenge basic premises of essentialist metaphysics and traditional epistemology.
2. Demonstrate an awareness of the main interpretive takes on fundamental themes of the two thinkers' scholarship.
3. Effectively compare pivotal ideas of the two prominent philosophers.
4. Apply Foucault's and Derrida's insights to a range of contemporary philosophical themes and dilemmas and, more generally, show a readiness to comprehend the implications of the new matrix of ideas and deconstructive concepts for contemporary thought.

METHOD OF TEACHING AND LEARNING:

In congruence with the learning and teaching strategy of the college, the following tools are used:

- Class lectures, interactive learning (class discussions of philosophical texts, contemporary philosophical positions and interpretations).
- Research paper requiring selection of topic and in-depth examination of arguments.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, discuss their research paper, and/or go over lecture material.
- Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as

	<p>additional resources.</p> <ul style="list-style-type: none"> - Use of library facilities: Students are encouraged to make use of library facilities for assignments, their research paper, further reading of recommended texts and preparation for the final exam. 								
<p>ASSESSMENT:</p>	<p>Summative:</p> <table border="1" data-bbox="656 323 1398 516"> <tr> <td>First Assessment: Midterm examination (take-home assessment) - Essay-type questions.</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>Final Assessment: Research paper (3,000-3,500 words). Literature review/ interpretation of texts/ evaluation</td> <td style="text-align: center;">60%</td> </tr> </table> <p>Formative:</p> <table border="1" data-bbox="656 583 1398 655"> <tr> <td>Class presentation (individual or group)</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>The formative test aims to prepare students for their summative assessments.</p> <p>The first assessment tests Learning Outcomes 1, 2 and 3. The final assessment tests Learning Outcomes 1, 2, 3 and 4.</p> <p>The final grade for this module will not be determined through grade averaging. Students are required to resit any failed assessments.</p>	First Assessment: Midterm examination (take-home assessment) - Essay-type questions.	40%	Final Assessment: Research paper (3,000-3,500 words). Literature review/ interpretation of texts/ evaluation	60%	Class presentation (individual or group)	0%		
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Final Assessment: Research paper (3,000-3,500 words). Literature review/ interpretation of texts/ evaluation	60%								
Class presentation (individual or group)	0%								
<p>INDICATIVE READING:</p>	<p>REQUIRED READINGS:</p> <p>Rabinow, Paul, ed. <i>The Foucault Reader</i>. Penguin Books, latest edition.</p> <p>Kamuf, Peggy, ed. <i>A Derrida Reader: Between the blinds</i>. Harvester Wheatsheaf, latest edition.</p> <p>RECOMMENDED READINGS:</p> <p>Benvenuto, B., Kennedy, R.. <i>The Works of Jacques Lacan: An Introduction</i>, Free Association Books, 2nd Edition, 1996.</p> <p>Boyne, Roy <i>Foucault and Derrida. The Other Side of Reason</i>. Routledge, London and New York, 1990.</p> <p>Derrida, J. <i>Positions</i>, The University of Chicago Press, 1981.</p> <p>Derrida, J., <i>Writing and Difference</i>, Routledge and Kegan Paul Ltd., London, 1981.</p> <p>Derrida, J., <i>On Cosmopolitanism and Forgiveness</i>. Routledge, London and New York, 1997.</p> <p>Derrida, J., <i>The Gift of Death</i>. The University of Chicago Press, Chicago and London, 1995.</p>								

	<p>Derrida, J. <i>Memoires: for Paul de Man</i>, Columbia University Press, New York, 1989.</p> <p>Derrida J., <i>Of Hospitality</i>, Stanford: Stanford University Press 2000.</p> <p>Derrida Jacques. <i>Given Time: I. Counterfeit Money</i>. Chicago University Press Chicago and London 1992.</p> <p>Foucault, M. <i>The History of Sexuality</i> Vol. 1: An Introduction, Pantheon Books, New York, 1978.</p> <p>Foucault, M. <i>Discipline and Punish</i> Vintage, Random House, INC, New York, 1995.</p> <p>Foucault, M. <i>Society Must be Defended – Lectures at the College de France 1976</i>, Picador, New York 2003.</p> <p>Foucault, M. “The Order of Discourse” in: Young, Robert (ed.) <i>Untying the Text. A Post-Structural Reader</i>, Routledge & Kegan Paul Ltd, 1981, pp. 51-78.</p> <p>Gutting, G. <i>Foucault. A Very Short Introduction</i>. Oxford University Press 2005.</p> <p>Johnson, C., <i>Derrida. The Scene of Writing</i>. The Great Philosophers, Routledge, New York, 1999.</p> <p>Kelly, Mark <i>Foucault’s History of Sexuality Vol. I, The Will to Knowledge</i>. Edinburgh University Press 2013.</p> <p>Mills, S., <i>Michel Foucault</i> (Routledge Critical Thinkers), Routledge, 2003.</p> <p>Stocker, B., <i>Routledge Philosophy Guidebook to Derrida on Deconstruction</i>, Routledge, London and New York, 2006.</p> <p>Silverman H.J. <i>Derrida and Deconstruction</i>, Routledge, New York and London, 1989.</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Research paper submitted in Microsoft Word. Class discussions require academic/professional English and debating speech skills.</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>Microsoft Word.</p>
<p>INDICATIVE CONTENT:</p>	<p>Part I: Foucault</p> <ol style="list-style-type: none"> 1. The constitution of the subject through its power relations: a. Dividing Practices b. Scientific Classification c. Subjectification d. Disciplines. 2. Exploration of Foucault’s (mature) notion of Power; Power/knowledge 3. Panopticism

	<p>4. Foucault's Understanding of Political Resistance</p> <p>5. Foucault's reading of Nietzsche and the Genealogical Task</p> <p>Part II.: Derrida</p> <p>6. What does Derridean deconstruction signify? (esp. Positions & Letter to a Japanese friend)</p> <p>7. Structure, Sign and Play in the Discourse of the Human Sciences</p> <p>8. Differance</p> <p>9. Of Grammatology (overview)</p> <p>10. Derrida's Aporias: a) forgiveness b) gift offering and gift receiving c) hospitality d) mourning</p> <p>11. Derrida's reading of the Master-Slave dialectic via Bataille.</p>
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