

Discipline: an art of correct training

- “The chief function of the disciplinary power is to ‘train’, rather than to select and to levy; or, no doubt, to train in order to levy and select all the more ... it seeks to bind them together in such a way as to multiply and use them” ...
- “Instead of bending all its subjects into a single uniform mass, it separates, analyses, differentiates, carries its procedures of decomposition to the point of necessary and sufficient single units.”
- “It ‘trains’ the moving, confused, useless multitudes of bodies and forces into a multiplicity of individual elements...” (p. 170)

Discipline: an art of correct training

- “Discipline **‘makes’** individuals; it is the specific technique of a power that regards individuals both as objects and as instruments of its exercise.”
- Not a “triumphant” or all-encompassing power; it is “modest,” “suspicious,” yet simultaneously “calculated.”
- Derives from what he deems “simple” tools: hierarchal observation, normalization of judgment, and examination.

Hierarchal Observation

- “... presupposes a mechanism that coerces by means of observation; ... the means of coercion make those on whom they are applied clearly visible. (p. 170-1)”
- Major technological advancement, such as telescope and other visual-mediated medical technologies
- Together with “the minor techniques of multiple and intersecting observations, of eyes that must see without being seen” ...
- “Secretly preparing a new knowledge of man” (Foucault, p. 171).

Hierarchal Observation

- Military camp: “In the perfect camp, all power would be exercised solely through exact observation; each gaze would form a part of the overall functioning of power ... network of gazes that supervised one another” (p. 171).
- “The camp is the diagram of a power that acts by means of general visibility” affecting the architectural development of “working-class housing estates, hospitals, asylums, prisons, schools,” etc (p.171)
- Emphasis was on hierarchized surveillance; who had the power of surveying who?

Hierarchal Observation

Architecture: “to act on those it shelters, to provide a hold on their conduct, to carry the effects of power right to them, to make it possible to know them, to alter them” (p. 172).

Stones can make people docile and knowable. The old simple schema of confinement and enclosure - thick walls, a heavy gate that prevents entering or leaving - began to be replaced by the calculation of openings, of filled and empty spaces, passages and transparencies (p. 172).

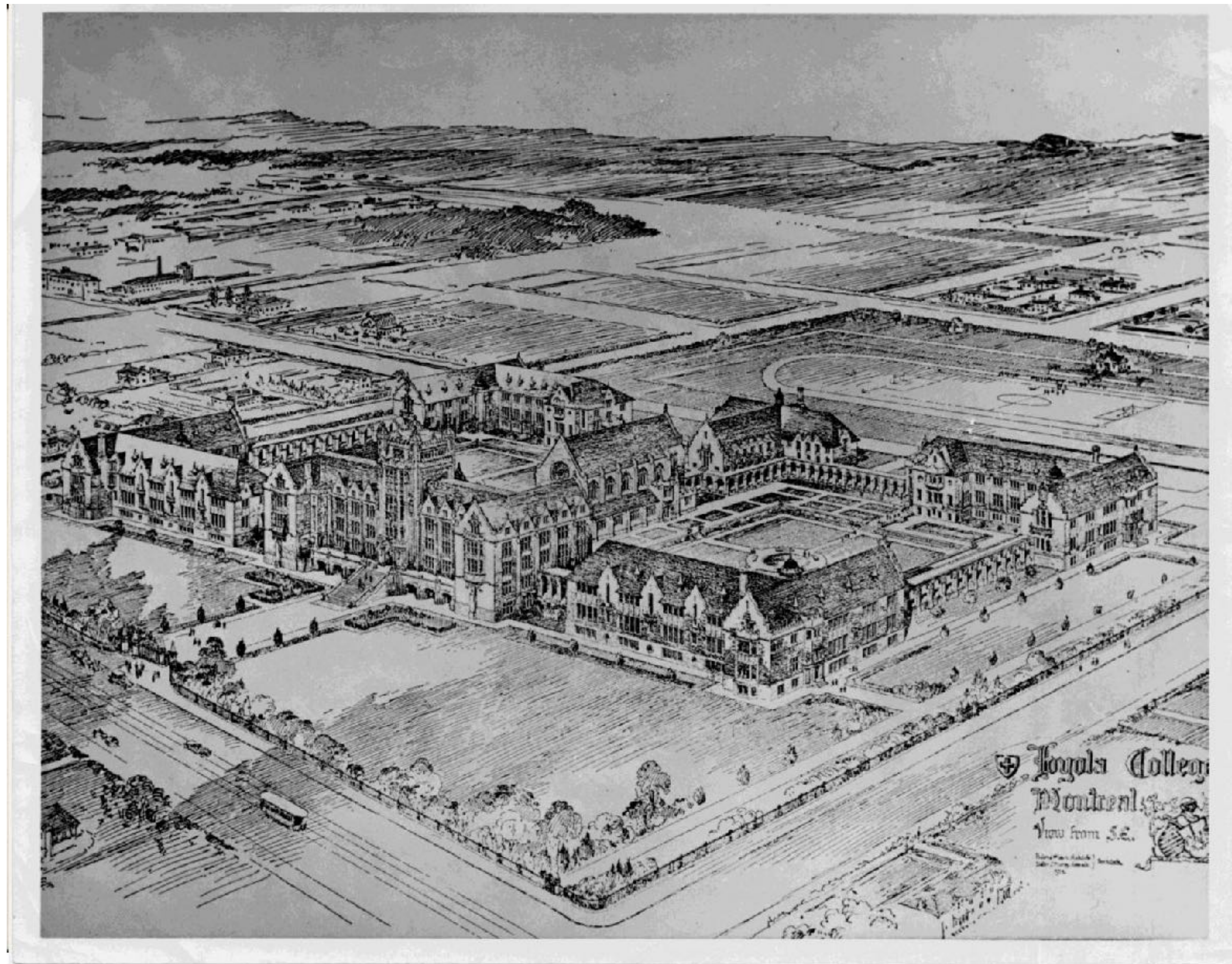


Hierarchal Observation

- The École Militaire - developed by Pâris-Duverney
- “Train vigorous bodies, the imperative of health; obtain competent officers, the imperative of qualification; create obedient soldiers, the imperative of politics; prevent debauchery and homosexuality, the imperative of morality” (p. 172).

Hierarchal Observation

- Loyola Campus
(Concordia) -
Project (1913)



Arc-et-Senans



- Designed by Claude-Nicolas Ledoux



Panopticon

Hierarchal Observation

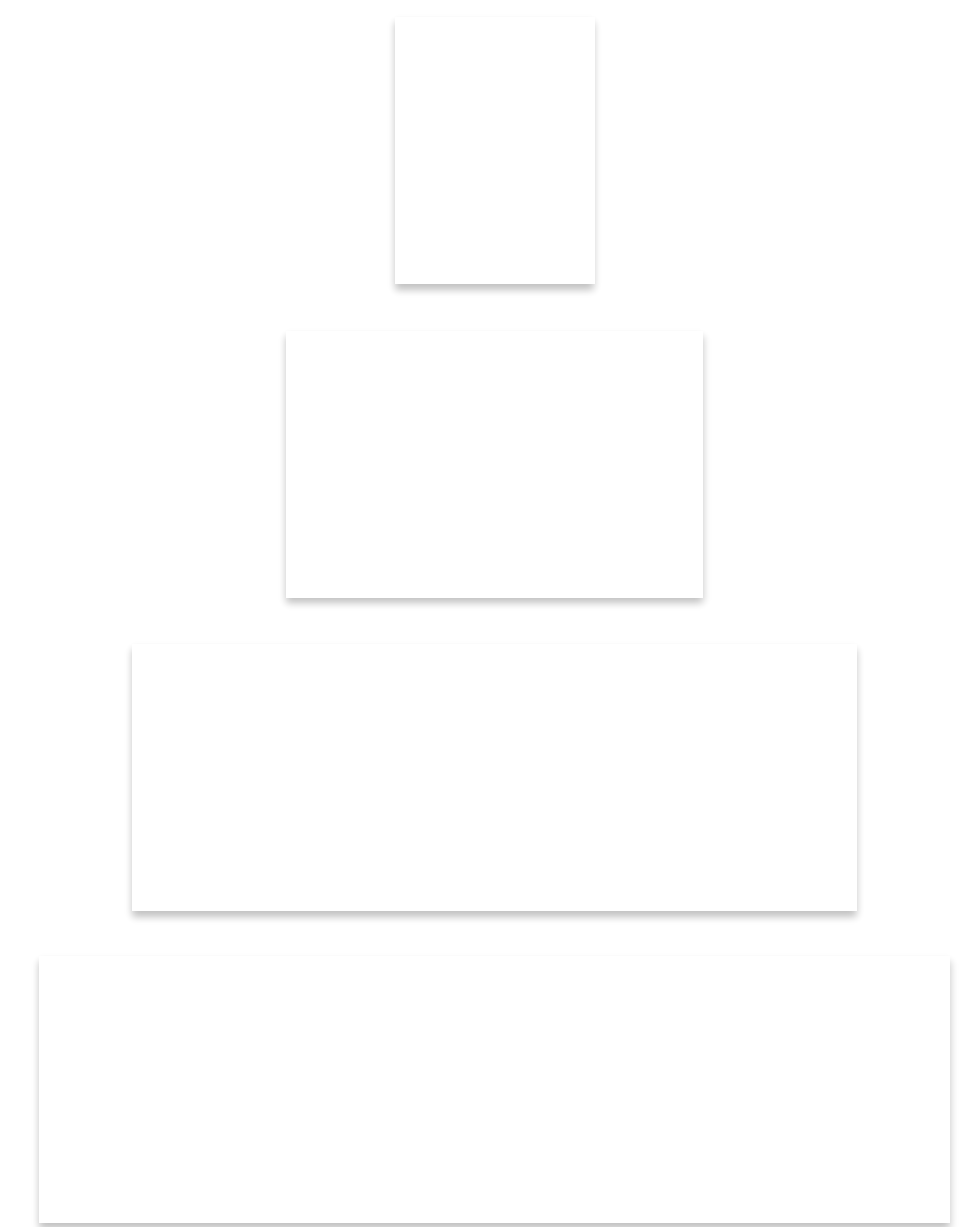
“The perfect disciplinary apparatus would make it possible for a single gaze to see everything constantly” (p. 173).

Hierarchal Observation

- Surveillance “mechanisms can only be seen as unimportant if one forgets the role of this instrumentation, minor but flawless, in the progressive objectification and the ever more subtle partitioning of individual behaviour” (p. 173).
- Which other surveillance instruments you can think of?

Surveillance as an Integrated System

- Disciplinary gaze need relays: “It had to be broken down into smaller elements, but in order to increase its productive function: specify the surveillance and make it functional” (p. 174).



Surveillance as an Integrated System

- Factories: need for more “intense, continuous supervision.” The machinery became increasingly complex, thus needed more workers and new supervisory roles.
- Surveillance “took into account the activity of the men, their skill, the way they set about their tasks, their promptness, their zeal, their behaviour ... This new personnel “became indispensable, constantly present and distinct from the workers” (p. 174).
- “Surveillance thus becomes a decisive economic operator both as an internal part of the production machinery and as a specific mechanism of disciplinary power” (p. 175)

Surveillance as an Integrated System

- In the world of teaching there was the integration of assistants and intendants. A hierarchized system of “teaching proper, the acquisition of knowledge by the very practice of the pedagogical activity, and a reciprocal” (p. 176).
- “A relation of surveillance, defined and regulated, is inscribed at the heart of the practice of teaching, not as an additional or adjacent part, but as a mechanism that is inherent to it and which increases its efficiency.”

Surveillance as an Integrated System

- “By means of such surveillance, disciplinary power became an ‘integrated’ system, linked from the inside to the economy and to the aims of the mechanism in which it was practised” (p. 176).
- Organized as a multiple, automatic and anonymous power ... functioning as a network of relations from top to bottom, but also to a certain extent from bottom to top and laterally;
- Foucault emphasized how surveillance in this form could function both visibly and less so. However, it did not function as an omniscient power, but more so like a “piece of machinery” (p. 177).

The physics of power

“Discipline makes possible the operation of a relational power that sustains itself by its own mechanism and which, for the spectacle of public events, substitutes the uninterrupted play of calculated gazes.” (p. 177)

Normalizing Judgment

- **Small penal systems:** the notion of having a punishment for poor behaviour (ex. lateness, negligence, etc)
- **Court systems:** moved away from the small scale, laid down by the law; shaping citizens to have a “juridico-natural reference.” There is a sense of judgment implanted about the individual, on their character and capability (ex. Being a good citizen versus being a criminal/law breaker).
- **Punishment as corrective:** punishment as a means of exercising power and training (ex. Repeated an action in order to train that individual to not make the same mistake).

Normalizing Judgment

- **Gratification:** defining human behaviour on the system of good and evil; implementation of moral values.
- “it is possible to quantify this field and work out an arithmetical economy based on it” (p. 180).

Normalizing Judgment

- “By assessing acts with precision, discipline judges individuals ‘in truth’ (p. 181).
- **Correlation of actions and quantification (marking system):** rank system created an understanding of what individuals are capable of; using a reward/punish system to assess this.

Normalizing Discipline

- Individual actions become compared in a field of other standardized actions.
- Differentiates individuals from one another (ex. levels of normality)
- Measurement of people abilities and quantification of “value-giving”

The perpetual penalty that traverses all points and supervises every instant in the disciplinary institutions compares, differentiates, hierarchizes, homogenizes, excludes* In short, it normalises (p. 183).

Examination

- The idea was to *normalize* certain ways of being into the world through this form of *training*. There is an implicit and explicit way of measuring the individual and their level of normality.
 - Combines the above the hierarchal observation and normalizing judgment, and introduces ways of classifying people.
- Ritual is essential: the subject becomes more visible; more emphasis on watching people and marking to examine where they belong in society (hence, the importance of documentation and make individuals to be a “case”).
- Direct effect of being an object of power: We begin to understand more about the individual; to have a point of comparison of who and what is considered “normal.”

Examination

- We know a lot about many things. But how much do we know on the instruments we used to measure, classify, compare, and extract knowledge?
- What do we know about ‘examination’ procedures — “its rituals, its methods, its characters and their roles, its play of questions and answers, its systems of marking and classification?” (p. 185)
- **A new type of power:** techniques and technologies that are often thought as neutral implement power relations that make it possible to extract and constitute knowledge.

Examination

“It is not simply at the level of consciousness, of representations and in what one thinks one knows, but at the level of what makes possible the knowledge that is transformed into political investment” (p. 185).

Examination and Formation of Knowledge

- **Transformed the economy of visibility:** exercising power through invisibility through highly visible subjects
 - “It is the fact of being constantly seen, of being able always to be seen that maintains the disciplined individual in his subjection[...] The examination is, as it were, the ceremony of this objectification” (p. 187).

Examination and Formation of Knowledge

- **Introducing individuality and documentation:** practice of surveillance and writing;
 - Situates individuals “in a network of writing; it engages them in a whole mass of documents that capture and fix them ... a system of intense registration and of documentary accumulation.” (p. 189).
 - This helped “form categories, to determine averages, to fix norms” (p. 190).

Examination and Formation of Knowledge

- **Individuals becoming the “case”**: becoming an object of knowledge.
 - Something to be “trained, corrected, classified, normalized, excluded, etc” (p. 191).
 - A document made for future use; for other possibilities.

Disciplined society

“as power becomes more anonymous and more functional, those on whom it is exercised tend to be more strongly individualized; it is exercised by surveillance rather than ceremonies, by observation rather than commemorative accounts, by comparative measures that have the ‘norm’ as reference rather than genealogies giving ancestors as points of reference” (p. 193).

Disciplined society

Power is not negative:

[it 'excludes' , it 'represses' , it 'censors', it 'abstracts' , it 'masks', it 'conceals' .]

“Power produces; it produces reality; it produces domains of objects and rituals of truth. The individual and the knowledge that may be gained of him belong to this production.”