

UNIVERSIDAD DE COSTA RICA
Sistema de Estudios de Posgrado
Programa de Maestría en *Literatura Inglesa*
SP-7711: Lectura Dirigida I (Literatura Británica)
“The Abnormal Subject and Disciplinary Societies in Contemporary British Literature”
Miércoles: 4:00 a 6:50 P.M.(Virtual)
I-2024

Instructor: Dr. Anthony López Get

Term: I/2024

Credits/Hours: 03

Office: LE-334

Email: anthony.lópez@ucr.ac.cr

Office Hours: Wednesday 2-4pm and by appointment (online)

Modality: Virtual

Course Description

SP-7711—“The Abnormal Subject and Disciplinary Societies in Contemporary British Literature” explores the representation of abnormal subjects, disciplinary societies and mechanisms of control and normalization in contemporary British literature. The selected literary works expose the classification and correction techniques applied on the abnormal subjects—subjects that do not follow the so-called “normal” social standards— as well as the institutions and knowledges that intervene in this classification and correction process. The family, the school, the church, are part of what Louis Althusser refers to as “Ideological State Apparatuses,” which try to manipulate and indoctrinate the subjects into the accepted ideology, but when those apparatuses fail, when the subject rejects the social contract, the disciplinary mechanisms intervene in capturing, classifying, correcting/curing, or even neutralizing/nullifying the abnormal subject. The medical knowledge plays an important role in the classification process, as most abnormalities are seen as effects of an “illness” which needs to be cured. In order to approach the literary texts from this perspective, we will base our analysis on four main authors. With Michel Foucault, we will explore the evolution of the disciplinary society, the category of the abnormal subject, and the institutional techniques of subjection and control, such as the panopticism. Howard Becker will contribute to the concept of the abnormal with his category of “the outsider”. Erving Goffman will also weigh in the discussion with both his categories of the “stigmatized” subject and the “total institution” –institutions of indoctrination and correction that control the totality of the subject's life. Finally, Thomas Szasz will guide us to the world of the psychiatric ward and the role of the medical knowledge in the classification and cure of the subjects. Further reading will be used or suggested as the class evolves. The literary works to be analyzed explore the life of the subjects in different contexts and situations: contemporary Scotland and the drug world, an English borstal in the late 50's, a psychiatric hospital for the incorrigible, or dystopian futures dominated by crime or by a totalitarian state. In all the cases, it is possible to draw connections regarding the mechanisms of discipline and subject construction as created by the different authors.

Course Objectives

- By the end of this course, students will be able to:
- Develop understanding of the relevant concepts studied in class, related to power, ideology, disciplinary societies and subject construction.
- Apply these concepts and techniques to contemporary British literary texts;
- Relate literary works to the biographical, historical, and subjective elements from which they evolve;
- Do close textual analysis;
- Generate original responses to literary texts;
- Write and speak clearly and accurately about British literature;

- Improve and refine his/her ability to articulate and develop ideas in clear, cohesive, and well-structured English; and
- Demonstrate understanding, appreciation, and enjoyment of British literature as well as the theory studied in class.
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- **Course Materials**
- The **required** materials to buy for this class are:
- A **Course Packet** compiled by the instructor and selected books (available at *Copy Mundo*)
- An English **dictionary**

Methodology

Class time will be used to generate discussion and analyze the readings assigned for each week. The instructor will review and supplement the material and guide the students in the discussion, close reading, and analysis of the theoretical as well as literary works assigned; however, students will be encouraged to *produce* knowledge instead of just passively receiving it. Therefore, students' preparation and participation in discussions and class activities is *fundamental* because that facilitates assimilation of the course subject matter. Students will share their ideas individually and in groups, in both oral and written forms. Throughout the course, class participants will be given the means for and responsibility of developing literary, critical, and analytical competence. Before class, students have to read, study, and do the activities assigned by the instructor. Likewise, homework and other tasks have to be completed prior to each class. Daily preparation and participation is essential for successful completion of course objectives.

The course will use online sessions to comply with the fully online delivery modality (100% of virtualization with both synchronous and asynchronous activities) required by University of Costa Rica. This methodology requires students to develop autonomy as learners and writers and to make frequent use of technologies to complete the coursework.

The institutional platform Mediación Virtual will be used as the official platform for online classes. Thus, students are required to possess a UCR account and to participate in all the online activities of the course. The videoconferencing service Zoom will be used to establish synchronic communication during class time, and the UCR's institutional email accounts will be the official channel of communication between instructor and students.

Course Requirements and Evaluation

Evaluation is a continuous process in the sense that student preparation and participation are expected and observed during each class. The final grade for this course will be determined on the following basis:

--Response Papers	(10%)
--Research Paper.....	(60%)
--Assignments	(30%)

Response Papers (10%): Students will write **at least** one 2-4 pages long critical response paper during the semester (date will be announced in advance).

Research Paper (60%): This is a 12-20 page paper to be submitted by the end of the course (date to be announced). This is a research paper subject to publication, with a sound theoretical framework and a critical and original analysis of the literary text.

Assignments (30%): They may include Oral reports or comments based on an assigned readings,

extra readings and research, or the response papers, as well as Synchronous or Asynchronous in-class activities. (dates will be announced in advance).

General Class Policies

- Students are responsible for all the material discussed in class and/or assigned (read and prepare yourself before coming to class, not after).
- No late assignments or papers will be accepted.
- Plagiarized or AI-generated works will not be accepted. Plagiarized works will be dealt with according to the University rules (Reglamento de Regimen Académico Estudiantil).
- Students will meet with the instructor when so required by either party.
- Participation and attendance are fundamental to pass the course. Attendance is strongly encouraged.
- This proposed course outline may be modified to adjust to the pace and needs of the group.

Syllabus

Week 1	Synchronous Intro Ideology Louis Althusser “Ideology and Ideological State Apparatuses” Evolution of Disciplinary Societies Michel Foucault “Torture” and “Punishment” (in Discipline and Punish)	
Week 2	Asynchronous The Abnormal Subject Michel Foucault The Abnormals Classes 1-3 Thomas Szasz “Psychiatric Classification” (in Ideology and Insanity) Howard Becker “Outsiders” (in Outsiders) Suggested: Erving Goffman “Stigma and Social Identity” (in Stigma) Synchronous Q&A	
Week 3	<i>Asynchronous</i> <i>Thomas Szasz “The Ethics of Addiction” (in The Theology of Medicine)</i> <i>*Trainspotting by Irvine Welsh</i> <i>Synchronous</i> Q&A	T. pgs 1-161
Week 4	Asynchronous*Trainspotting by Irvine Welsh Synchronous Q&A	T. pgs 165-344
Week 5	Asynchronous Disciplinary Societies, Knowledge and Institutions Erving Goffman Asylums Intro and First Essay Michel Foucault “Discipline” Chapters 1 and 2 and “Prison” Chapters 1-3 (in Discipline and Punish) Synchronous	

	Q&A	
Week 6	Asynchronous <i>The Loneliness of the Long Distance Runner (Film)</i> Synchronous Q&A	Full
Week 7	Asynchronous Thomas Szasz “Intro” and “The Myth of Mental Illness” (in Ideology and Insanity) *The Panopticon by Jenni Fagan Synchronous Q&A	P. Chp. 1-9
Week 8	Asynchronous *The Panopticon by Jenni Fagan Synchronous Q&A	P. Chp. 10-21
Week 9	*The Panopticon by Jenni Fagan Synchronous Q&A	P. Chp. 22-38
Week 10	Panopticism Michel Foucault “Discipline” Chapter 3-“Panopticism” (in Discipline and Punish) *A Clockwork Orange by Anthony Burgess Synchronous Q&A	CO. Prt. 1
Week 11	Asynchronous *A Clockwork Orange by Anthony Burgess Synchronous Q&A	CO. Prt. 2
Week 12	Asynchronous *A Clockwork Orange by Anthony Burgess Synchronous Q&A	CO. Prt. 3
Week 13	Asynchronous Emile Benveniste “Subjectivity in Language” *1984 by George Orwell Synchronous Q&A	1984 Prt 1 + Appendix
Week 14	*1984 by George Orwell Synchronous Q&A	1984 Prt 2
Week 15	Asynchronous *1984 by George Orwell Synchronous Q&A	1984 Prt 3
Week 16	Hand in Paper	

Course Bibliography

- Althusser, Louis. "Ideology and Ideological State Apparatuses" *Lening and Philosophy and Other Essays*. Trans. Ben Brewster. New York: Monthly Review Press, 1971. Print.
- Becker, Howard S. *Outsiders: Studies in the Sociology of Deviance*. New York: The Free Press, 1966. Print.
- Burgess, Anthony. *A Clockwork Orange*. London: Norton & Company, 1986. Print.
- Fagan, Jenni. *The Panopticon*. New York: Hogarth, 2014. Print.
- Foucault, Michel. *Abnormal: Lectures at the College de France 1974-1975*. Trans. Graham Burchell. London: Verso, 2003. Print.
- . *Discipline and Punish: The Birth of the Prison*. Trans. Alan Sheridan. New York: Vintage, n.d. PDF file.
- Goffman, Erving. *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. New York: Anchor Books, 1990. Print.
- . *Stigma: Notes on the Management of the Spoiled Identity*. N.J.: Prentice-Hall, 1963. Print.
- Orwell, George. *1984*. New York: Plume-Harcourt Brace, 1983. Print.
- Szasz, Thomas. "The Ethics of Addiction." *The Theology of Medicine: The Political-Philosophical Foundations of Medical Ethics*. New York: Harper Colophon, 1977. Print.
- . *Ideology and Insanity: Essays on the Psychiatric Dehumanization of Man*. New York: Syracuse University Press, 1991. Print.
- Sillitoe, Allan. "The Loneliness of the Long-Distance Runner." *archive.org*. 1960. PDF File.
- The Loneliness of the Long Distance Runner*. Dir. Tony Richardson. Continental, 1962. Film.
- Welsh, Irvine. *Trainspotting*. New York: W. W, Norton, 1996. Print.

Suggested Readings

- Alonso, Rodolfo, ed. *Psicología del drogadicto*. Buenos Aires: Rodolfo Alonso, 1972. Print.
- Anz, Thomas. "Argumentos médicos e historias clínicas para la legitimación e institución de normas sociales." *Literatura, cultura y enfermedad*. Ed. W. Bongers y T. Olbrich. Buenos Aires: Paidós, 2006. 29-45. Print.
- Basaglia, Franco. "La institucionalización psiquiátrica de la violencia." Suárez 15-34
- Castro, Edgardo, ed. *El poder, una bestia magnífica: sobre el poder, la prisión y la vida*. Trans. Horacio Pons. Buenos Aires: Siglo Veintiuno Editores, 2012. Print.

- Di Iorio, Jorgelina y Susana Seidmann. "¿Por qué encerrados? Saberes y prácticas de niños y niñas institucionalizados" *Teoría crítica de la psicología 2* (2012): 86-102. Web. 18 Marzo 2015.
- Foucault, Michel. *Herculine Barbin llamada Alexina B.*. Ed. A. Serrano. Madrid: Talasa. 2007. Print.
- . Interview. "Acerca de la cárcel de Attica." Castro 181-193.
- . Interview. "El poder, una bestia magnífica." Castro 29-46.
- . Interview. "La prisión vista por un filósofo francés" Castro 195-202.
- . Interview. "La tortura es la razón." Castro 55-65.
- . Interview. "Percibo lo intolerable." Castro 177-180.
- . Interview. "Poder y Saber." Castro 67-86.
- . Interview. "Precisiones sobre el poder: respuestas a algunas críticas." Castro 113-124.
- . *Psychiatric Power. Lectures At The Colleg E De France, 1973-74.* Trans. Graham Burchell. New York: Palgrave Macmillan, 2006. Print.
- . *Security, Territory, Population: Lectures at the Collège de France 1977-78.* Trans. Graham Burchell. New York: Palgrave Macmillan, 2009. Print.
- . *La verdad y las formas jurídicas.* Barcelona: Gedisa, 1996. Print.
- . *La vida de los hombres infames.* Buenos Aires: Acmé, 1996. Print.
- . *Yo, Pierre Rivière, habiendo degollado a mi madre, a mi hermana y a mi hermano....* Barcelona: Fabula/Tusquets Editores, 2001. Print
- González, Rafael. "Más allá de la psicologización: estigmatizaciones naturalizadoras individuales y colectivas" *Teoría crítica de la psicología 2* (2012): 49-62. Web. 18 Marzo 2015.
- McLaughlin , Kenneth. "La psicologización y la construcción del sujeto político como un objeto vulnerable" *Teoría crítica de la psicología 2* (2012): 3-18. Web. 18 Marzo 2015.
- Savitt, Robert A. "Estudios psicoanalíticos sobre la adicción: la estructura del yo en la adicción a narcóticos." Alonso 43-70.
- Suárez, Armando, ed. *Razón , locura y sociedad.* D.F., México: Siglo Veintiuno, 2010. Print.
- Szasz, Thomas S. *El mito de la enfermedad mental.* Trad. Flora Serato. Buenos Aires: Amorrortu, 2001. Print.
- . "La ética de la adicción" Alonso 89-111
- . "La función del mecanismo contrafóbico en la adicción." Alonso 7-42.
- Tomás, Jaime. "La adicción como defensa maniaca." Alonso 71-88.