

discipline and punish

discipline and punish are two concepts that have shaped educational systems, legal frameworks, and social structures throughout history. This article provides an in-depth examination of the evolution, philosophy, and impact of discipline and punishment across different contexts, including schools, families, and the criminal justice system. Readers will explore how discipline and punish have transformed from physical methods to psychological approaches, their respective roles in behavior modification, and the implications for society. Key topics include the historical origins, theoretical perspectives, and contemporary debates surrounding these practices. Join us as we uncover the complexities, benefits, and drawbacks of discipline and punish, offering insights for educators, parents, policymakers, and anyone interested in human behavior and social order.

- Historical Origins of Discipline and Punish
- The Philosophy Behind Discipline and Punishment
- Discipline in Educational and Family Settings
- Punishment in Criminal Justice Systems
- Modern Approaches to Discipline and Punish
- Benefits and Drawbacks of Discipline and Punish
- Practical Strategies for Effective Discipline
- Conclusion

Historical Origins of Discipline and Punish

Discipline and punish are deeply rooted in human history, influencing societies since ancient times. Early forms of discipline were often intertwined with punishment, relying heavily on physical control and public displays of authority. Ancient civilizations, such as Egypt, Greece, and Rome, implemented strict regulations and punitive measures to maintain social order. Public punishments, including flogging and imprisonment, were designed not only to correct behavior but also to deter others from committing similar offenses.

Over centuries, the philosophy behind discipline and punish evolved. The Enlightenment period introduced ideas about human rights, leading to reforms that questioned the morality and effectiveness of harsh punishments. By the 19th century, thinkers like Michel Foucault critically analyzed how discipline and punishment moved from corporal penalties

to more subtle forms of surveillance and control. These historical transformations continue to shape modern perspectives on discipline and punish in education, families, and legal systems.

The Philosophy Behind Discipline and Punishment

Defining Discipline and Punishment

Discipline refers to a system of rules, training, and guidance intended to foster self-control, responsibility, and positive behaviors. Punishment, on the other hand, is the imposition of a penalty in response to undesirable behavior, aiming to discourage its recurrence. While discipline is preventive and constructive, punishment tends to be reactive and corrective.

Philosophical Perspectives

Philosophers and theorists have debated the roles of discipline and punish in shaping moral character and social order. Utilitarian thinkers argue that punishment serves society by deterring crime, while proponents of restorative justice emphasize rehabilitation over retribution. Foucault's influential work, "Discipline and Punish," highlights the shift from visible, physical punishment to invisible forms of control, such as surveillance and normalization. This philosophical shift underpins many contemporary practices in education and law.

Discipline in Educational and Family Settings

Traditional Approaches

Historically, discipline in schools and homes relied on strict rules and punitive measures to enforce obedience. Corporal punishment, detention, and public shaming were common tools used to maintain order and authority. These methods prioritized immediate compliance but often ignored the underlying causes of misbehavior.

Contemporary Methods

Modern approaches to discipline emphasize positive reinforcement, emotional intelligence, and collaborative problem-solving. Techniques such as time-outs, reward systems, and restorative practices aim to teach children self-regulation and empathy.

Schools and families increasingly favor guidance and support over punishment, fostering environments where mistakes become opportunities for growth.

- Positive reinforcement and praise
- Restorative circles and conflict resolution
- Consistent routines and clear expectations
- Open communication and active listening

Punishment in Criminal Justice Systems

Historical Punitive Measures

Punishment within legal systems has evolved dramatically over time. Early societies relied on corporal and capital punishment to enforce laws and deter crime. Public executions, branding, and exile were common practices intended to serve as warnings to the wider community.

Reform and Rehabilitation

The modern era has seen a shift toward rehabilitation and restorative justice. Prisons now focus on correction rather than retribution, with programs designed to address the root causes of criminal behavior. Alternatives to incarceration, such as community service and probation, reflect an understanding that punishment alone is insufficient for long-term change.

Modern Approaches to Discipline and Punish

Behavioral Psychology

Contemporary strategies often draw from behavioral psychology, promoting discipline through reinforcement and modeling. Cognitive-behavioral interventions help individuals understand the consequences of their actions and develop self-management skills. These approaches prioritize teaching over punishing, recognizing that behavior is learned and can be modified with guidance.

Restorative Practices

Restorative practices seek to repair harm by involving all stakeholders in the resolution process. Techniques include mediated dialogue, restitution, and collaborative problem-solving, fostering accountability and empathy. These modern methods recognize the limitations of punishment and the power of discipline in transforming behavior.

Benefits and Drawbacks of Discipline and Punish

Advantages of Discipline

Effective discipline cultivates self-control, responsibility, and respect for others. It creates safe environments where individuals understand boundaries and expectations. When applied consistently and fairly, discipline encourages positive behavior and reduces the need for punitive measures.

Limitations of Punishment

While punishment can deter undesirable actions, excessive or harsh penalties may lead to resentment, fear, and defiance. Research suggests that punitive approaches are often less effective than supportive interventions in promoting long-term behavioral change. The psychological impact of punishment, particularly in children, can have lasting consequences.

1. Discipline fosters intrinsic motivation and personal growth.
2. Punishment may provide immediate compliance but rarely addresses root causes.
3. Balanced approaches yield better outcomes for individuals and communities.

Practical Strategies for Effective Discipline

Setting Clear Expectations

Establishing clear and consistent rules is essential for effective discipline. Individuals are more likely to follow guidelines when they understand what is expected and why it matters. Consistency builds trust and reduces confusion, making discipline a constructive process.

Positive Reinforcement Techniques

Rewarding desirable behavior encourages individuals to repeat those actions. Praise, incentives, and privileges reinforce positive choices, shifting the focus from punishment to growth. Positive reinforcement is particularly effective in educational and family settings, promoting self-esteem and motivation.

Restorative and Collaborative Approaches

Involving individuals in the resolution of conflicts fosters accountability and empathy. Restorative circles, problem-solving meetings, and mediation allow participants to reflect on their actions, understand the impact on others, and make amends. These strategies support the development of emotional intelligence and social responsibility.

Conclusion

The concepts of discipline and punish continue to influence education, families, and justice systems worldwide. While punishment has historically served as a tool for enforcing rules, modern research and philosophy highlight the greater effectiveness of discipline in promoting lasting behavioral change. By understanding the origins, theories, and contemporary practices related to discipline and punish, society can move toward approaches that foster growth, accountability, and well-being for all.

Q: What is the difference between discipline and punishment?

A: Discipline focuses on teaching and guiding individuals toward positive behavior, while punishment involves imposing a penalty to discourage undesirable actions. Discipline is proactive, whereas punishment is reactive.

Q: How have historical views on discipline and punish changed over time?

A: Historically, societies relied on physical punishment and public displays of authority. Over time, reforms emphasized rehabilitation, restorative justice, and psychological approaches, shifting the focus to teaching and correcting behavior.

Q: What are some effective strategies for discipline in schools and homes?

A: Effective strategies include positive reinforcement, setting clear expectations, open

communication, restorative practices, and consistent routines.

Q: Why is punishment considered less effective than discipline for long-term behavior change?

A: Punishment may deter immediate misbehavior but often fails to address underlying causes. Discipline builds self-regulation and motivation, leading to sustainable positive change.

Q: How does restorative justice differ from traditional punishment in criminal justice?

A: Restorative justice emphasizes repairing harm, accountability, and rehabilitation, while traditional punishment focuses on retribution and deterrence through penalties.

Q: Can discipline and punish coexist in modern behavioral management?

A: Yes, discipline and punish can coexist, but balanced approaches favor discipline for teaching and growth, using punishment only when necessary and proportionate.

Q: What are the psychological effects of harsh punishment on children?

A: Harsh punishment can lead to fear, resentment, defiance, and long-term emotional issues, whereas supportive discipline promotes self-esteem and positive relationships.

Q: How do cultural differences influence discipline and punish practices?

A: Cultural norms shape attitudes toward authority, acceptable forms of discipline, and the role of punishment, leading to diverse practices worldwide.

Q: What role does positive reinforcement play in discipline?

A: Positive reinforcement encourages desirable behavior by rewarding it, making individuals more likely to repeat positive actions and less reliant on punishment.

Q: Are there alternatives to punishment in managing challenging behavior?

A: Yes, alternatives include restorative conversations, mediation, problem-solving meetings, and teaching coping skills, all of which promote understanding and growth.

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Discipline and Punish: Exploring Power, Control, and the Evolution of Punishment

Are you fascinated by the history of punishment and its evolution? Have you ever wondered how societies exert control and shape behavior? Then you've come to the right place. This in-depth exploration of Michel Foucault's seminal work, "Discipline and Punish," delves into the complex interplay of power, discipline, and the societal mechanisms that govern our actions. We'll unravel the historical shifts in penal systems, analyze Foucault's key arguments, and examine their enduring relevance in today's world. Prepare to challenge your assumptions about power, control, and the very nature of punishment itself.

From Spectacle to Surveillance: The Shifting Landscape of Punishment

Foucault's "Discipline and Punish" doesn't simply recount the history of prisons; it dissects the broader societal mechanisms of control. He famously contrasts the public, often brutal, executions of the 18th century with the seemingly more humane, yet arguably more insidious, methods of surveillance and discipline that characterize the modern penal system. The shift, according to Foucault, isn't a progression toward greater humaneness, but a transformation in the techniques of power.

The Public Execution: A Theatrical Display of Power

The public execution, with its elaborate rituals and physical spectacle, served as a powerful display of the sovereign's authority. The body of the condemned became a site of symbolic violence, reinforcing the social order through fear and intimidation. This was a visible form of power, directly

exercised and easily understood.

The Panopticon: The Architecture of Surveillance

Foucault introduces the panopticon, a prison design envisioned by Jeremy Bentham, as a potent metaphor for the shift towards disciplinary power. In the panopticon, the prisoner is constantly aware of the potential for observation, even if not actually being watched. This constant possibility of surveillance fosters self-regulation and internalized discipline. This invisible, yet pervasive, power is far more effective than the overt brutality of public executions.

Discipline: The Internalization of Control

Discipline, according to Foucault, isn't just about punishment; it's about shaping individuals to conform to societal norms. This is achieved through various techniques, including:

Hierarchical Observation: Constant surveillance by superiors creates a climate of control and self-monitoring.

Normalizing Judgment: Individuals are ranked and compared, creating a system of rewards and punishments based on conformity to established norms.

Examination: Combining observation and judgment, the examination creates a system of assessment and evaluation that permeates all aspects of life.

These disciplinary techniques are not limited to prisons; they permeate schools, hospitals, factories, and even our own homes. They shape our behavior, thoughts, and desires, influencing everything from our posture to our productivity.

Power and Knowledge: An Intertwined Relationship

Foucault argues that power and knowledge are inextricably linked. Disciplinary institutions don't just punish; they also produce knowledge about individuals, categorizing and classifying them based on their conformity or deviance. This knowledge, in turn, reinforces the power structures that create and maintain these institutions. The very act of classifying and labeling individuals contributes to the exercise of power.

The Enduring Legacy of "Discipline and Punish"

"Discipline and Punish" remains a highly influential work, sparking ongoing debates in various fields, including criminology, sociology, and political science. Its analysis of power dynamics continues to resonate in contemporary society, prompting critical examination of surveillance technologies, institutional practices, and the subtle ways in which power shapes our lives. The book's enduring

relevance lies in its ability to illuminate the hidden mechanisms of control that shape our behavior and maintain social order.

Conclusion:

Michel Foucault's "Discipline and Punish" is a challenging and rewarding read that compels us to critically examine the evolution of punishment and the pervasive nature of power in modern society. By understanding the historical shifts in penal systems and the techniques of discipline, we can better understand the subtle ways in which power shapes our lives and challenge the assumptions that underpin our social institutions.

FAQs:

1. Is "Discipline and Punish" only about prisons? No, while prisons are a central example, Foucault's analysis extends to all institutions that utilize disciplinary techniques to control and shape behavior.
2. What is the significance of the panopticon? The panopticon serves as a powerful metaphor for the shift from visible to invisible power, highlighting the effectiveness of surveillance and self-regulation.
3. How does Foucault's work relate to contemporary issues? Foucault's ideas are highly relevant to contemporary debates about surveillance technologies, data privacy, and the ethical implications of power structures.
4. What are some criticisms of Foucault's work? Some critics argue that Foucault overemphasizes the role of power and neglects other factors that influence social behavior. Others find his style overly theoretical and difficult to apply empirically.
5. Where can I find more information about Foucault's work? You can find numerous academic articles, books, and online resources dedicated to exploring Foucault's theories and their impact. Start by searching for "Michel Foucault bibliography" online.

discipline and punish: Discipline and Punish Michel Foucault, 2012-04-18 A brilliant work from the most influential philosopher since Sartre. In this indispensable work, a brilliant thinker suggests that such vaunted reforms as the abolition of torture and the emergence of the modern penitentiary have merely shifted the focus of punishment from the prisoner's body to his soul.

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discipline and punish: Discipline and Punish Michel Foucault, 1977 Before the early 19th century, European ideas of crime and punishment tended to involve very public displays of the power of the monarch and the power of the state against the offending individual. Nowhere was this tendency more evident than in the spectacle of public executions. Those convicted of murder, piracy, counterfeiting, or other notable capital crimes would be taken to a public place for hanging or decapitation, and certain kinds of crimes warranted particularly gruesome punishments. In *Discipline and Punish*, social theorist Michel Foucault directly confronts and challenges a number of existing ideas surrounding the prison reforms of the late 1700s and early 1800s, and even into the

twentieth century. By looking at the evolution of justice systems (focusing primarily on France), he suggests that the shift away from public executions and towards the idea of incarceration and reform within prison walls was a means of reframing the image of the power of society over the individual. Public executions often had the effect of making a criminal into a public martyr, and the ballads and broadsides printed for the common people did less to condemn the crime and more to glorify the criminal. By shifting the focus of justice into the prison and out of the public eye, authorities would have more direct control over the lives of those who had violated the norms of society.

discipline and punish: *An Analysis of Michel Foucault's Discipline and Punish* Meghan Kallman, Rachele Dini, 2017-07-05 Michel Foucault is famous as one of the 20th-century's most innovative thinkers – and his work on *Discipline and Punish* was so original and offered models so useful to other scholars that the book now ranks among the most influential academic works ever published. Foucault's aim is to trace the way in which incarceration was transformed between the seventeenth and twentieth centuries. What started as a spectacle, in which ritual punishments were focused on the prisoner's body, eventually became a matter of the private disciplining of a delinquent soul. Foucault's work is renowned for its original insights, and *Discipline and Punish* contains several of his most compelling observations. Much of the focus of the book is on making new connections between knowledge and power, leading Foucault to sketch out a new interpretation of the relationship between *voir*, *savoir* and *pouvoir* – or, 'to see is to know is to have power.' Foucault also dwells in fascinating detail on the true implications of a uniquely creative solution to the problems generated by incarcerating large numbers of criminals in a confined space – Jeremy Bentham's 'panopticon,' a prison constructed around a central tower from which hidden guards might – or might not – be monitoring any given prisoner at any given time. As Foucault points out, the panopticon creates a prison in which inmates will discipline themselves, for fear of punishment, even when there are no guards present. He goes on to apply this insight to the manner in which all of us behave in the outside world – a world in which CCTV and speed cameras are explicitly designed to modify our behavior. Foucault's highly original vision of prisons also ties them to broader structures of power, allowing him to argue that all previous conceptions of prison are misleading, even wrong. For Foucault, the ultimate purpose of incarceration is neither to punish inmates, nor to reduce crime. It is to produce delinquency as a way of enabling the state to control and of structure crime.

discipline and punish: *Discipline and Punish* Michel Foucault, 1979 In this brilliant study, one of the most influential philosophers alive sweeps aside centuries of sterile debate about prison reform and gives a highly provocative account of how penal institutions and the power to punish became a part of our lives. Foucault explains the alleged failures of the modern prison by showing how the very concern with rehabilitation encourages and refines criminal activity.

discipline and punish: *How to Read Foucault's Discipline and Punish* Anne Schwan, Stephen Shapiro, 2011-08-15 Michel Foucault's *Discipline and Punish* is one of the best-selling works of critical theory and a key text on many undergraduate courses. However, it is a long, difficult text which makes Anne Schwan and Stephen Shapiro's excellent step-by-step reading guide a welcome addition to the *How to Read Theory* series. Undergraduates across a wide range of disciplines are expected to have a solid understanding of Foucault's key terms, which have become commonplace in critical thinking today. While there are many texts that survey Foucault's thought, these are often more general overviews or biographical *précis* that give little in the way of robust explanation and discussion. In contrast, *How to Read Foucault's Discipline and Punish* takes a plain-speaking, yet detailed, approach, specifically designed to give students a thorough understanding of one of the most influential texts in contemporary cultural theory.

discipline and punish: *Understanding Foucault, Understanding Modernism* David Scott, 2017-02-23 Michel Foucault remains to this day a thinker who stands unchallenged as one of the most important of the 20th century. Among the characteristics that have made him influential is his insistent blurring of the border separating philosophy and literature and art, carried out on the basis

of his confronting the problem of modernism, which he characterizes as a permanent task. To that end, even his most explicitly historical or strictly epistemological and methodological enquiries, which on their surface would seem not to have anything to do with literature, are full of allusions to modernist writers and artists like Mallarmé, Baudelaire, Artaud, Klee, Borges, Broch-sometimes fleetingly, sometimes more extensively, as is the case with Foucault's life-long devotion to Bataille, Klossowski, Blanchot, and de Sade. Understanding Foucault, Understanding Modernism shows, on the one hand, that literature and the arts play a fundamental structural role in Foucault's works, while, on the other hand, it shifts to the foreground what it presumes to be motivating Foucault: the interrogation of the problem of modernism.

discipline and punish: The Spectacle of the Scaffold Michel Foucault, 2008 Foucault's writings on power and control in social institutions have made him one of the modern era's most influential thinkers. Here he argues that punishment has gone from being mere spectacle to becoming an instrument of systematic domination over individuals in society - not just of our bodies, but our souls. Throughout history, some books have changed the world. They have transformed the way we see ourselves - and each other. They have inspired debate, dissent, war and revolution. They have enlightened, outraged, provoked and comforted. They have enriched lives - and destroyed them. Now Penguin brings you the works of the great thinkers, pioneers, radicals and visionaries whose ideas shook civilization and helped make us who we are.

discipline and punish: The History of Sexuality: 1 Michel Foucault, 2019-11-14 'A brilliant display of fireworks, attacking the widespread and banal notion that in the beginning sexual activity was guilt-free and delicious, being repressed and blighted only by the gloom of Victorianism' Spectator We talk about sex more and more, but are we more liberated? The first part of Michel Foucault's landmark account of our evolving attitudes in the west shows how the nineteenth century, far from suppressing sexuality, led to an explosion of discussion about sex as a separate sphere of life for study and examination. As a result, he argues, we are making a science of sex which is devoted to the analysis of desire rather than the increase of pleasure. 'A wealth of insights, original conceptualizations and provocative ideas' The Times Literary Supplement

discipline and punish: On Violence Bruce B. Lawrence, Aisha Karim, 2007-12-06 This anthology brings together classic perspectives on violence, putting into productive conversation the thought of well-known theorists and activists, including Hannah Arendt, Karl Marx, G. W. F. Hegel, Osama bin Laden, Sigmund Freud, Frantz Fanon, Thomas Hobbes, and Pierre Bourdieu. The volume proceeds from the editors' contention that violence is always historically contingent; it must be contextualized to be understood. They argue that violence is a process rather than a discrete product. It is intrinsic to the human condition, an inescapable fact of life that can be channeled and reckoned with but never completely suppressed. Above all, they seek to illuminate the relationship between action and knowledge about violence, and to examine how one might speak about violence without replicating or perpetuating it. On Violence is divided into five sections. Underscoring the connection between violence and economic world orders, the first section explores the dialectical relationship between domination and subordination. The second section brings together pieces by political actors who spoke about the tension between violence and nonviolence—Gandhi, Hitler, and Malcolm X—and by critics who have commented on that tension. The third grouping examines institutional faces of violence—familial, legal, and religious—while the fourth reflects on state violence. With a focus on issues of representation, the final section includes pieces on the relationship between violence and art, stories, and the media. The editors' introduction to each section highlights the significant theoretical points raised and the interconnections between the essays. Brief introductions to individual selections provide information about the authors and their particular contributions to theories of violence. With selections by: Hannah Arendt, Walter Benjamin, Osama bin Laden, Pierre Bourdieu, André Breton, James Cone, Robert M. Cover, Gilles Deleuze, Friedrich Engels, Frantz Fanon, Michel Foucault, Sigmund Freud, Mohandas Gandhi, René Girard, Linda Gordon, Antonio Gramsci, Félix Guattari, G. W. F. Hegel, Adolf Hitler, Thomas Hobbes, Bruce B. Lawrence, Elliott Leyton, Catharine MacKinnon, Malcolm X, Dorothy Martin, Karl Marx,

Chandra Muzaffar, James C. Scott, Kristine Stiles, Michael Taussig, Leon Trotsky, Simone Weil, Sharon Welch, Raymond Williams

discipline and punish: Discipline Over Punishment Trevor W. Gardner, 2016-08-16

Discipline Over Punishment is an exploration of the transformative potential of restorative discipline practices in schools, ranging from the micro-level of one-on-one interactions with students to the macro-level of re-routing the school-to-prison pipeline and improving life outcomes for young people. Gardner, who continues to teach high school in Oakland, CA, has spent nearly 20 years innovating, struggling, and succeeding to implement various restorative justice practices in classrooms and schools around the Bay Area. Using classrooms and schools where he has taught and students, families and educators with whom he has worked, Gardner examines how restorative justice, as a set of beliefs and practices can be a force for justice and equity in our classrooms, schools, and beyond.

discipline and punish: Corporal Punishment Patrick Lenta, 2017-09-14 The aim of this book is to assess the moral permissibility of corporal punishment and to enquire into whether or not it ought to be legally prohibited. Against the widespread view that corporal punishment is morally legitimate and should be legally permitted provided it falls short of abuse, Patrick Lenta argues that all corporal punishment, even parental spanking, is morally impermissible and ought to be legally proscribed. The advantages claimed for corporal punishment over alternative disciplinary techniques, he contends, are slight or speculative and are far outweighed by its disadvantages. He presents, in addition, a rights-based case against corporal punishment, arguing that children possess certain fundamental rights that all corporal punishment of them violates, namely the right to security of the person and the right not to be subjected to degrading punishment. Lenta's approach is unique in that it engages with empirical literature in the social sciences in order to fully examine the emotional and psychological effects of corporal punishment on children. *Corporal Punishment: A Philosophical Assessment* is a philosophically rigorous and engaging treatment of a hitherto neglected topic in applied ethics and social philosophy.

discipline and punish: Foucault's Discipline John S. Ransom, 1997 In Foucault's *Discipline*, John S. Ransom extracts a distinctive vision of the political world—and oppositional possibilities within it—from the welter of disparate topics and projects Michel Foucault pursued over his lifetime. Uniquely, Ransom presents Foucault as a political theorist in the tradition of Weber and Nietzsche, and specifically examines Foucault's work in relation to the political tradition of liberalism and the Frankfurt School. By concentrating primarily on *Discipline and Punish* and the later Foucauldian texts, Ransom provides a fresh interpretation of this controversial philosopher's perspectives on concepts such as freedom, right, truth, and power. Foucault's *Discipline* demonstrates how Foucault's valorization of descriptive critique over prescriptive plans of action can be applied to the decisively altered political landscape of the end of this millennium. By reconstructing the philosopher's arguments concerning the significance of disciplinary institutions, biopower, subjectivity, and forms of resistance in modern society, Ransom shows how Foucault has provided a different way of looking at and responding to contemporary models of government—in short, a new depiction of the political world.

discipline and punish: Summary of Michel Foucault's Discipline and Punish Everest Media,, 2022-04-03T22:59:00Z Please note: This is a companion version & not the original book. Sample Book Insights: #1 The execution of Damians the regicide was recorded by Bouton, an officer of the watch. He was quartered, which meant his flesh was torn apart by red-hot pincers, his right hand holding the knife with which he had committed the parricide. #2 The executioner, Samson, told the court that there was no hope of succeeding. He asked their lordships if they wanted him to have the prisoner cut into pieces. The clerk of the court, Monsieur Le Breton, asked them again, and again the patient said no. The four limbs were then pulled away, and the trunk and the rest were covered with logs and faggots and fire was put to them. #3 The French prison system was based on the Léon Faucher rules, which were written in 1833. The prisoners' day began at six in the morning in winter and five in summer. They worked for nine hours a day, two hours a day was devoted to instruction, and work ended at nine o'clock in winter and eight in summer. #4 The prison time-table of 1786

defines a certain penal style. It was a time when Europe and the United States re-organized their economy of punishment. They eliminated torture as a public spectacle, and replaced it with less physical forms of punishment.

discipline and punish: Rules for Radicals Saul Alinsky, 2010-06-30 "This country's leading hell-raiser (The Nation) shares his impassioned counsel to young radicals on how to effect constructive social change and know "the difference between being a realistic radical and being a rhetorical one." First published in 1971 and written in the midst of radical political developments whose direction Alinsky was one of the first to question, this volume exhibits his style at its best. Like Thomas Paine before him, Alinsky was able to combine, both in his person and his writing, the intensity of political engagement with an absolute insistence on rational political discourse and adherence to the American democratic tradition.

discipline and punish: How to Read Foucault's Discipline and Punish Brenda Nobles, Anne Schwan, Stephen Shapiro, 2014-05-14 An accessible, step-by-step guide to reading Foucault's hugely influential text.

discipline and punish: Michel Foucault Dianna Taylor, 2014-12-05 Michel Foucault was one of the twentieth century's most influential and provocative thinkers. His work on freedom, subjectivity, and power is now central to thinking across an extraordinarily wide range of disciplines, including philosophy, history, education, psychology, politics, anthropology, sociology, and criminology. Michel Foucault: Key Concepts explores Foucault's central ideas, such as disciplinary power, biopower, bodies, spirituality, and practices of the self. Each essay focuses on a specific concept, analyzing its meaning and uses across Foucault's work, highlighting its connection to other concepts, and emphasizing its potential applications. Together, the chapters provide the main co-ordinates to map Foucault's work. But more than a guide to the work, Michel Foucault: Key Concepts introduces readers to Foucault's thinking, equipping them with a set of tools that can facilitate and enhance further study.

discipline and punish: The Promise of Punishment Patricia O'Brien, 2014-07-14 Patricia O'Brien traces the creation and development of a modern prison system in nineteenth-century France. The study has three principal areas of concern: prisons and their populations; the organizing principles of the system, including occupational and educational programs for rehabilitation; and the extension of punishment outside the prison walls. Originally published in 1982. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

discipline and punish: Punishment in Popular Culture Austin Sarat, 2015-06-05 Resource added for the Criminal Justice - Law Enforcement 105046 and Professional Studies 105045 programs.

discipline and punish: Discourses We Live By: Narratives of Educational and Social Endeavour Hazel R. Wright, Marianne Høyen, 2020-07-03 What are the influences that govern how people view their worlds? What are the embedded values and practices that underpin the ways people think and act? Discourses We Live By approaches these questions through narrative research, in a process that uses words, images, activities or artefacts to ask people – either individually or collectively within social groupings – to examine, discuss, portray or otherwise make public their place in the world, their sense of belonging to (and identity within) the physical and cultural space they inhabit. This book is a rich and multifaceted collection of twenty-eight chapters that use varied lenses to examine the discourses that shape people's lives. The contributors are themselves from many backgrounds – different academic disciplines within the humanities and social sciences, diverse professional practices and a range of countries and cultures. They represent a broad spectrum of age, status and outlook, and variously apply their research methods – but share a common interest

in people, their lives, thoughts and actions. Gathering such eclectic experiences as those of student-teachers in Kenya, a released prisoner in Denmark, academics in Colombia, a group of migrants learning English, and gambling addiction support-workers in Italy, alongside more mainstream educational themes, the book presents a fascinating array of insights. *Discourses We Live By* will be essential reading for adult educators and practitioners, those involved with educational and professional practice, narrative researchers, and many sociologists. It will appeal to all who want to know how narratives shape the way we live and the way we talk about our lives.

discipline and punish: *The Punitive Society* Michel Foucault, 2016-04-29 These thirteen lectures on the 'punitive society,' delivered at the Collège de France in the first three months of 1973, examine the way in which the relations between justice and truth that govern modern penal law were forged, and question what links them to the emergence of a new punitive regime that still dominates contemporary society.

discipline and punish: *Power* Michel Foucault, 2019-11-14 'Who since Weber, or perhaps even Hobbes, has done as much to show why power is such a profound, elusive and treacherous presence throughout our experience?' The Times Higher Education The third and final volume of the Essential Works of Foucault series, *Power* brings together his writings on the issues that he helped make the core agenda of Western political culture: medicine, prisons, psychiatry, government and sexuality, in particular showing his concerns with human rights, discrimination and exclusion. It also includes articles and open letters published directly in response to the issues of the time, calling for reform in abortion, asylum and the death penalty. All the pieces here bring a new sense of Foucault's huge influence on the politics of personal freedom. Edited by James D. Faubion Translated by Robert Hurley and Others

discipline and punish: *Drive* Daniel H. Pink, 2011-04-05 The New York Times bestseller that gives readers a paradigm-shattering new way to think about motivation from the author of *When: The Scientific Secrets of Perfect Timing* Most people believe that the best way to motivate is with rewards like money—the carrot-and-stick approach. That's a mistake, says Daniel H. Pink (author of *To Sell Is Human: The Surprising Truth About Motivating Others*). In this provocative and persuasive new book, he asserts that the secret to high performance and satisfaction-at work, at school, and at home—is the deeply human need to direct our own lives, to learn and create new things, and to do better by ourselves and our world. Drawing on four decades of scientific research on human motivation, Pink exposes the mismatch between what science knows and what business does—and how that affects every aspect of life. He examines the three elements of true motivation—autonomy, mastery, and purpose—and offers smart and surprising techniques for putting these into action in a unique book that will change how we think and transform how we live.

discipline and punish: *Durkheim and Foucault* Mark Sydney Cladis, 1999 Education and punishment are two crucial sites of the disciplinary society, approached by Durkheim and Foucault from different perspectives, but also in a shared concern with what kind of society might constitute an emancipatory alternative. This collection of essays explores the issues that are involved and that are illuminated through a comparison and contrast of two social theorists who at first sight might seem an unlikely couple - Durkheim and Foucault.

discipline and punish: *The Works of Jeremy Bentham* Jeremy Bentham, 1843

discipline and punish: *On Liberty, Utilitarianism, and Other Essays* John Stuart Mill, 2015 Collects four of the philosopher's essays on issues central to liberal democratic regimes. --Publisher.

discipline and punish: *Punishment and Social Structure* Otto Kirchheimer, 2017-09-29 Why are certain methods of punishment adopted or rejected in a given social situation? To what extent is the development of penal methods determined by basic social relations? The answers to these questions are complex, and go well beyond the thesis that institutionalized punishment is simply for the protection of society. While today's punishment of offenders often incorporates aspects of psychology, psychiatry, and sociology, at one time there was a more pronounced difference in criminal punishment based on class and economics. *Punishment and Social Structure* originated from an article written by Georg Rusche in 1933 entitled *Labor Market and Penal Sanction*:

Thoughts on the Sociology of Criminal Justice. Originally published in Germany by the Frankfurt Institute of Social Research, this article became the germ of a theory of criminology that laid the groundwork for all subsequent research in this area. Rusche and Kirchheimer look at crime from an historical perspective, and correlate methods of punishment with both temporal cultural values and economic conditions. The authors classify the history of crime into three primary eras: the early Middle Ages, in which penance and fines were the predominant modes of punishment; the later Middle Ages, in which harsh corporal punishment and capital punishment moved to the forefront; and the seventeenth century, in which the prison system was more fully developed. They also discuss more recent forms of penal practice, most notably under the constraints of a fascist state. The majority of the book was translated from German into English, and then reshaped by Rusche's co-author, Otto Kirchheimer, with whom Rusche actually had little discussion. While the main body of *Punishment and Social Structure* are Rusche's ideas, Kirchheimer was responsible for bringing the book more up-to-date to include the Nazi and fascist era. *Punishment and Social Structure* is a pioneering work that sets a paradigm for the study of crime and punishment.

discipline and punish: *Prisons, Punishment, and the Family* Rachel Condry, Peter Scharff Smith, 2018 Every year millions of families are affected by the imprisonment of a family member. Children of imprisoned parents alone can be counted in millions in the USA and in Europe. It is a bewildering fact that while we have had prisons for centuries, and the deprivation of liberty has been a central pillar in the Western mode of punishment since the early nineteenth century, we have only relatively recently embarked upon a serious discussion of the severe effects of imprisonment for the families and relatives of offenders and the implications this has for society. This book draws together some of the excellent research that addresses the impact of criminal justice and incarceration in particular upon the families of offenders. It assembles examples of recent and ongoing studies from eight different countries in order to not only learn about the secondary effects and 'collateral consequences' of imprisonment but also to understand what the experiences and lived realities of prisoners' families means for the sociology of punishment and our broader understanding of criminal justice systems. While punishment and society scholarship has gained significant ground in recent years it has often remained silent on the ways in which the families of prisoners are affected by our practices of punishment. This book provides evidence of the importance of including families within this scholarship and explores themes of legitimacy, citizenship, human rights, marginalization, exclusion, and inequality.

discipline and punish: *Quicklet on Michel Foucault's Discipline & Punish: The Birth of the Prison (CliffNotes-like Summary)* Brett Davidson, 2012-02-29 ABOUT THE BOOK To read and understand Foucault is to know that you are not a free man, but in fact a prisoner/guard in a penitentiary named Western Society. *Discipline and Punish* changed the way the humanities and social sciences understood power and the way that I understood my place in the world. It answers questions like why non-conformists dress like all the other non-conformists and why we all try to hide the fact that we are singing to ourselves in our cars while simultaneously watching other people to see if they are singing to themselves. We all participate in maintaining the norms and rules of our society. In the Rebellious sixties, young people were attacking the establishment but they did not realize how deeply entrenched the power was and how it flowed, not from the top down, but out of all levels of society as a ubiquitous force. MEET THE AUTHOR Davidson received his BA from the University of Windsor and his MA from Carleton University. He teaches history at Eldercollege in Windsor, Ontario and has published a biography of Charles G.D. Roberts. You can follow his blog at www.hubpages.com/bkeithdavidson. EXCERPT FROM THE BOOK Part one "Torture" begins with the gruesome execution of convicted regicide Robert-Francois Damiens who had attempted to murder Louis XIV and had his sins cleansed by making Amene Honorable. The rest of the book then has to explain how we have moved in only two hundred years from burning hot pincers removing the flesh from your bones to sitting in prison with three meals a day. The societal pressure for the move towards lenience began only decades after the grizzly death of Damiens and came from all levels of society. This period saw the focus of judicial punishment shift from the body to the soul. To use

Foucault's phrase, "The soul is the prison of the body." The theatrical displays that accompanied of the earlier forms of punishment are now reserved for the court room. The second part "Punishment" starts with a discussion of the reform movement of the late eighteenth century that forced sovereigns and governments in general distance themselves from the violent act of killing. Judgement was put on display and punishment was hidden away. While capital punishment still exists, it is now done clinically and behind closed doors. Society itself was changing. There was a shift away from violent crimes into property related crimes. It is important to note that while many of the middle class philosophers were writing about this problem the demand for change came from all levels of the society. The lower classes were becoming more sympathetic to the plight of the condemned and even tried to help them at times. "Discipline" is the third part of the book and it deals with the training of the soul so that the society can exert power over it. This section deals with taking the human in any form and moulding it into the desired form. Foucault uses the example of the soldier and how this used to be a position that a man had to fit before he could join an army. Foucault saw a shift in the eighteenth century whereby armies started to believe that they could make soldiers out of any man no matter his condition. This philosophy extends into the society as school, hospital, and prison all have their methods, tests, and drills designed to create the model citizen. This section also explores how these institutions use the "political technology of the body" to control the space and time of the individual to create proper behaviour. Schedules and time tables are used to control the mind and organize the body. Buy a copy to keep reading!

discipline and punish: *Carceral Communities in Latin America* Sacha Darke, Chris Garces, Luis Duno-Gottberg, Andrés Antillano, 2021-03-27 This book gathers the very best academic research to date on prison regimes in Latin America and the Caribbean. Grounded in solid ethnographic work, each chapter explores the informal dynamics of prisons in diverse territories and countries of the region - Venezuela, Brazil, Bolivia, Honduras, Nicaragua, Colombia, Puerto Rico, Dominican Republic - while theorizing how day-to-day life for the incarcerated has been forged in tandem between prison facilities and the outside world. The editors and contributors to this volume ask: how have fastest-rising incarceration rates in the world affected civilians' lives in different national contexts? How do groups of prisoners form broader and more integrated 'carceral communities' across day-to-day relations of exchange and reciprocity with guards, lawyers, family, associates, and assorted neighbors? What differences exist between carceral communities from one national context to another? Last but not least, how do carceral communities, contrary to popular opinion, necessarily become a productive force for the good and welfare of incarcerated subjects, in addition to being a potential source of troubling violence and insecurity? This edited collection represents the most rigorous scholarship to date on the prison regimes of Latin America and the Caribbean, exploring the methodological value of ethnographic reflexivity inside prisons and theorizing how daily life for the incarcerated challenges preconceptions of prisoner subjectivity, so-called prison gangs, and bio-political order. Sacha Darke is Senior Lecturer in Criminology at University of Westminster, UK, Visiting Lecturer in Law at University of São Paulo, Brazil, and Affiliate of King's Brazil Institute, King's College London, UK. Chris Garces is Research Professor of Anthropology at Universidad San Francisco de Quito, Ecuador, and Visiting Lecturer in Law at Universidad Andina Simón Bolívar, Ecuador. Luis Duno-Gottberg is Professor at Rice University, USA. He specializes in Caribbean culture, with emphasis on race and ethnicity, politics, violence, and visual culture. Andrés Antillano is Professor in Criminology at Universidad Central de Venezuela, Venezuela.

discipline and punish: The Behavioral Code Benjamin van Rooij, Adam Fine, 2021-10-26 A 2022 PROSE Award finalist in Legal Studies and Criminology A 2022 American Bar Association Silver Gavel Award Finalist A Behavioral Scientist's Notable Book of 2021 Freakonomics for the law—how applying behavioral science to the law can fundamentally change and explain misbehavior Why do most Americans wear seatbelts but continue to speed even though speeding fines are higher? Why could park rangers reduce theft by removing "no stealing" signs? Why was a man who stole 3 golf clubs sentenced to 25 years in prison? Some laws radically change behavior whereas

others are consistently ignored and routinely broken. And yet we keep relying on harsh punishment against crime despite its continued failure. Professors Benjamin van Rooij and Adam Fine draw on decades of research to uncover the behavioral code: the root causes and hidden forces that drive human behavior and our responses to society's laws. In doing so, they present the first accessible analysis of behavioral jurisprudence, which will fundamentally alter how we understand the connection between law and human behavior. The Behavioral Code offers a necessary and different approach to battling crime and injustice that is based in understanding the science of human misconduct—rather than relying on our instinctual drive to punish as a way to shape behavior. The book reveals the behavioral code's hidden role through illustrative examples like: • The illusion of the US's beloved tax refund • German walls that “pee back” at public urinals • The \$1,000 monthly “good behavior” reward that reduced gun violence • Uber's backdoor “Greyball” app that helped the company evade Seattle's taxi regulators • A \$2.3 billion legal settlement against Pfizer that revealed how whistleblower protections fail to reduce corporate malfeasance • A toxic organizational culture playing a core role in Volkswagen's emissions cheating scandal • How Peter Thiel helped Hulk Hogan sue Gawker into oblivion Revelatory and counterintuitive, The Behavioral Code catalyzes the conversation about how the law can effectively improve human conduct and respond to some of our most pressing issues today, from police misconduct to corporate malfeasance.

discipline and punish: *Discipline Without Distress* Judy Arnall, 2012-09-21 Discipline that you and your child will feel good about! Spanking and time-outs do NOT work. At last, a positive discipline book that is full of practical tips, strategies, skills, and ideas for parents of babies through teenagers, and tells you EXACTLY what to do in the moment for every type of behaviour, from whining to web surfing. Includes 50 pages of handy charts of the most common behaviour problems and the tools to handle them respectfully! Parents and children today face very different challenges from the previous generation. Today's children play not only in the sandbox down the street, but also in the world wide web, which is too big and complex for parents to control and supervise. As young as aged four, your child can contact the world and the world can contact them. A strong bond between you and your child is critical in order for your child to regard you as their trusted advisor. Traditional discipline methods no longer work with today's children and they destroy your ability to influence your increasingly vulnerable children who need you as their lifeline! You need new discipline tools!

discipline and punish: The Punishment Monopoly Pem Davidson Buck, 2019-11-22 Examines the roots of white supremacy and mass incarceration from the vantage point of history Why, asks Pem Davidson Buck, is punishment so central to the functioning of the United States, a country proclaiming “liberty and justice for all”? The Punishment Monopoly challenges our everyday understanding of American history, focusing on the constructions of race, class, and gender upon which the United States was built, and which still support racial capitalism and the carceral state. After all, Buck writes, “a state, to be a state, has to punish ... bottom line, that is what a state and the force it controls is for.” Using stories of her European ancestors, who arrived in colonial Virginia in the seventeenth and eighteenth centuries, and following their descendants into the early nineteenth century, Buck shows how struggles over the right to punish, backed by the growing power of the state governed by a white elite, made possible the dispossession of Africans, Native Americans, and poor whites. Those struggles led to the creation of the low-wage working classes that capitalism requires, locked in by a metastasizing white supremacy that Buck's ancestors, with many others, defined as white, helped establish and manipulate. Examining those foundational struggles illuminates some of the most contentious issues of the twenty-first century: the exploitation and detention of immigrants; mass incarceration as a central institution; Islamophobia; white privilege; judicial and extra-judicial killings of people of color and some poor whites. The Punishment Monopoly makes it clear that none of these injustices was accidental or inevitable; that shifting our state-sanctioned understandings of history is a step toward liberating us from its control of the present.

discipline and punish: The History of Sexuality: 2 Michel Foucault, 2019-11-14 'No brief survey can do justice to the richness, complexity and detail of Foucault's discussion' New York Review of Books The second volume of Michel Foucault's pioneering analysis of the changing nature of desire explores how sexuality was perceived in classical Greek culture. From the stranger byways of Greek medicine (with its advice on the healthiest season for sex, as well as exercise and diet) to the role of women, *The Use of Pleasure* is full of extraordinary insights into the differences - and the continuities - between the Ancient, Christian and Modern worlds, showing how sex became a moral issue in the west. 'Required reading for those who cling to stereotyped ideas about our difference from the Greeks in terms of pagan license versus Christian austerity' Los Angeles Times Book Review

discipline and punish: Letter from Birmingham Jail Martin Luther King, 2025-01-14 A beautiful commemorative edition of Dr. Martin Luther King's essay *Letter from Birmingham Jail*, part of Dr. King's archives published exclusively by HarperCollins. With an afterword by Reginald Dwayne Betts On April 16, 1963, Dr. Martin Luther King Jr., responded to an open letter written and published by eight white clergymen admonishing the civil rights demonstrations happening in Birmingham, Alabama. Dr. King drafted his seminal response on scraps of paper smuggled into jail. King criticizes his detractors for caring more about order than justice, defends nonviolent protests, and argues for the moral responsibility to obey just laws while disobeying unjust ones. *Letter from Birmingham Jail* proclaims a message - confronting any injustice is an acceptable and righteous reason for civil disobedience. This beautifully designed edition presents Dr. King's speech in its entirety, paying tribute to this extraordinary leader and his immeasurable contribution, and inspiring a new generation of activists dedicated to carrying on the fight for justice and equality.

discipline and punish: Beyond Discipline Alfie Kohn, 2006 In this 10th anniversary edition of an ASCD best seller, author Alfie Kohn reflects on his innovative ideas about replacing traditional discipline programs, in which things are done to students to control how they act, with a collaborative approach, in which we work with students to create caring communities. Features a new afterword by the author.

discipline and punish: A Foucauldian Approach to International Law Leonard M. Hammer, 2016-03-23 Foucault's challenging view of power and knowledge as the basis for interpreting the international system forms the central themes of this book. As the application of international law expands and develops this book considers how Foucault's approach may create a viable framework that is not beset by ontological issues. With International law essentially stuck within an older framework of outmoded statist approaches, and overly broad understanding of the significance of external actors such as international organizations; current interpretations are either rooted in a narrow attempt to demonstrate a functioning normative structure or interpret developments as reflective of some emerging and somewhat unwieldy ethical order. This book therefore aims to ameliorate the approaches of a number of different 'schools' within the disciplines of international law and international relations, without being wedded to a single concept. Current scholarship in international law tends to favour an unresolved critique, a utopian vision, or to refer to other disciplines like international relations without fully explaining the significance or importance of taking such a step. This book analyses a variety of problems and issues that have surfaced within the international system and provides a framework for consideration of these issues, with a view towards accounting for ongoing developments in the international arena.

discipline and punish: Beyond Foucault Anne Brunon-Ernst, 2016-04-15 In his hugely influential book *Discipline and Punish*, Foucault used the example of Jeremy Bentham's Panopticon prison as a means of representing the transition from the early modern monarchy to the late modern capitalist state. In the former, power is visibly exerted, for instance by the destruction of the body of the criminal, while in the latter power becomes invisible and focuses on the mind of the subject, in order to identify, marginalize, and 'treat' those who are regarded as incapable of participating in, or unwilling to submit to, the disciplines of production. The Panopticon links the worlds of Bentham and Foucault scholars yet they are often at cross-purposes; with Bentham scholars lamenting the

ways in which Foucault is perceived to have misunderstood panopticon, and Foucauldians apparently unaware of the complexities of Bentham's thought. This book combines an appreciation of Bentham's broader project with an engagement of Foucault's insights on economic government to go beyond the received reading of panopticism as a dark disciplinary technology of power. Scholars here offer new ways of understanding the Panopticon projects through a wide variety of topics including Bentham's plural Panopticons and their elaboration of schemes of 'panoptic Utopia', the 'inverted Panopticon', 'panoptic governance', 'political panopticism' and 'legal panopticism'. French studies on the Panopticon are groundbreaking and this book brings this research to an English-speaking audience for the first time. It is essential reading, not only for those studying Bentham and Foucault, but also those with an interest in intellectual history of the eighteenth and nineteenth centuries, and those studying contemporary surveillance and society.

discipline and punish: *Selected Stories (Collins Classics)* H. P. Lovecraft, 2018-02-08
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discipline and punish: *Michel Foucault* Michel Foucault, 1979

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