

## Course Outline

<b>COURSE:</b>	<b>Policing &amp; Public Health CRCJ 3201A</b>
<b>TERM:</b>	<b>Fall 2021</b>
<b>PREREQUISITES:</b>	<b>CRCJ</b>
<b>CLASS:</b>	<b>Day &amp; Time: Tuesday 09:00 - 11:00</b>
	<b>Room: Virtual</b>
<b>INSTRUCTOR:</b>	<b>Alexander McClelland</b>
<b>(CONTRACT)</b>	
<b>CONTACT:</b>	<b>Office: N/A</b>
	<b>Office Hrs: Tuesday 11:30-12:30</b>
	<b>Telephone: N/A</b>
	<b>Email: alexander.mcclelland@carleton.ca</b>

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### Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form [click here](#).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/2017/05/2017-18-Senate-Report-Appendix-1-Accommodation-for-Student-Activities-1.pdf>

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## COURSE DESCRIPTION

This interdisciplinary course introduces students to myriad ways in which the practices of Canadian public health authorities are intertwined with police and the criminal legal system. Students will engage with a

range of criminological, sociological, social science, legal, surveillance studies, and historical texts to explore how notions and practices of public health have been constituted throughout history and have relied on forms of policing and punishment. The course will explore a series of case studies, starting with the early days of the Dominion of Canada, when public health was first conceived as part of the settler-colonial project to realize white supremacy. Students will also examine the detention of sex workers during the syphilis epidemic of World War 1, the ongoing forced sterilization of Indigenous women, the criminalization of people living with HIV during the ongoing AIDS crisis, and the mobilization of police to enforce COVID-19 measures today.

### **LEARNING OBJECTIVES**

By the end of this course, successful students will have demonstrated their ability to:

- Identify, compare, and contrast an array of important issues related to public health and policing, and appraise different theoretical frameworks and approaches, including a history of the present
- Define and explain the concepts of the population, public health, public health law, medico-legal, care, control, coercion, as well as linking the overall project of public health to ongoing settler colonization
- Employ close, critical reading of course texts and content, and identify both central and supporting ideas
- Critically examine the intersection of public health and policing through analyzing real-world problems and apply this knowledge through individual writing exercises and online collaborative activities and discussions

### **EVALUATION**

All assignment submissions are to be submitted on Brightspace. No emailed assignments will be accepted. There is no accommodation for late assignments unless previously negotiated with the professor. **All components must be completed to get a passing grade.** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

#### **Critical discussion questions, (5 x 2%) 10% Due: starting Week 2 for 5 chosen weeks (no questions will be accepted after Week 10)**

You must submit one thought-provoking question on Brightspace every Friday at noon, starting on Week 2, for 5 weeks of their choice. The question must directly relate to one of the required readings. It is up to the student to decide which reading their questions addresses, and the question could be about something you did not understand, a question that acts as a jumping off point for discussion, or a question about connections between the readings. This will require careful reading of the assigned texts. Consider what the author's intention is, how the work contributes to our understandings of the policing of public health. Some of the questions will be used as starting points for our weekly Zoom discussions. This assignment is pass/fail. More details provided during course Zoom discussion.

#### **Critical reading reflections, (2 x 5%) 10% Due: 2 times throughout term up until Week 10, based on student interest (no assignments will be accepted after Week 10)**

To demonstrate engagement with the readings students are asked to develop short reading responses for 4 assigned readings of their choice. These responses should only be 1-2 pages in length and can be submitted anytime throughout the term up until Week 10. Proposed submission dates include Week 2 and 7. It is recommended to submit the response the week the reading is required, or the week after. The critical reading response must include 3 interesting/surprising things you learned, 2 critical questions (must be different than the question you submitted as a critical discussion question if the selected reading is the same), and a short description of the author's argument. This assignment must be based solely on a

reading, not other course content such as videos, websites, or lectures. Further details and a grading rubric will be provided.

**Legal analysis 15% Due: Week 5**

Students submit a 5-page analysis of historic public health legislation from a province in Canada. The student will provide a detailed description of the legislation at hand, or aspect of legislation of their choice (i.e. a specific provision on communicable disease transmission). Using a history of the present approach, the student will answer a series of questions, including how the problem is public health was conceived of in the past, focusing on issues of race, colonization, gender, and sexuality, as well as what this past legislation tells us about how communicable diseases are legally regulated today? This paper should include a minimum of 3 sources for references (including the legal document being reviewed) Further details and a grading rubric will be provided and discussed in Zoom class conversation.

**Research essay outline and annotated bibliography, 15% Due: Week 6**

Students submit a 3-page paper summarizing a research topic related to the policing of public health, and a proposed methods framework for addressing the topic (i.e. archival research, case study, literature review, documentary analysis). The outline must outline their research topic and should give a sense of preliminary research, highlighting major issues, debates, challenges, that are central to the research topic. Students must also provide a 3-page annotated bibliography. The bibliography should have minimum 10 academic citations regarding the field or topic under investigation. Each entry should have 2-3 sentences outlining the relevance of the entry to the research topic. Major works in the area should be identified. This paper should include a minimum of 3 sources for references (including the media article being reviewed) Further details and a grading rubric will be provided and discussed in Zoom class conversation.

**Media analysis, 15% Due: Week 8**

Students submit a 5-page analysis of one of the media articles shared throughout the course. Using a history of the present approach, the student will answer a series of questions, including how the media case is presented, how public health is conceived of, and who was impacted, focusing on issues of race, colonization, gender, and sexuality, as well as what this past case tells us about how public health is legally regulated today? Further details and a grading rubric will be provided and discussed in Zoom class conversation.

**Research essay 35%, Due: Week 11**

Students submit a 15–20-page, double-spaced research paper not including references. The research essay must address a historical or contemporary issue of policing public health. Options for the research essay will be discussed in the Zoom class conversations. Feedback from the research essay outline must be incorporated – no research paper can be submitted without having first submitted the research essay outline and annotated bibliography on Week 6. Please consider consulting the teaching team beforehand (via email or in Zoom class time) to discuss topics or other issues related to the essay.

**COURSE INFORMATION**

**Course structure:** The class will combine asynchronous content (to allow for diverse access and contexts), with synchronous virtual discussion (to facilitate learning together within a seminar format and to combat isolation). Students will be able to watch and hear audio-visual materials and participate in on-line discussion forums via Brightspace. In addition, we will meet online via Zoom for weekly short lectures and group discussions. All course materials will be available on Brightspace.

**Online engagement:** Under normal circumstances this course would be delivered in a classroom where we could all interact as a group to engage in collective learning. Due to the course being online, things will be different than the norm, but we will all work together to create a respectful and valuable learning experience.

**Readings:** There is no one simple textbook or a (couple of texts) that can address the many complex medico-legal issues this course will address, and therefore the learning sections will include a range of journal articles, book chapters, videos, media articles, and other online resources. All the course readings will be available and accessible via the course Brightspace page in the Ares link.

**What students can expect from the instructor:** This is a blended course, with some content online and some synchronously in a virtual space. This means, all required course material will be posted in Brightspace, and students can flexibly engage with the material on their own weekly schedules. Weekly content will feature journal articles, book chapters, short topical videos, and news articles. There will also be a mandatory weekly 2-hour period of virtual class time, where the instructor will provide short lectures, will facilitate student conversations, and will assist with facilitating student-led conversations and presentations. Students can expect a weekly message from their instructor outlining all the expectations for the week. Your instructor is available for office hours each Tuesday from 11:30-12:30, or by appointment, and can be contacted by email; the primary mode of engagement with the course material, however, should be via the virtual course time, so we can connect and discuss the material and ideas together.

**What we expect from students:** As members of the Institute of Criminology and Criminal Justice and of Carleton University, CRCJ 3201A students are expected to engage respectfully in consideration and analysis of course topics. Students should allocate enough time each week to complete the assigned readings, to join the weekly Zoom conversation and lecture, participate in activities, and to engage with other posted media in Brightspace. This should take approximately 3-5 hours per week. Some weeks will involve more work and should be allocated time accordingly. Students should also allocate time to complete the various course assignments, which will take between 1-4 hours per week depending on the student.

**Expectations & Sanctions Regarding Due Dates:** Sometimes life sucks and things fall apart a little, especially during a pandemic. However, under almost all circumstances, course assignments must still be handed in on time. There are no accommodations for late assignments unless due to an emergency. Without prior negotiation with the professor, no late assignments will be accepted, and the assignment will be graded 0 or F.

A late assignment for any other serious reason must be justified in writing to the course instructor, within five business days following the date of the exam or submission of an assignment. The course instructor reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

**Email policy:** Please engage with the instructor in a formal fashion when communicating via email. Before sending an email, please check the “Ask Your Instructor Forum” (info below) in Brightspace to see if your question has already been answered.

If your question or issue is not addressed there, and if your question is not of a private or personal matter, you are strongly encouraged to post your question in the “Ask Your Instructor” forum on Brightspace so all students in the class can benefit from the information.

If an email is required, please indicate the course name and number (CRCJ 3201A) in the subject heading. Ensure that you include your full name, student number, and clearly indicate the objective(s) of your message. If you do not include all these things, it will be difficult for the instructor to assist you.

During the week it may take up to 48-hours for the instructor to respond to your email. The course instructor does not respond to emails over the weekend. Please plan accordingly. Also, if you send the course instructor more than one email about the same issue in one span of 48-hours, they will likely find this highly annoying (you would probably agree if you were in the instructor’s shoes).

**Ask Your Instructor Forum:** Please post all course and content related questions in the “Ask Your Instructor” forum on the Brightspace course page. A response to your question will be provided within 48 hours, often much more quickly (excluding weekends).

**Writing Policy and Format:** You will also be evaluated on your writing abilities. It is recommended that you take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, and inappropriate use of terms.

#### Format for all written assignments

- Double spaced text (be sure there is no ‘extra’ space between paragraphs)
- Font should be Times New Roman
- Font size 12
- Font colour for all text should be black
- 1-inch/ 2.54 cm margins
- Include page numbers (preferably on the bottom right) starting on the first page of text (the title page should not be numbered)
- Include a title page with your name, student number, name of assignment, and title of paper
- Start references on a new page, APA referencing style is preferred, but not required. Be sure whatever referencing style you use to be consistent throughout. To learn more about this format see the Library reference page: <https://library.carleton.ca/help/apa-citation-style>

**Did you know there is a dedicated librarian to legal studies and criminology? Find out more here:** <https://library.carleton.ca/research/subject-guides/criminology-and-criminal-justice-detailed-guide>

## **COURSE SCHEDULE**

### **WEEK 1**

**Introduction: How do we define public health? How do we define policing? When & how does coercion turn punitive in public health practice?**

#### **Required readings:**

The Syllabus!

Scott Burris, et al. (2018). *Chapter 1: Public Health and the Law; in: The Public Health Law: A transdisciplinary Approach to Practice and Advocacy*. Oxford University Press. (pp. 3-17)

Hoppe, T. (2018). *Chapter 1: Controlling Typhoid Mary; in: Punishing disease: HIV & the criminalization of sickness*. Oakland, CA, USA: University of California Press.

### **WEEK 2**

**Contagious disease acts: Who is the public in public health? What is a history of the present?**

#### **Required readings:**

Walkowitz, J. R. (1980). Chapter 3: Venereal Disease & Chapter 4: The Congatiousd Disease Acts and their Avocates; in: *Prostitution and Victorian society: Women, class, and the state*. Cambridge, United Kingdom: Cambridge University Press. (pp. 48-89)

Armstrong, D. (1995). The rise of surveillance medicine. *Sociology of Health & Illness*, 17(3), 393–404. doi: 10.1111/1467-9566.ep10933329

**WEEK 3****Venereal disease legislation & the Dominion of Canada****Required readings:**

Cassel, J. (1987). Chapter 6: A plague in the Army 1914-1919, Chapter 7: Launching the VD campaign 1917-1919, Chapter 8 Care and Control 1919-1939; in: *The secret plague: Venereal disease in Canada, 1838–1939*. Toronto, ON, Canada: University of Toronto Press. (pp. 122-205)

**WEEK 4****Public health legislation: Past & Present****Required readings:**

Rose, N. & Valverde, M. (1998). Governed by law? *Social and Legal Studies*, 7(4), 541-551. doi: 10.1177/096466399800700405

Province of Alberta, Venereal Disease Prevention Act, 1919

Province of Alberta, Public Health Act, 2021 (communicable diseases and emergencies section)

Province of Ontario, Health Protection and Promotion Act, R.S.O. 1990 (communicable diseases and emergencies section)

**WEEK 5****The case of Lizzie Cyr: personhood, colonization and the law**

Bright, D. (1998). The other man: Lizzie Cyr and the origins of the 'persons case'. *Canadian Journal of Law and Society*, 13(2). doi:10.1017/s0829320100005755 (pp. 99-115)

Burton, S. (2017, March 8). *The person behind the persons Case*. Retrieved June 5, 2019, from <https://www.canadashistory.ca/explore/women/the-person-behind-the-persons-case>

Mawani, R. (2006). Regulating the "respectable" classes: Venereal disease, gender, and public health initiatives in Canada, 1914-35. In A. Glasbeek (Ed.), *Moral regulation and governance in Canada: History, context and critical issues*. Toronto, ON, Canada: Canadian Scholars' Press. (pp. 145-168).

\*\*\*\*\*October 25 – 29: Carleton fall term break – no class\*\*\*\*\*

**WEEK 6****Forced & coerced sterilization as public health practice****Required readings:**

Stote, K. (2012). The coercive sterilization of Aboriginal women in Canada. *American Indian Culture and Research Journal*, 36(3), (pp. 117-150)

Jana Grekul, et al. (2004). Sterilizing the “Feeble-minded”: Eugenics in Alberta, Canada, 1929–1972. *Journal of Historical Sociology*. <https://doi.org/10.1111/j.1467-6443.2004.00237.x> (pp. 258-284)

Standing Committee on Justice and Human Rights. (2021). The Forced and Coerced Sterilization of Persons in Canada. [https://sencanada.ca/content/sen/committee/432/RIDR/Reports/2021-06-03\\_ForcedSterilization\\_E.pdf](https://sencanada.ca/content/sen/committee/432/RIDR/Reports/2021-06-03_ForcedSterilization_E.pdf) (pp. 1-33)

## WEEK 7

### HIV & Quarantine

#### Required readings:

McGinnis, J. D. (1990). Law and the leprosy of lust: Regulating syphilis and AIDS. *Ottawa Law Review*, 22(1), pp. 49–75.

Hoppe, T. (2018). *Chapter 3: The Public Health Police; in: Punishing disease: HIV & the criminalization of sickness*. Oakland, CA, USA: University of California Press. (pp. 68-98)

E Manning, MT O'Shaughnessy. (2020). Chapter 12: AIDS Quarantine Revisited in British Columbia's Treatment as Prevention: Possibilities for Critical Clinical Social Work in the Era of HIV Criminalization; in: *Critical Clinical Social Work: Counterstorying for Social Justice*. Canadian Scholars.

Man wanted for breach of court-ordered HIV treatment arrested in Vancouver, <https://www.cbc.ca/news/canada/british-columbia/man-wanted-for-breach-of-court-ordered-hiv-treatment-arrested-in-vancouver-1.5178947>

## WEEK 8

### The case of Charles Ssenyonga, & Unwilling & Unable

#### Required readings:

Miller, J. (2005). African immigrant damnation syndrome: The case of Charles Ssenyonga. *Sexuality Research & Social Policy*, 2(2), 31-50. doi: 10.1525/srsp.2005.2.2.31

Ontario Advisory Committee on HIV/AIDS (OACHA). (1997). *Reducing HIV transmission by people with HIV who are unwilling or unable to take appropriate precautions* [Report]. Toronto, ON, Canada: Ontario Ministry of Health.

Mykhalovskiy, E., Hastings, C., Sanders, C., Hayman, M. and Bisailon, L. (2016). “*Callous, cold and deliberately duplicitous*”: *Racialization, immigration and the representation of HIV criminalization in Canadian mainstream newspapers* [Report]. Toronto, ON, Canada: Canadian Institutes of Health Research Centre for Social Research in HIV Prevention.

J. Aziga media articles archives at HIV Justice Network: <https://www.hivjustice.net/cases/canada-aziga-murder-trial-finally-commences/>

## WEEK 9

### Policing drugs in the era of harm reduction

**Required readings:**

DeBeck, K., Wood, E., Zhang, R. *et al.* Police and public health partnerships: Evidence from the evaluation of Vancouver's supervised injection facility. *Substance Abuse Treat Prevention Policy* 3, 11 (2008). <https://doi.org/10.1186/1747-597X-3-11>

Engaging law enforcement in harm reduction programs for people who inject drugs:  
[https://www.ohrn.on.ca/wp-content/uploads/2018/05/RR109\\_policing\\_harm\\_reduction.pdf](https://www.ohrn.on.ca/wp-content/uploads/2018/05/RR109_policing_harm_reduction.pdf)

Zoë Dodd, 2021, The patient-prisoner

Moore, D. (2011). The benevolent watch: Therapeutic surveillance in drug treatment court. *Theoretical Criminology*, 15(3), 255-267. doi: 10.1177/1362480610396649

**WEEK 10****COVID-19 enforcement**

Adam Dunbar & Nicole E. Jones (2021) Race, police, and the pandemic: considering the role of race in public health policing, *Ethnic and Racial Studies*, 44:5, 773-782, DOI: [10.1080/01419870.2020.1851381](https://doi.org/10.1080/01419870.2020.1851381)

Stephen Molldrem, Mustafa I. Hussain, Alexander McClelland. (2021). Alternatives to sharing COVID-19 data with law enforcement: Recommendations for stakeholders. *Health Policy*, 125: 2, pp 135-140

Abby Deshman, Alexander McClelland, Alex Luscombe. (2020). *Stay off the grass: COVID-19 and law enforcement in Canada*. Canadian Civil Liberties Association and The Policing the Pandemic Mapping Project.

Pledge of non-collaboration with police:  
[https://docs.google.com/document/d/1g2yYhPXPLgwiYgkQgqXEiP\\_582YJZJifTAfdiHVPEzY/edit](https://docs.google.com/document/d/1g2yYhPXPLgwiYgkQgqXEiP_582YJZJifTAfdiHVPEzY/edit)

Alexander McClelland. (2020). *Op-ed: COVID-related arrest of international student recalls HIV hysteria*. Now Magazine, <https://nowtoronto.com/news/covid-arrest-of-international-student-javan-nsangira-hiv>

**WEEK 11**

**Flexible class – up to the class to decide on!**

**STATEMENT ON PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations,



diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### **INTELLECTUAL PROPERTY**

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