

Course: CRCJ 4001 F: Criminalization of Mental Illness

Term: Winter 2020

Prerequisites: fourth-year standing in B.A. Honours in Criminology and Criminal Justice

Class:

Day & Time: Mondays 14:35-17:25

Room: Please check Carleton Central for current room location.

Instructor: Kendra McLaughlin, M.A.

Office Location: C577 Loeb

Office Hours: Monday 10:00am-12:00pm, or by appointment.

Email: kendramclaughlin@cunet.carleton.ca

Course Description

This course will explore why people with mental illness are over-represented in the criminal justice systems in Canada and in the United States, within the framework of critical disability studies and critical carceral studies. Topics such as stereotypes, stigma, neoliberalism and mental health, mentally ill persons' contact with the criminal justice system, and the effects of incarceration on mentally ill prisoners will be discussed, in addition to the societal reactions to this criminalization. We will also explore anti-carceral responses to these issues.

Learning Objectives

By the end of this course you will be able to:

- Critically evaluate the societal and systemic structures which lead to the criminalizing people living with mental illness
- Understand the consequences of the criminalization and medicalization of people living with mental illness
- Think critically about mental illness/madness and incarceration; examine intersectional and anti-carceral approaches to mental health
- Understanding how to synthesize the topics to form a final persuasive essay on how to work towards an anti-carceral future for all people, especially those living with mental illness

Required Text/Readings

Ben-Moshe, L., Chapman, C., & Carey, A. G. (2014). *Disability Incarcerated: Imprisonment and Disability in the United States and Canada*. Palgrave-MacMillan, New York, NY.

- The textbook is available for purchase at Octopus Books, located at 116 Third Avenue (off Bank Street in The Glebe).

All articles will be made available electronically through your Carleton University Electronic library (ARES) via our cuLearn webpage.

Evaluation

(All components must be completed in order to receive a passing grade)

A+ = 90-100 B+ = 77-79 C+ = 67-69 D+ = 57-59 F = 0-49
A = 85-89 B = 73-76 C = 63-66 D = 53-56
A - = 80-84 B - = 70-72 C - = 60-62 D - = 50-52

Standing in a course is determined by the course instructor and is 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.

Task	Final Grade Proportion	Due Date
Reading reflections (x10)	40%	Ongoing
Course Engagement	10%	Ongoing
Final Paper Outline	10%	February 14, 2020
Final paper	40%	April 7, 2020

Course Engagement

Active participation is an essential component of a seminar-style class. As such, part of your grade is allotted to attending and actively engaging in class. For each of the seminars, you will receive a course engagement *grade out of 1* based on contribution (verbal and/or written) and listening. Your engagement grade will be based on quality of contribution. You should strive to show consideration towards others' contributions/ facilitate discussion, listen thoughtfully to others and offer constructive feedback/ questions/ comments, as well as to avoid monopolizing the conversation.

Components of Course Engagement (1 point/seminar)

Small group participation

For each seminar, we will review our **Reading Reflection Papers**, we will break into smaller groups, in which we will have each student do one activity (e.g., note-taking, sharing the group notes with the class, lead the mini group discussion).

Large group participation

Then our groups will come together for full class discussion. During full discourse, we will submit anonymous questions and thoughts via PollEverywhere.com and Padlet and discuss as a collective.

End of class review

At the end of each seminar, we will take 5 minutes to reflect on and write down what we have learned that day, how it connects to what we learned in previous class meetings, and/or knowledge from other contexts. These reflections will be submitted through the "5 Minute Review" portal in CULearn at the end of class. These thoughts and comments are not graded, but do count towards your participation point for the respective seminar.

Note: You are also **permitted to miss one seminar and the associated work** without question and without penalty; any other missed seminars will result in a participation grade of 0/1 for that seminar.

Reading Reflection Papers

To facilitate active participation in class, you will be asked to submit (through CULearn) a roughly two-page (double-spaced) reflection on the associated class readings (marked out of 10).

In this reflection, you must:

- 1) provide a brief summary of each reading,
- 2) propose four novel discussion question or insight, and
- 3) ask two clarification questions.

Final Paper Outline

You are tasked to provide a roughly four-page, double-spaced outline of your proposed research essay **due before 17:00 EST, February 14, 2020**. The outline must state your working thesis, describe your planned paper structure and identify research articles that will be used to support the main argument (annexes, bibliography, and cover page do not count as pages). The outline, which will be marked out of 10.

Specifically, for this assignment, you will briefly present the phenomenon that you will be analyzing for your term assignment, provide elements of context, and identifying the theoretical perspectives that you plan to use. You will also provide a preliminary bibliography of academic sources that will be relied on (empirical research and theoretical work).

Final Paper

You will be tasked with writing an individual persuasive essay in this course. The paper should be 12-15 pages double-spaced (not including the cover page or the reference pages) and is **due before 17:00 EST, April 7, 2020** in the CULearn Dropbox **and** in the Criminology Drop Box in C562 Loeb Building.

Your final paper will reflect critically on **one** of the topic areas of the course (e.g., chemical incarceration, mental illness/mad activism). This paper will enable you to demonstrate your knowledge on the criminalization of people living with mental illness through a critical lens. Papers that present alternatives to the current (in)justice system which criminalize people living with mental illness are welcomed. While you may draw on material from the class, you are expected to conduct your own research into the topic (you must also find additional academic sources). Lastly the paper should be argument driven; you must take a position in the paper and support that position with evidence.

Evaluation of the final paper will be guided by the following criterion:

- Quality (clarity, rigor, logical, precision, justification, depth, exhaustiveness);
- Novelty (innovative, critical, eloquent, and creative argument and conclusion);
- Finesse (coherent, points are relevant to thesis statement, considering alternative points of view, well-supported statements)
- Presentation (style, organization, grammar/mechanics, format)

Submitting Reflections/Paper/Outline

The reading reflections, final paper outline, and the final document must be submitted as a Word document via cuLearn. To submit your assignments, navigate to the course cuLearn page (at <https://carleton.ca/culearn/>), click on the appropriate assignment dropbox (e.g., “Assignment Name_LastNameFirstInitial”), and then click “Add Submission”. You will then be able to upload your Word document to the drop box.

Schedule and Topic Outlines
(outline may be subject to change)

Date	Topic	Required Readings
Week 1 (Jan 6, 2020)		Introductions
Week 2 (Jan 13, 2020)	History of Institutionalization/ Incarceration	<ul style="list-style-type: none"> ○ Chapman, C. Carey, A. C., & Ben-Moshe, L. (2014). Reconsidering confinement: Interlocking locations and logics of incarceration. (Chapter 1) ○ Rembis, M. (2014). The new asylums: Madness and mass incarceration in the neoliberal era. (Chapter 8)
Week 3 (Jan 20, 2020)	Attitudes towards Mental Illness and Crime	<ul style="list-style-type: none"> ○ Olstead, R. (2002). Contesting the text: Canadian media depictions of the conflation of mental illness and criminality. <i>Sociology of Health & Illness</i>, 24(5), 621-643 ○ Martin, J. K., Pescosolido, B. A., & Tuch, S. A. (2000). Of fear and loathing: The role of 'disturbing behavior,' labels, and causal attributions in shaping public attitudes towards people with mental illness. <i>Journal of Health and Social Behavior</i>, 41(2), 208-223.
Week 4 (Jan 27, 2020)	Policing Mental Illness	<ul style="list-style-type: none"> ○ Vitale, A. (2018). "We called for help, and they killed my son". <i>The End of Policing</i>. Verso ○ Nicholson, K., & Marcoux, J. (2018). Most Canadians killed in police encounters since 2000 had mental health or substance use issues. Retrieved from: https://www.cbc.ca/news/investigates/most-canadians-killed-in-police-encounters-since-2000-had-mental-health-or-substance-abuse-issues-1.4602916
Week 5 (Feb 3, 2020)	NCRMD & Mental Illness in the Courtroom	<ul style="list-style-type: none"> ○ Mossiere, A., & Maeder, E.M. (2016). Juror decision-making in NCRMD trials: Effects of gender and mental illness type. <i>International Journal of Law and Psychiatry</i>, 49, 47-54. ○ Perlin, M. (2016). The insanity defense: Nine myths that will not go away. In M. D. White (Ed.) <i>The Insanity Defense: Multidisciplinary Views on its History, Trends, and Controversies</i>. Prager.
Week 6 (Feb 10, 2020)	Chemical Incarceration	<ul style="list-style-type: none"> ○ Fabris, E. & Aubrecht, K. (2014). Chemical constraint: Experiences of psychiatric coercion, restraint, and detention as carceral techniques. (Chapter 10) ○ Kilty, J. M. (2012). 'It's like they don't want you to get better': Psy control of women in the carceral context. <i>Feminism & Psychology</i>, 22(2), 162-182.
February 17, 2020		<u>No Class (Reading Week)</u>

Week 7 (February 24, 2020)	The ‘Maddening’ Prison	<ul style="list-style-type: none"> ○ Haney, C. (2017). “Madness” and penal confinement: Some observations on mental illness and prison pain. <i>Punishment & Society</i>, 19(3), 310-326. ○ Kilty, J., & Lehalle, S. (2019). Mad, bad, and stuck in a hole: Carceral segregation as slow violence. In A. Daley, L. Costa, and P. Beresford (Eds.) <i>Madness, Violence, and Power: A Critical Collection</i>. University of Toronto Press. ○ Behind the Wall- The Fifth Estate: https://www.cbc.ca/fifth/episodes/2010-2011/behind-the-wall
Week 8 (March 2, 2020)	Psychiatrization and Punishment	<ul style="list-style-type: none"> ○ Dej, E. (2016). Psychocentrism and homelessness: The pathologization/responsibilization paradox. <i>Studies in Social Justice</i>, 10(1), 117-135. ○ Patel, S. (2014). Racing madness: The terrorizing madness of the post-9/11 terrorist body. (Chapter 11)
Week 9 (March 9, 2020)	Race, Disability, and Madness	<ul style="list-style-type: none"> ○ Ware, S., Ruzsa, J., Dias, G. (2014). It can’t be fixed because it’s not broken: Racism and disability in the prison industrial complex. (Chapter 9) ○ Kanani, N. (2011) Race and madness: Locating the experiences of racialized people with psychiatric histories in Canada and the United States. <i>Critical Disability Discourses/ Discours critiques dans le champ du handicap</i>, 3, 1-4. Retrieved from: https://cdd.journals.yorku.ca/index.php/cdd/article/view/31564/31232
Week 10 (March 16, 2020)	Mental Illness Activism (Mad Studies)	<ul style="list-style-type: none"> ○ Lewis, B. (2006). A mad fight: Psychiatry and disability activism. In L. J. Davis (Ed.) <i>The Disability Studies Reader</i>. pp. 339-350 ○ Diamond, S. (2013). What makes us a community? Reflections on building solidarity in Anti-sanist praxis. <i>Mad Matters: A Critical Reader in Canadian Mad Studies</i>
Week 11 (March 23, 2020)	Possible Future(s)	<ul style="list-style-type: none"> ○ Ben-Moshe, L. (2014). Alternatives to (Disability) Incarceration. (Chapter 14) ○ Morrow, M. (2013) Recovery: Progressive paradigm or neoliberal smokescreen? <i>Mad Matters: A Critical Reader in Canadian Mad Studies</i>
Week 12 (March 30, 2020)	Writing/Consultation Hours/No Formal Lecture	Open session

**April 7, 2020 Last Day of Winter Term

Course Policies

Course Materials

This class will involve a moderate amount of tech use (e.g., laptops, mobile phones) for ease of participation. Please bring your laptops and/or phones to each class so that you can participate fully.

Anonymous Course Feedback Tool

I have set up an anonymous course feedback tool on the course cuLearn page. I encourage you to share your ideas about this course either anonymously using this tool or directly with me if you feel comfortable. I am genuinely interested in hearing what you think went well in the course, what you think didn't go so well, and suggestions you have for improving the course.

Supplemental or Grade-Raising Assignments

There will not be any supplemental/grade-raising assignments for this course. Students must complete each of the course components to pass the course (see also Academic Regulations 2.1 of current Carleton University Academic Undergraduate Calendar).

Late Assignments

There are no opportunities for makeup or supplemental assignments. Please, do your assignments early and turn them in on time, which is by the end of class on the date the assignment is due. The grade for an assignment that is submitted late will automatically be deducted by 10% per day it is late, including weekends (i.e., each day of the weekend counts as a full day). If an assignment is more than 3 days late, it will automatically receive a grade of 0% (zero percent).

Importantly, an assignment is considered late if it is not fully submitted to the assignment portal on CULearn by the

end of the class period in which it is due. This means that if you are not in class, the assignment must be submitted before 2:30 p.m. on the day of class, in order for it to be considered on time. Assignments that are turned in after 2:30 p.m. on a due date will be considered one day late. Assignments that are turned in after 2:30 p.m. the following day will be considered two days late, and so on.

Assignments that are not fully submitted in CULearn (i.e., submitted as a draft) will be presumed late, which may result in further lateness penalty. You need to submit the assignment via CULearn assignment portal; In general, assignments will not be accepted by email.

If you face a major problem (such as prolonged illness), please let me know ahead of the assignment due date. If you do not receive permission for an assignment extension prior to the day it is due, you will not be excused and the late penalty will be applied. Computer failure, conflicts with work schedules or similar problems are not a valid excuse for failing to submit an assignment on time.

Students submitting late assignments must submit a copy via cuLearn. Students are responsible to keep an extra copy of any assignment that is submitted for evaluation.

Contact with Instructor

I will be available for consultation with students during my office hours or by appointment. Please e-mail me at (kendramclaughlin@cunet.carleton.ca) using the cuLearn e-mail system should you want to set up an appointment outside of regularly scheduled office hours.

E-mail Policy

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other

addresses. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within 3 to 5 business days. Please note that I read and respond to email between 9:00am-5:00pm on weekdays. Emails received late on Friday may not be responded to until the following Tuesday.

University Regulations

Statement on Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

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

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

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 Faculty of Public Affairs 20 Teaching Regulations 2019-20 as soon as possible after the need for accommodation is known to exist. For more details:

<https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

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: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

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 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 must 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/Accommodation-for-Student-Activities-1.pdf>

Student Resources

Mental Health Phone Lines

Carleton University Health and Counselling Services:
613-520-6674

Ottawa Distress Centre:
613-238-3311

Mental Health Crisis Service (Ottawa Line):
613-722-6914

Canadian Mental Health Association (local suicide crisis and intervention branch):
www.cmhaottawa.ca or
613-737-7791

Good2Talk:
1-866-925-5454

Native Youth Crisis Hotline:
1-877-209-1266

Men & Healing:
613-482-9363

Centre for Student Academic Support

4th floor MacOdrum Library
Telephone: 613-520-3822
Email: csas@carleton.ca
<https://carleton.ca/csas/>

Health & Counselling Services

Suite 2600, Carleton Technology & Training Centre
Telephone: 613- 520-6674
Fax: 613- 520-4059
Email: hcs@carleton.ca
carleton.ca/health

Ombuds Services

511 University Centre
Telephone: 613- 520-6617
Fax: 613- 520-3599
Email: ombuds@carleton.ca
carleton.ca/ombuds

The Food Centre

302 University Centre
1125 Colonel By Drive
Ottawa, ON K1S 5B6
foodcentre@cusaonline.ca
613-520-2600 ext. 2265

Equity Services

Carleton Technology and Training Centre
Room 3800
Carleton University
1125 Colonel By Drive
Ottawa, Ontario
K1S 5B6
Telephone: 613-520-5622
Fax: 613-520-4037
Email: equity@carleton.ca
carleton.ca/equity

MacOdrum Library

Telephone: 613- 520-2735
(Research Help)
Circulation: 613- 520-2733
Fax: 613- 520-2750
carleton.ca/library

The Wellness Centre

426 F University Centre
1125 Colonel By Drive
Ottawa, ON K1S 5B6
Email: wellness@cusaonline.ca
613-520-2600 ext. 8238

Paul Menton Centre for Students with Disabilities

501 University Centre
Telephone: 613- 520-6608
TTY: 613- 520-3937
Fax: 613- 520-3995
Email: pmc@carleton.ca
carleton.ca/pmc

Carleton Disability Awareness Centre

424 University Centre
1125 Colonel By Drive
Ottawa, ON K1S 5B6
cdac@cusaonline.ca
613-520-2600 ext. 6618

Gender & Sexuality Resource Centre

427 University Centre
1125 Colonel By Drive
Ottawa, ON K1S 5B6
Email: gsrc@cusaonline.ca
613-520-2600 ext. 3723

Womxn's Centre

308 University Centre
1125 Colonel By Drive
Ottawa, ON K1S 5B6
Email:
womxnscentre@cusaonline.ca
613-520-2600 ext 2712

Centre for Indigenous Initiatives

Telephone: (613) 520-2600 x 5622
Fax: (613) 520-4037
Email: indigenous@carleton.ca

International Student Services Office

128 University Centre
Telephone: 613- 520-6600
Fax: 613- 520-3419
Email: isso@carleton.ca
carleton.ca/isso

International Students' Centre (ISC)

316A University Centre
1125 Colonel By Drive
Ottawa, ON K1S 5B6
Email: isc@cusaonline.ca
613-520-2600 ext. 2753

Sexual Violence Prevention and Survivor Support

Discrimination, Harassment and Accommodation Response
Equity & Inclusion Promotion
Telephone: (613) 520-2600 x 5622
Fax: (613) 520-4037
Email: equity@carleton.ca

CUSA Multi-Faith Centre

226C University Centre
1125 Colonel By Drive
Ottawa, ON K1S 5B6
Email: vpss@www.cusaonline.ca