

Course Outline

COURSE: CRCJ 3400 – Mental Health and Criminalization

TERM: Winter 2025

PREREQUISITES: CRCJ 1000 and 3rd year standing in CCJ B.A. programs.

CLASS: **Day & Time:** Tuesdays 8:30am – 11:30am
Room: Please check Carleton Central for current room location.

INSTRUCTOR: **Kharoll-Ann Souffrant, RSW, MSW, Doctoral Candidate**
(CONTRACT)

TEACHING ASSISTANT : **Andrea Stuhec-Leonard**
AndreaStuhecLeonard@cmail.carleton.ca

CONTACT: **Office:** Dunton Tower, 17th floor, room 1720B or virtually
Office Hrs : By appointment [please reach out to me by email].
***Email:** KharollAnnSouffrant@cunet.carleton.ca

*You must use your Carleton email address in all correspondence with the instructor.

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/283519>

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjiyànàni Màmìwinìni Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì migiwewàdj.
Ni manàdjiyànàni kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìni Odàwàng.
Ninìsidawinawànàni kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nìgijeweninmànàni ogog kà nìgàni sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.
We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.
We acknowledge the traditional knowledge keepers, both young and old.
And we honour their courageous leaders: past, present, future

COURSE DESCRIPTION

This course will explore some of the reasons 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 prison 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 OUTCOMES

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

- Critically evaluate the societal and systemic structures which lead to the criminalization of 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.

REQUIRED TEXTBOOK/ARTICLES/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.

• E-Book version of this textbook available at Carleton's MacOdrum Library and via Carleton's Electronic Library Reserve (ARES)

• The textbook (digital and physical copies) is also available for purchase and rent at Carleton Bookstore.

Digital Copy (Rent for **90 days**) : 96,75\$ CAD

Digital Copy (Rent for **120 days**) : 116,00\$ CAD

Digital Copy (Rent for **180 days**): 125,75\$ CAD

Digital Copy (**Buy**) : 135,50\$ CAD

Physical Copy (**Buy**): 175,50\$

All articles/texts/readings other than the textbook will be made available electronically through your Carleton University Electronic library (ARES) via our BrightSpace webpage.

COURSE ASSIGNMENTS

Task	Final Grade Proportion	Due Date
A. Written or recorded (and transcribed) reading reflections (x10)	30% (3% for each reflection)	Ongoing (throughout the semester), due each Monday before midnight, the day before class
B. Project Proposal & Annotated Bibliography	10 %	Week 4 – January 28, 2025
C. Final Paper	20%	Week 10 – March 18, 2025
D. Final Exam	30%	During exam period week (April 11-26), exact date TBD
E. Class Attendance & Participation (in Online)	10%	Ongoing (throughout the semester)

Forum or in class)		
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ASSIGNMENTS DETAILS:

For each assignment, more details will be provided to you in class by the instructor.

A. Reading reflections:

(30% total, 3% for each reflection, due each Monday at 11:59pm EST, the day before our class). The reading reflections are aimed at facilitating active participation in class. You need to write 10 of these throughout the semester and submit those through Brightspace:

The reading reflection must do the following:

- 1) provide a summary of each reading,
- 2) propose three novel discussion questions or insights, and
- 3) ask two clarification questions.

- a roughly two-page (double-spaced) written reflection (summary in essay format, questions and insights can be in point format) OR
- a 3-5 minute recorded and transcribed reading reflection

Word document (format).

To submit your assignments, navigate to our course on Brightspace click on the appropriate assignment dropbox and submit the assignment as formatted (e.g., "Assignment Name_LastNameFirstInitial"). For the reflections, please indicate the number of the reflection (for i.e.: #1, #2, etc. next to AssignmentName)

B. Project Proposal and Annotated Bibliography

Project Proposal & Annotated Bibliography (due Week 4 – January 28, 2025)

For the final paper, you'll need to make a proposal to me either written or recorded (and transcribed) form.

. That proposal should tell me:

- What topics you will cover in your final paper
- How the topic relates to the course objectives
- An annotated bibliography with five to eight outside sources for your topic.

Format:

Word document

Cover page

Times New Roman 12 font size,

1.5 line spacing, margins set to 1-inch.

APA Citation Style

5-6 pages. You will be penalized if you go over six pages.

To submit your assignments, navigate to our course on Brightspace click on the appropriate assignment dropbox and submit the assignment as formatted (e.g., "Assignment Name_LastNameFirstInitial").

C. Final Paper

due Week 10 – March 18, 2025

Do deeper research on any issue we've covered/will cover in class and write an 10-12 page paper on your selected course-relevant subject that you have selected in your paper proposal earlier in the semester. You should cite your sources according to APA formatting, citations, and at least 10 academic references (and any additional/complementary sources).

Format:

Word document

Cover page

Introduction & conclusion

Thesis statement (s) Bibliography (APA Citation style)

Times New Roman 12 font size,

1.5 line spacing, margins set to 1-inch.

10-12 pages including the bibliography.

You will be penalized if you go over 12 pages.

Submitting Final Project

To submit your assignments, navigate to our course on Brightspace click on the appropriate assignment dropbox and submit the assignment as formatted (e.g., "Assignment Name_LastNameFirstInitial").

D. Final Exam

During exam period week (April 11-26), exact date TBD

The exam will be open book. It will include multiple choice questions and short and medium-long answers weeks 1-12.

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

For each day of class, please select and read your choice of two (2) readings per session (please watch/listen to assigned content too). You are, however, encouraged to read all the readings, as this would enrich and diversify your engagement with the theories and concepts examined.

COURSE CALENDAR

Week 1 – January 7, 2025 : Critical Mental Health and Disability

Required Readings:

- No readings
- Introduction and guidelines
- Course terminology and frameworks

Please complete this short survey before the first class (the link will be provided to you on Brightspace)

Only I, your instructor, and your TA will have access to your answers. This is to help me adjust how I teach, to ensure I meet your expectations and address your concerns. You are not obliged to answer all the questions, you can write (N/A for not applicable) if there is a question you do not wish to answer.

If you have any questions or concerns about this survey, please email me
(KharollAnnSouffrant@cunet.carleton.ca) AND your TA Andrea Stuhec-Leonard
(andreastuhecleonard@cmail.carleton.ca) in the same email, please include the course code in the subject of your email (CRCJ 3400) as I am teaching another course this term.

Thank you very much!

Week 2 – January 14, 2025 : History of Institutionalization, Incarceration, and Deinstitutionalization

Required Readings:

- 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)
- Ben-Moshe, L. (2017). Why prisons are not “The New Asylums”. *Punishment and Society* 19(3), 272-289.

Week 3 – January 21, 2025 : Attitudes towards Mental Illness and Crime

Required Readings:

- Olstead, R. (2002). Contesting the text: Canadian media depictions of the conflation of mental illness and criminality. *Sociology of Health & Illness*, 24(5), 621-643
- Garcia JL, Johnson AJ, Carlucci ME, Grover RL. (2020). The impact of mental health diagnoses on perceptions of risk of criminality. *International Journal of Social Psychiatry*, 66(4):397-410.

Week 4 – January 28, 2025 : Policing Mental Illness

Required Readings:

- Vitale, A. (2018). "We called for help, and they killed my son". *The End of Policing*. 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>
- Kahn, K.B., Thompson, M. & McMahon, J.M. (2017). Privileged protection? Effects of suspect race and mental illness status on public perceptions of police use of force. *J Exp Criminol* 13, 171-191

Week 5 – February 4, 2025 : NCRMD & Mental Illness in the Courtroom

Required Readings:

- Bernheim, E., & Brosseau, F. A. (2023). What is the "Risk" in the High-Risk Accused Finding? Discriminatory Slippage in the not Criminally Responsible on Account of Mental Disorder Regime *. *Canadian Criminal Law Review*, 27(3), 219-248.
- Perlin, M. (2016). The insanity defense: Nine myths that will not go away. In M. D. White (Ed.) *The Insanity Defense: Multidisciplinary Views on its History, Trends, and Controversies*. Prager.
- Maeder, E. M., Yamamoto, S., & McLaughlin, K. J. (2020). The influence of defendant race and mental disorder type on mock juror decision-making in insanity trials. *International journal of law and psychiatry*, 68, 101536.

Class 6 – February 11, 2025 : Chemical Incarceration

Required Readings:

- Fabris, E. & Aubrecht, K. (2014). Chemical constraint: Experiences of psychiatric coercion, restraint, and detention as carceratory 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. *Feminism & Psychology*, 22(2), 162-182.
- McLaughlin, K. J. (2021). Ingesting Surveillance. *Briarpatch Magazine* <https://briarpatchmagazine.com/articles/view/ingestingsurveillance>

Reading Week – February 17-21, 2025 : Have a nice break!!! ☺

Week 7 – February 25, 2025 : The 'Maddening' Prison

Required Readings:

- Haney, C. (2017). "Madness" and penal confinement: Some observations on mental illness and prison pain. *Punishment & Society*, 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.) *Madness, Violence, and Power: A Critical Collection*. 310-329 University of Toronto Press.
- Behind the Wall – The Fifth Estate: https://www.youtube.com/watch?v=yryXNq00_c0
- Solitary confinement by any other name is still torture: <https://theconversation.com/solitary-confinement-by-any-othername-is-still-torture-149670>

Week 8 – March 4, 2025 : Psychiatrization and Punishment

Required Readings:

- Dej, E. (2016). Psychocentrism and homelessness: The pathologization/responsibilization paradox. *Studies in Social Justice*, 10(1), 117-135.
- Patel, S. (2014). Racing madness: The terrorizing madness of the post-9/11 terrorist body. (Chapter 11)

- Anthony Ryan Hatch. (2019). Dark days are ahead. In *Silent Cells: The Secret Drugging of Captive America*.

Week 9 – March 11, 2025 : Race, Colonialism, Disability, and Madness

Required Readings:

- Metzl, J. M. (2011). Preface—The Protest Psychosis. In J. M. Metzl, *The Protest Psychosis—How Schizophrenia Became a Black Disease*. Beacon Press.
- 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. *Critical Disability Discourses/ Discours critiques dans le champ du handicap*, 3, 1-Retrieved from: <https://cdd.journals.yorku.ca/index.php/cdd/article/view/31564/31232>
- Lewis, T.L. (2021). Ableism and Racism: An Inextricable Connection: <https://yreconnects.org/tableism-and-racism-an-inextricable-connection.html>

Week 10 – March 18, 2025 : Gender, Sexuality, and Madness

Required Readings:

- Oredsson, A. F. (2023). Women 'out of order': inappropriate anger and gender bias in the diagnosis of borderline personality disorder. *Journal of Psychosocial Studies*, 16(2), 149-162.
- Daley A, Radford K. Queer and Trans Incarceration Distress: Considerations from a Mad Queer Abolitionist Perspective. In: Mills A, Kendall K, eds. *Mental Health in Prisons: Critical Perspectives on Treatment and Confinement*. Springer International Publishing; 2018:285-307.
- Kirkup, K. (2018). Gender Dysphoria and the Medical Gaze in Anglo-American Carceral Regimes. *Containing Madness*.145-165

Week 11 – March 25, 2025 : Mental Health Activism (Mad Studies)

Required Readings:

- Lewis, B. (2006). A mad fight: Psychiatry and disability activism. In L. J. Davis (Ed.) *The Disability Studies Reader*. pp. 339-350
- Diamond, S. (2013). What makes us a community? Reflections on building solidarity in Anti-sanist praxis. *Mad Matters: A Critical Reader in Canadian Mad Studies* pp. 64-78
- McWade, B., Milton, D., & Beresford, P. (2015) Mad studies and neurodiversity: a dialogue, *Disability & Society*, 30:2, 305-309.

Week 12 – April 1, 2025 : Possible Future(s)

Required Readings:

- Ben-Moshe, L. (2014). Alternatives to (Disability) Incarceration. (Chapter 14)
- Grounding Movements in Disability Justice. (2020). <https://www.youtube.com/watch?v=yqodsyDjvw&t=711s>

Class 13 – April 8, 2025

In-class preparation for final exam

IMPORTANT DATES

January 6, 2025 : Winter term classes begin

February 17, 21, 2025 : Winter Break, no classes.

March 15, 2025: Last day for academic withdrawal from Winter term courses

April 8, 2025: Winter term ends

For a complete list of dates and deadlines for the winter 2025 semester, please review the Registrar's office website : <https://calendar.carleton.ca/academicyear/#winter2025>

EVALUATION/GRADING

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

A+ = 90-100 A = 85-89 A - = 80-84

B+ = 77-79 B = 73-76 B - = 70-72

C+ = 67-69 C = 63-66 C - = 60-62

D+ = 57-59 D = 53-56 D - = 50-52

F = 0-49

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.

COURSES POLICIES

Instructor's Statement on Disability and Accessibility:

If you have any kind of disability, (e.g., learning, emotional, physical, and/or cognitive) and you need some accommodations or alternatives, please feel free to contact me to discuss reasonable accommodations for your access needs. I am happy to meet with students to discuss ways of expanding access in this course. I am committed to working with you, so do feel free to make an appointment using [my meeting link](#) or to reach out to me via email to discuss this with me.

Course Materials

This class will involve a significant amount of tech use (e.g., laptops, mobile phones, internet connection) for ease of participation.

Anonymous Course Feedback Tool

I have set up an anonymous course feedback tool on the course Brightspace 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 learning what you think went well in the course 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. 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 Brightspace by the period in which it is due. Assignments that are turned in after 11:59 p.m. on a due date will be considered one day late. Assignments that are turned in after 11:59 p.m. the following day will be considered two days late, and so on.

Assignments that are not fully submitted in Brightspace will be presumed late, which may result in further lateness penalty. You need to submit the assignment via Brightspace 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.

Students submitting late assignments must submit a copy via Brightspace. 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 by appointment. Please use [my calendar link](#) to book a meeting or reach out to me via email (kharollannsouffrant@cunet.carleton.ca) using the Carleton University e-mail system.

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 must 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 on weekdays. Emails received late on Friday may not be responded to until the following Tuesday.

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, artworks, 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, including the unauthorized use of generative AI tools (e.g., ChatGPT).

- 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 marks.

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).

STATEMENT ON STUDENT MENTAL HEALTH

As a University student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a link to information about all of the resources, both on campus and off, that you may find helpful:

<https://carleton.ca/wellness/>

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes can be found at the below link:

<https://students.carleton.ca/course-outline/>

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 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/Accommodation-forStudent-Activities-1.pdf>