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<b>COURSE:</b>	<b>LAWS 5904 X – Contemporary Topics in Legal Studies: Medicine, Criminal Law, and Governance</b>
<b>TERM:</b>	<b>Winter 2024</b>
<b>CLASS:</b>	<b>Day &amp; Time: Monday, 2:35-5:25pm Eastern Standard Time (EST) Room: Please check Carleton Central for current Class Schedule In-person weekly seminar</b>
<b>INSTRUCTOR:</b>	<b>Dr. William Hébert</b>
<b>CONTACT:</b>	<b>Office Hrs: Office Hours on Zoom by appointment. Telephone: (613) 520-2600 ext. 8853 Email: william.hebert@carleton.ca</b>

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### **CALENDAR COURSE DESCRIPTION**

A research seminar which explores a selected topic from current debates in legal studies. Students should check with the Department regarding the topic offered.

### **COURSE DESCRIPTION**

This course explores the relationship between medicine, criminal law, and governance. Through a series of weekly historical and contemporary case studies, we will critically investigate how care and punishment diverge, converge, and merge in state institutions, and will attend closely to who is imagined (or not) to constitute ‘the public’ across public health and public safety initiatives. Readings will examine the intersections and tensions between medical and legal knowledges, experts, and practices, as well as how medico-legal apparatuses not only shape but also produce subjects, populations, and regimes of governance. While various theoretical frameworks could be employed to engage with such topics, the course mobilizes a specific conceptual lexicon — drawn primarily but not exclusively from Foucauldian and post-Foucauldian perspectives — with the aim of enhancing students’ capacity to read, grapple with, comprehend, contextualize, evaluate, and apply theory at large.

### **LEARNING OUTCOMES**

By the end of this course, students should be able to:

1. **Evaluate** how scholars articulate, support, and structure theoretical arguments by **Describing, Summarizing, and Critically Appraising** individual theoretical texts.
2. **Formulate** original arguments by **Synthesizing, Connecting, and Applying** insights from different theoretical texts.

## REQUIRED TEXTS

All required readings and materials will be uploaded to Brightspace or available online.

## TECHNOLOGICAL REQUIREMENTS

Students will be required to log in and navigate Brightspace; upload written assignments (in a word processor and saved in .doc or .docx format) in Brightspace; download and view various files; use their Carleton email accounts; and navigate pages on Brightspace using the mouse or touchscreen functions.

Although this course is planned as an in-person learning experience, recent years have taught us that we cannot always anticipate how a term will unfold. If the course must move online at any point in the term, weekly seminars will continue as scheduled and will take place on Zoom, in which case all students would need regular access to an electronic device with reliable internet access.

## COURSE COMMUNICATION

For any questions related to the course, please use your Carleton email account. Note that **emails will only be answered during regular working hours** (9 am to 5 pm EST, Monday to Friday). The instructor strives to respond to emails quickly, but you should **allow for up to 48 hours for a reply** (excluding weekends), especially at peak times during the term. Students are strongly encouraged to consult with the instructor well in advance of assignments' due dates.

## EVALUATION

Standing in a course is determined by the course instructor, subject to the approval of the Department and 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 Department and the Dean.

Please note that in the context of this course, **students are prohibited from re-using or resubmitting their own work from a different course**. Please also note that the instructor **will not accept resubmissions after an assignment's due date and/or after an assignment has already been graded**, and that **no "make-up" or alternative evaluation components can replace the formal evaluation components listed below**. Additionally, the instructor **cannot provide additional feedback on graded assignments by email**. However, the instructor is always happy to provide clarifications on graded assignments and guidance for future assignments during Office Hours.

**All components must be successfully completed to get a passing grade.**

Element	Assignment	Weight	Due Date
<b>1. Participation 60%</b>	1.1. In-class Engagement	24% (3%/session, best 8/10)	Ongoing
	1.2. Reading Responses	32% (4%/submission, best 8/10)	Every Monday at 1 pm EST <i>***Firm deadline</i>
	1.3. One-on-one Meeting with Instructor	4%	Week 11 (March 18, 2024)
<b>2. Final Essay 40%</b>		40%	Monday, April 8, 2024, 5 pm EST

### **1. Participation: 60% in total**

#### 1.1. In-class Engagement: 24% (3% per in-person session, best 8 out of 10) — Ongoing

This course is designed as a classic graduate seminar. Practically, this means that for each class session, students and instructor will engage in a facilitated discussion of assigned readings. **A large portion of your grade in this course is tied to participation**, the first component of which relates to your constructive engagement during seminar discussions.

To make the weekly facilitated discussions meaningful and rewarding, **it is essential for students to commit to fully showing up to class**. This will mean coming prepared **by having read and taken notes on assigned readings** and being ready to contribute to class discussion. Weekly Reading Responses (see below) will greatly help students get ready for class discussion.

One of this course's objectives is to encourage an engaged reading of texts, not simply passive consumption, to foster a constructive and instructive group dialogue during seminar sessions. Students will be expected to participate in thoughtful critical discussions about readings, but **critical thinking should not be confused with criticism**. While criticism is often primarily driven by an urge to find fault with a text or its author(s), critical thinking is an informed, reasoned, and contextualized evaluation of a text, its arguments, its empirical basis, and the public and/or academic debates in which it sought to intervene. In preparation for the first weekly seminar, students will be required to read resources to help them engage with readings in such a way.

My main duty as instructor will be to facilitate weekly seminars. I achieve this best by preparing a series of curated questions that will orient our conversation. But, do not worry, I do not expect students to fully understand or master each reading before class. To the contrary, I see seminars as an occasion for us to work through (often) difficult texts as a group. When I taught the course during preceding terms, I myself left every class with a deeper comprehension of the readings.

To achieve top marks for In-class Engagement, students must participate in discussion regularly, at every weekly session, by asking thoughtful questions (it is absolutely fine and, in fact, encouraged to ask for clarification!), responding to my and their peers' questions, and making their own original contributions. Students are also expected to engage in active listening when their peers and instructor are speaking, and to build from and respond to others' interventions. Students should therefore be mindful of the space they take during sessions. **In-class Engagement will be assessed on the *quality*, not quantity, of contributions to discussion.**

Starting on Week 2, the **3%** mark per session may be awarded in full to students who attend the entire weekly session **and** display not only that they have thoroughly read and reflected on weekly readings before class, but also that they are committed to improving their and others' understanding of the texts during class. No marks (0%) will be allocated when students miss an entire session or most of a session, or when they attend a session without contributing to group conversation. Only the **8 best out of 10 marks** for In-class Engagement will count towards the 24% allocated for this evaluation component. This technically means that a student would not be penalized for missing (or not participating during) up to 2 sessions, but you are strongly encouraged to choose wisely which sessions you skip, if any.

1.2. Reading Responses: 32% (4% per submission, best 8 out of 10) — Ongoing, due every Monday before the start of class at 1 pm EST

As a second participation evaluation component in this course, each week (starting Week 2), students will be required to write a concise reading response (around 1.5 single-spaced page (no less than 1 page, and no more than 2 pages), 12-point font, Times New Roman, 1-inch margins), which they must submit on Brightspace before class on **Monday at 1 pm EST at the absolute latest (no extensions permitted)**.

The point of this assignment is to get students actively thinking about the readings assigned for the week and assist them in preparing for the facilitated in-class discussion. Reading Responses will require students **to tease out the central arguments of individual readings and put readings in conversation with one another**. As such, students will be evaluated on their ability to both **synthesize and analyze** weekly readings. Prompts to guide your writing will be provided during the first week of class.

In exceptional cases, the **4%** mark per submission will be awarded in full when students clearly demonstrate that they have **thoroughly read and thoughtfully engaged with all required readings, and when their writing is clear, concise, and polished**. No marks (0%) will be allocated when Reading Responses reveal that a student has not properly read the required readings, and for incomplete or missing submissions. However, only **the 8 best out of 10 marks** for Reading Responses will count towards the 32% allocated for this evaluation component. While this means that a student would not be penalized for missing up to 2 submissions, you are once again strongly encouraged to choose wisely which you skip, if any.

### 1.3 One-on-one Meeting with Instructor: 4% — Week 11 (March 18, 2024) - Registration required on Brightspace

Lasting **10-20 minutes**, One-on-one Meetings will provide a chance for me to get to know you (and vice versa!) and learn more about your background, research interests, and plans for the final assignment in the course.

Registration will be required on Brightspace, with appointments available in-person **during Week 11's** regular scheduled class time.

Full marks (4%) will be awarded to students who schedule and attend the Meeting.

### 2.1. Final Essay: 40% — Monday, April 8, 2024, 5 pm EST

The final assignment in this course will be a **14-18 pages** (double-spaced, 12-point font, Times New Roman, 1-inch margins) essay. The Final Essay will require students to answer a question provided by the instructor. To answer this question, students will be required to formulate an **original theoretical argument** about a topic explored in the course by synthesizing, interpreting, and connecting insights from a specified number of readings assigned in the course. Students will be assessed for their understanding of course readings, their formulation of a persuasive argument, and their capacity to comprehend, explain, and apply theoretical concepts.

### LATE PENALTIES AND REQUESTS FOR EXTENSIONS

The course's policy on late assignments attempts to find a balance between the need for compassion and flexibility, and the reality that students must make gradual progress in the course and complete their work within a reasonable timeframe (to move on with other coursework, their graduate research, and other professional and personal commitments).

The granting of extensions for assignments is determined by the instructor who will confirm whether an extension is granted and the length of the extension. As a rule, any request for an **extension for a period of up to 7 days will be granted, *no questions asked*, if the request is made *before* the assignment's due date**. One **exception** is that there will be **no extensions granted for weekly Reading Responses**; however, only the best 8 out of 10 Reading Responses will count towards students' final grade.

To request an extension, please **email the instructor *before* the assignment's due date**. **Late assignments will automatically receive a grade of 0**.

Extension requests sent by students **after an assignment's due date will not be granted unless justified by extraordinary circumstances (e.g., medical or familial emergency)**, in which case additional information must be provided by the student. Extensions for **longer than 7 days will**

**not be granted unless justified by extraordinary circumstances (e.g., medical or familial emergency).** In those extraordinary cases for which extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

### **POLICY ON CLASSROOM BEHAVIOR AND WARNING ABOUT COURSE CONTENT**

Students and faculty share the responsibility of creating and maintaining a learning environment that is intellectually rigorous, respectful, and supportive. **All students are expected to contribute towards an engaging, inclusive, and safe(r) learning environment.** During all class-related activities, students are expected to engage in respectful and courteous communication. In accordance with the Student Rights and Responsibilities Policy, discrimination and harassment will not be tolerated. The links to these policies can be found here:

<https://carleton.ca/studentaffairs/student-rights-and-responsibilities/>

<https://carleton.ca/safety/resources/knowledge-bank/know-the-law/discrimination-and-harassment/#:~:text=At%20Carleton%3A&text=All%20members%20of%20the%20university,vio lent%2C%20threatening%20or%20disruptive%20behaviour>

As the instructor of this course, I endeavor to provide an inclusive learning environment, including by avoiding the use of gendered language when referring to students, colleagues, or authors, unless I know otherwise. Please do not hesitate to reach out to me in that regard or if you would like me and others in the class to refer to you by a different name than what appears on Carleton records.

**This course engages with potentially challenging topics, some of which can resonate with students on a personal level.** These include experiences of colonial, racist, ableist, sexual, gender-based, and state violence. If you anticipate that the content presented during a specific week of the course is likely to cause you distress, please consider making use of the flexible evaluation structure for Participation in the course, as outlined in the Evaluation section above (e.g., electing not to do the readings and/or not to attend class for the week in question, since only the 8 best out of 10 marks for both Reading Responses and In-class Engagement will count towards your final grade).

### **INTELLECTUAL PROPERTY AND COPYRIGHT POLICY**

**Students are prohibited from recording (audio and/or video) seminar discussions.** It is a violation of course policy to cut and paste, screenshot, share course content, or post the words of your classmates or instructor outside of class without permission. All work submitted in this course must be uniquely your own.

The course materials posted on this course's Brightspace page are designed for use as part of the LAWS 5904 X course at Carleton University and are the intellectual property of the instructor (© 2024, William Hébert. All rights reserved.) unless otherwise stated. Unless a user's right in Canada's Copyright Act covers the particular use, you may not record, copy, publish, post on an internet site, sell, or otherwise distribute this course's content without the instructor's express permission.

Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

### **SCHEDULE**

<b>Winter 2024 Sessional Dates and University Closures</b>	
<i>Please find a full list of important academic dates on the calendar website:</i> <a href="https://calendar.carleton.ca/academicyear/">https://calendar.carleton.ca/academicyear/</a>	
<b>January 8, 2024</b>	Winter term begins.
<b>January 19, 2024</b>	Last day for registration and course changes (including auditing) in full winter and late winter courses.
<b>January 31, 2024</b>	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
<b>February 19, 2024</b>	Statutory holiday. University closed.
<b>February 19-23, 2024</b>	Winter break, no classes.
<b>March 15, 2024</b>	Last day for academic withdrawal from full winter courses.
<b>March 29, 2024</b>	Statutory holiday. University closed.
<b>April 10, 2024</b>	Winter term ends.
	Last day of winter classes.
	Classes follow a Friday schedule.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for full winter and late winter courses.
	Last day for receipt of applications for undergraduate degree program transfers for winter term.

**READING SCHEDULE****January 8, 2024 — Week 1 — Welcome to LAWS 5904 X**Readings

1) Course Outline

2) Dumit, Joe. 2012. *How I Read*. Blog post. Available at <https://dumit.net/how-i-read/>

3) Murphy, Michelle. 2019. *Ways of Reading*. Table. Available at [https://docs.google.com/spreadsheets/d/1-a6vX04NX3g4Q6bHyHd\\_LB4r58-x5\\_pZNspXbxSLi7s/edit#gid=0](https://docs.google.com/spreadsheets/d/1-a6vX04NX3g4Q6bHyHd_LB4r58-x5_pZNspXbxSLi7s/edit#gid=0)

4) Clark, Roy Peter. 2008. *Writing Tools: 50 Essential Strategies for Every Writer*. New York, NY: Little, Brown, and Co. Selected excerpt(s): “Climb Up and Down the Ladder of Abstraction” (107-11)

**January 15, 2024 — Week 2 — The Gaze/Surveillance**Readings

1) Foucault, Michel. 1973. *The Birth of the Clinic*. New York: Routledge. Selected excerpts.

2) Armstrong, David. 1995. “The Rise of Surveillance Medicine.” *Sociology of Health & Illness* 17 (3): 393–404.

3) Shaw, Jennifer. 2012. “The Birth of the Clinic and the Advent of Reproduction: Pregnancy, Pathology and the Medical Gaze in Modernity.” *Body & Society* 18 (2): 110–38.

4) Gardner, John. 2017. “Patient-Centred Medicine and the Broad Clinical Gaze: Measuring Outcomes in Paediatric Deep Brain Stimulation.” *BioSocieties* 12 (2): 239–56.

Assignment

- Reading Response (4%) – Complete and submit on Monday by 1 pm EST

**January 22, 2024 — Week 3 — Discipline/Panopticism**Readings

1) Foucault, Michel. 1995 [1977]. *Discipline and Punish: The Birth of the Prison*. New York: Vintage Books. Selected excerpts.

2) Simon, Bart. 2002. “The Return of Panopticism: Supervision, Subjection and the New Surveillance.” *Surveillance & Society* 3 (1): 1-20.



3) Manokha, I. 2018. "Surveillance, Panopticism, and Self-Discipline in the Digital Age." *Surveillance and Society* 16 (2): 219-237.

#### Assignment

- Reading Response (4%) – Complete and submit on Monday by 1 pm EST

### **January 29, 2024 — Week 4 — Power/Knowledge/Normalization/Subjectivation**

#### Readings

1) Foucault, Michel. 1990 [1978]. *The History of Sexuality — Volume I*. New York: Vintage Books. Selected excerpts.

2) Roberts, Marc. 2005. "The Production of the Psychiatric Subject: Power, Knowledge and Michel Foucault." *Nursing Philosophy* 6 (1): 33–42

3) Chenier, Elise. 2012. "The Natural Order of Disorder: Pedophilia, Stranger Danger and the Normalising Family." *Sexuality & Culture* 16 (2): 172–86.

4) Guta, Adrian, Stuart J Murray, and Marilou Gagnon. 2016. "HIV, Viral Suppression and New Technologies of Surveillance and Control." *Body & Society* 22 (2): 82–107.

#### Assignment

- Reading Response (4%) – Complete and submit on Monday by 1 pm EST

### **February 5, 2024 — Week 5 — Danger/Pathology/Risk**

#### Readings

1) Foucault, Michel. 1978. "About the Concept of the 'Dangerous Individual' in 19th-Century Legal Psychiatry." *International Journal of Law and Psychiatry* 1 (1): 1–18.

2) Rose, Nikolas. 1998. "Governing Risky Individuals: The Role of Psychiatry in New Regimes of Control." *Psychiatry, Psychology and Law* 5 (2): 177–95.

3) Federman, Cary, Dave Holmes, and Jean Daniel Jacob. 2009. "Deconstructing the Psychopath: A Critical Discursive Analysis." *Cultural Critique*, no. 72: 36–65.

4) Tarver, Erin C. 2014. "The Dangerous Individual('s) Dog: Race, Criminality and the 'Pit Bull.'" *Culture, Theory and Critique* 55 (3): 273–85.

#### Assignment

- Reading Response (4%) – Complete and submit on Monday by 1 pm EST

**February 12, 2024 — Week 6 — Racism/Colonialism/Nationalism**Readings

- 1) Stoler, Ann Laura. 1995. *Race and the Education of Desire: Foucault's History of Sexuality and the Colonial Order of Things*. Durham: Duke University Press. Selected excerpt: "Placing Race in the History of Sexuality" (19-54)
  
- 2) Mawani, Renisa. 2002. "Regulating the 'Respectable' Classes: Venereal Disease, Gender, and Public Health Initiatives in Canada, 1914-35." In *Regulating Lives: Historical Essays on the State, Society, the Individual, and the Law*, edited by John McLaren, Robert J. Menzies, and Dorothy E. Chunn, 170–95. Vancouver: UBC Press.
  
- 3) Mawani, Renisa. 2000. "In Between and Out of Place: Racial Hybridity, Liquor, and the Law in Late 19th and Early 20th Century British Columbia." *Canadian Journal of Law & Society / La Revue Canadienne Droit et Société* 15 (2): 9–38.
  
- 4) Howell, Philip. 2004. "Race, Space and the Regulation of Prostitution in Colonial Hong Kong." *Urban History* 31 (2): 229–48.

Assignment

- Reading Response (4%) – Complete and submit on Monday by 1 pm EST

**February 19-23, 2024 — Week 7 — WINTER TERM BREAK**

***Winter Term Break, No Classes***

**February 26, 2024 — Week 8 — Biopolitics/Biopower**Readings

- 1) Foucault, Michel. 2004. *"Society Must Be Defended": Lectures at the Collège de France, 1975-76*. London: Penguin Books. Selected excerpt: "Eleven: 17 March 1976 Lecture" (239–63)
  
- 2) Rabinow, Paul, and Nikolas Rose. 2006. "Biopower Today." *Biosocieties* 1 (2): 195–217.
  
- 3) Hardses, Jennifer Jane. 2020. "Governing Excess: Boxing, Biopolitics and the Body." *Theoretical Criminology* 24 (4): 689–705.
  
- 4) Schurr, Carolin. 2017. "From Biopolitics to Bioeconomies: The ART of (Re-)Producing White Futures in Mexico's Surrogacy Market." *Environment and Planning D: Society and Space* 35 (2): 241–62.

Assignment

- Reading Response (4%) – Complete and submit on Monday by 1 pm EST

**March 4, 2024 — Week 9 — Governmentality**Readings

- 1) Foucault, Michel. 1991. "Governmentality." In *The Foucault Effect : Studies in Governmentality*, edited by Graham Burchell, Colin Gordon, and Peter Miller, 87–104. Chicago, IL: University of Chicago Press.
- 2) Rose, Nikolas, and Peter Miller. 1992. "Political Power Beyond the State: Problematics of Government." *The British Journal of Sociology* 43 (2): 173–205.
- 3) Sending, Ole Jacob, and Iver B. Neumann. 2006. "Governance to Governmentality: Analyzing NGOs, States, and Power." *International Studies Quarterly* 50 (3): 651–72.
- 4) Peeters, Rik. 2019. "Manufacturing Responsibility: The Governmentality of Behavioural Power in Social Policies." *Social Policy and Society* 18 (1): 51–65.

Assignment

- Reading Response (4%) – Complete and submit on Monday by 1 pm EST

**March 11, 2024 — Week 10 — Pastoral Power/Agency/Resistance**Readings

- 1) Martin, Graham P., and Justin Waring. 2018. "Realising Governmentality: Pastoral Power, Governmental Discourse and the (Re)Constitution of Subjectivities." *The Sociological Review* 66 (6): 1292–1308.
- 2) Moore, Dawn. 2011. "The Benevolent Watch: Therapeutic Surveillance in Drug Treatment Court." *Theoretical Criminology* 15 (3): 255–68.
- 3) Kaye, Kerwin. 2013. "Rehabilitating the 'Drugs Lifestyle': Criminal Justice, Social Control, and the Cultivation of Agency." *Ethnography* 14 (2): 207–32.
- 4) Chandler, Jennifer A., Jennifer Kilty, and Dave Holmes. 2021. "Medicalized Metamorphosis: Biological Rehabilitation of Criminal Offenders." *Critical Criminology* 29 (3): 549–67.

Assignment

- Reading Response (4%) – Complete and submit on Monday by 1 pm EST

**March 18, 2024 — Week 11 — One-on-One Meetings – No Class**Assignment

- One-on-one Meeting with Instructor (4%) — Held during regular scheduled class time.

Registration required on Brightspace.

**March 25, 2024 — Week 12 — Bare Life/State of Exception**

Readings

- 1) Agamben, Giorgio. 1998. *Homo Sacer: Sovereign Power and Bare Life*. Stanford, CA: Stanford University Press. Selected Excerpts.
- 2) Rajaram, Prem Kumar, and Carl Grundy-Warr. 2004. "The Irregular Migrant as Homo Sacer: Migration and Detention in Australia, Malaysia, and Thailand." *International Migration* 42 (1): 33–64.
- 3) Taşcıoğlu, Ezgi. 2021. "States of Exception: Legal Governance of Trans Women in Urban Turkey." *Social & Legal Studies* 30 (3): 384–404.
- 4) Adams, DL, and Nirmala Erevelles. 2017. "Unexpected Spaces of Confinement: Aversive Technologies, Intellectual Disability, and 'Bare Life.'" *Punishment & Society* 19 (3): 348–65.

Assignment

- Reading Response (4%) – Complete and submit on Monday by 1 pm EST

**April 1, 2024 — Week 13 — Necropolitics**

Readings

- 1) Mbembé, Achille. 2003. "Necropolitics." *Public Culture* 15 (1): 11–40.
- 2) Sandset, Tony. 2021. "The Necropolitics of COVID-19: Race, Class and Slow Death in an Ongoing Pandemic." *Global Public Health* 16 (8–9): 1411–23.
- 3) Singh, Rashmee, and Dawn Moore. 2020. "Bare Death: Femicide, Forensics and the Necropolitics of the Corpse." In *Research Handbook on Socio-Legal Studies of Medicine and Health*, edited by Marie-Andrée Jacob and Anna Kirkland, 287–302. Cheltenham, UK: Edward Elgar Publishing.
- 4) Bargu, Banu. 2016. "Another Necropolitics." *Theory & Event* 19 (1).

Assignment

- Reading Response (4%) – Complete and submit on Monday by 1 pm EST

**April 8, 2024 — Week 14 — FINAL ESSAY DUE**

Assignment

- Final Essay (40%) – Due Monday, April 8, 2024, 5 pm EST

## **University and Departmental Policies**

### **DEPARTMENT POLICIES AND REGULATIONS**

Please review the following webpage to ensure that your practices meet our Department's expectations, particularly regarding standard departmental protocols and academic integrity requirements: <https://carleton.ca/law/student-experience-resources/>.

### **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.

### **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.

Emergency Resources (on and off campus):

- <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **ACADEMIC ACCOMMODATIONS**

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 more details about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

**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, please go to: <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](mailto:pmc@carleton.ca) for a formal evaluation. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

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. Please contact your instructor 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. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit: <https://students.carleton.ca/services/accommodation/>.