

LAWS 3508: Health Law



Poulomi Desai 2020



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Image: *Our cultures are the portals - the gateways between one world and the next* by multimedia artist Poulomi Desai.

Course Description

In this course, we will examine the foundation and implementation of health law and policy in Canada. The course is divided into two modules. We will begin with several weeks focused on understanding the main principles of health law and policy in Canada and the legal regulation of healthcare. Topics in this module include: jurisdiction in Canadian health law; Medicare and Pharmacare; and informed consent and clinical trials. We will also examine how social inequity intersects with and affects these legal principles – we will focus particularly on the ongoing effects of colonialism on the healthcare system and on the governance of healthcare. In the second half of the course, we will consider the everyday implications of these principles by examining key issues related to the COVID-19 pandemic. Topics include: intellectual property and vaccine development; vaccine mandates and ‘passports’; policing the pandemic; and COVID-19 in prisons.

Learning Goals

- Develop an understanding of the legal and social frameworks that shape the everyday operation and experience of health systems.
- Apply your knowledge and research skills in practical ways, by analyzing and evaluating specific health issues and policy proposals
- Practice evidence-based approaches to problem-solving.
- Practice knowledge translation and produce new resources using a creative approach to analyzing complex health law and policy questions
- Practice a range of academic skills including peer-editing, summarization, evidence-based argumentation, etc.

Course:	Health Law
Term:	Winter 2022
Prerequisites:	Prerequisite: 1.0 credit in LAWS at the 2000 level.
Day and Time:	Fridays, 8:35 – 11:25 AM
Room:	Please refer to Carleton Central for the most up-to-date info.
Instructor:	Jean Ketterling
Office:	N/A
Office Hours:	By appointment, via Zoom
Email:	jean.ketterling@carleton.ca
Teaching Assistant:	Erik Nicolajsen
Email:	ErikNicolajsen@cmail.carleton.ca
Office Hours:	TBD or by appointment

Calendar Course Description

Legal/ethical issues in health care regulation. Topics may include: regulation of health professions; economics of health care; informed consent/choice; regulation of drugs, devices and research; medical malpractice and other liability; mental health issues; patient/client records.

Required texts

Erdman, J. N., Gruben, V., & Nelson, E. (2017). *Canadian health law and policy*. **You do not need to purchase this text!** There will be two copies of this book available on 4-hour loan at the library and/or posted to ARES. **Please plan ahead to make sure you can access the readings on time!** Please note that adjustments may be made to these readings if class remains online after January. Any adjustments will decrease the amount of reading, not increase it.

Flood, Colleen M., Vanessa MacDonnell, Jane Philpott, Sophie Thériault, and Sridhar Venkatapuram, eds. 2020. *Vulnerable: The Law, Policy & Ethics of COVID-19*. Ottawa: University of Ottawa Press. **This is an open-access book.** It is available here: <https://ruor.uottawa.ca/handle/10393/40726> or on Brightspace

All additional readings will also be made available via ARES.

Course Instruction Method

This is an in-person lecture, and students will be expected to attend class on campus. However, due to the current pandemic situation, Carleton has specified that all Winter 2022 courses are being offered ONLINE between January 10th to 30th, 2022. **During this time, lectures will be pre-recorded and available to you asynchronously.** Please check your email regularly for updates on the return to in-person teaching and learning.

COVID-19 Protocols

Given the transmissibility of the omicron variant, I encourage you to follow PHAC's recommendation that you wear a N-95/KN-95 mask if you can (<https://www.cbc.ca/news/health/canada-covid-19-mask-guidance-1.6261032>). **PLEASE do not attend class if you feel unwell, have symptoms of COVID-19, or have had a close exposure to a known case.** You will not be penalized for absences. Please reach out to a classmate if you are unable to attend class – someone will help you get caught up. Let's work together to reduce harm and keep each other safe as much as possible!

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool. For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). To avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the University's COVID-19 webpage and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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.*

Evaluation Scheme

Assignment	Percentage	Due Date
Syllabus and Academic Integrity Quiz	5%	Due by January 21 at 9pm
Participation exercises (9 weeks, 2% per week)	18% (9 weeks, 2% per week)	Due each week before lecture (Thursdays at 9pm)
Policy Paper proposal	10%	Due Friday, January 28 at 9pm
Module 1 Final Assignment: Health Policy Paper	30%	Due Friday, February 18 at 9pm
Module 2 Final Assignment: COVID-19 Zine	30%	Due Tuesday , April 12 at 9pm
Collegial/Mutual Aid Points	7%	Optional participation activities. Complete at your pace throughout the semester.

Explanation of Assignments and Evaluation

5%	Syllabus and Academic Integrity Quiz
<p>Read the syllabus and complete this quiz on Brightspace before Jan 21 at 9pm. You must get at least 80% on the quiz for the remainder of the Brightspace content to become available but you have an unlimited number of attempts.</p>	
18%	Participation exercises (9 weeks, 2% per week)
<p>Each week, you will need to complete a brief participation exercise about that week's readings on Brightspace. Most of these will be short quizzes, although the format may vary. The exercises will focus on that week's readings.</p> <p>These will be posted to Brightspace on Monday mornings. They are due by the Thursday at 9pm before the lecture.</p> <p>Note that you are working ahead of lecture. For example: you must complete the exercise for Week 2 (on health jurisdiction) by Thursday Jan 20 at 9pm. You then attend lecture on Jan 21 having already completed the exercise.</p> <p>No late submissions will be accepted. Please note that there is no flexibility here! The portal will close automatically on Brightspace exactly at 9pm EST.</p>	
10%	Policy Paper proposal
<p>This is a 600-850 word proposal (+ bibliography) for your policy paper. Please use the template available on Brightspace to complete this assignment. Your proposal should provide 1-4 sentences per section (see handout); the goal is to show us – concisely and precisely – how you intend to approach your policy paper.</p> <p><i>Please see p.10 of this syllabus for the policy on late submissions and appealing grades.</i></p>	

30%

Module 1 Final Assignment: Health Policy Paper

You may do this assignment alone, or in a group of 2. Please note that there are slightly different requirements depending on whether you complete it alone or as a pair.

You will produce a policy paper about a specific issue related to health law and policy. You can choose whatever issue you want, but it must be specific and narrow enough that you can make specific policy recommendations. The purpose of the assignment is to **inform** a reader about the issue and **argue** for one possible policy solutions, using clear and concise language and an **evidence-based** approach.

Your policy paper must include the following sections (for more about what each section should include, see the handout on Brightspace):

1. Introduction
2. The problem
3. Context
 - a. What is the existing legal landscape?
 - b. What social and cultural forces impact the issue?
4. Potential policy solutions (2-3)
5. Your evidence-based policy recommendation
6. Conclusion
7. Bibliography

Requirements

1. **SINGLE AUTHORS:** 2100-2500 words (approx. 7-8 pages).
2. **CO-AUTHORS:** 3000-3900 words (approx. 10-13 pages).
3. This policy paper must be evidence-based. That is, you should draw on credible, and peer-reviewed sources in your analysis and recommendations.
 - a. **SINGLE AUTHORS:** You must include at least 10 credible sources. Five (5) of these must be academic, peer-reviewed sources. Remember that legal cases, grey literature, and reports do not count as peer-reviewed sources. You are still welcome to use them – but make sure they are from reputable sources
 - b. **CO-AUTHORS:** You must include at least 15 credible sources. Seven (7) of these must be academic, peer-reviewed sources. Remember that legal cases, grey literature, and reports do not count as peer-reviewed sources. You are still welcome to use them – but make sure they are from reputable sources
4. Your paper must have a cover page and bibliography (these do not count towards the word count).
5. Structured as outlined above (or similarly)
6. The paper must be properly cited, using whichever academic citation style you are most comfortable with, and is most appropriate for your paper. Please identify the style on your cover page.
7. Grammar, syntax, and style are important in that they contribute to clarity and your ability to make your argument effectively. **CO-AUTHORS** will be held to a higher standard than single authors because they have the benefit of working together to copy edit.

Please see p.10 of this syllabus for the policy on late submissions and appealing grades.

30%

Module 2 Final Assignment: COVID-19 Zine

PLEASE SEE BRIGHTSPACE FOR A FULL DESCRIPTION OF THIS ASSIGNMENT!

You may do this assignment alone, or in a group of up to 3. Please note that there are slightly different requirements depending on whether you complete it alone or as a group.

What is a zine? “Zines are self-published booklets that circulate between people, often within a subculture, allowing people to share ideas without engaging in formal publishing systems. You might think of them as a precursor to blogs, but they have continued to be an important form of idea sharing even after the internet made more forms of informal publishing possible.” (Spade, n.d.)

What should my zine be about? Your zine must be about an aspect of health law or policy in relation to COVID-19 pandemic. It should do some combination of **explaining, informing, critiquing, making concrete suggestions, comparing legal responses, etc.** You may choose a topic related to one of our weekly topics, but please make sure you’re adding an original contribution and not simply repeating course content.

What are the requirements?

- You must use letter-sized paper, folded in half to make the booklet for your zine.
- Include a front and back cover, table of contents and page numbers
- At least 10 pages of content (solo-authored) or 15 pages of content (groups of 2-3). Here, “pages” means one of the pages of your booklets (which is ½ a piece of letter-sized paper).
- You must include visuals as well as text
- You must cite properly and include a works cited page
- You must separately submit a 500-600 word reflection (one per group).

Please see p.10 of this syllabus for the policy on late submissions and appealing grades.

7%

Collegial / Mutual Aid Points

These are optional participation activities. Points are awarded to encourage collegiality and work that supports other students in the class. Each of the activities below are worth 2.3% (except where noted). You may do each activity more than once. Other activities might also be accepted – please discuss with the instructor in advance.

- Provide substantive and helpful comments on a colleague’s paper. The comments must be substantive (i.e., just saying “this is good” is not enough). You must make at least 5-6 specific suggestions. There is a PowerPoint available on Brightspace that will help you. To get points, make your comments and suggestions using track-changes in a word document. Email the instructor the document including the track changes and cc the author of the paper.
- Volunteer as the notetaker when the instructor asks at the beginning of lecture. One notetaker per lecture. To get points, send your notes to the instructor, she will post your notes on Brightspace.
- Write a 200-300 word summary of a reading. See the handout on Brightspace about how to complete these. To get points, email the instructor your summaries before Thursday at 9pm. She will post them on Brightspace. You will receive 1% per summary.
- Scan and circulate group work from lecture. When in-class group work is assigned, the instructor will ask for a volunteer who will take the class materials. To get points, organize and share these materials. Email your scans/notes to the instructor and she will post them to Brightspace.
- Meet with a colleague who missed a class and helping them catch up. To get points, email instructor and TA and cc all who participated. Include a very brief discussion of what was talked about.
- Meet with a colleague and help them get Zotero (or another citation software) set up on their computer. Show them how to use the major functions. To get points, email the instructor and cc all who participated. Include a very brief discussion of what was talked about.

** With big thanks **Dr Max Liboiron** whose tweet about their approach shaped this course component.

Evaluation criteria

Proposal and Final Paper

- **Originality and Analysis.** Is the paper original, perceptive, and interesting? Is the analysis strong and compelling? Strive for creative and critical thinking.
- **Argument.** Is there a strong argumentative thesis statement? Does the author convince the reader by using sound argumentation, and relevant theories or examples? Does the author “show their work” and provide clear evidence for their claims? Are the academic sources used appropriate?
- **Relevance.** Is there a clear connection between the paper and the themes and theories covered in this class? Does the assignment conform to the guidelines set out in the syllabus (including length)?
- **Clarity.** Are the main arguments of the paper clear and strong? Does the reader know what the central question the paper is trying to answer is? Is there good flow and logic to the arguments being made?
- **Style.** Is the paper proofread. To the best of your ability, strive for good grammar and formatting (use headings, format paragraphs well, ensure proper citation).

In general:

- “A” essays will have impressive detail and explanation, with strong ability to apply concepts from the texts and lecture. They will have a strong and compelling argument with evidence tailored to support the argument. They will have clear connection to class concepts. They will be very well written, thoughtful, with good flow and logic. Citation will be well done.
- “B” essays will have a strong basis, but with room for better analysis or stronger links between concepts and examples. They will have a strong argument with room to improve in terms of linking examples and evidence to the argument (i.e. explaining why evidence supports the argument). There will be a clear connection to class. They will be well written but may have some issues in terms of clarity and style. Citation will be well done.
- “C” essays will be a good start, but analytically underdeveloped. Their argument may be imprecise or vague. Evidence is provided but there may need additional explanation (i.e. it may feel like something is missing). There may be style issues including sections that are unclear or confusing. Citation has numerous issues.
- “D” essays will have weak analysis or argument, with few examples or concepts from class. Connection to the class may be weak or unclear. Style might be lacking (e.g. very unclear in sections, some stream of conscious writing).
- “F” essays will insufficient or not meet the expectations in some way. It may be lacking substantive original argument and analysis or bear no relevance to the class (i.e. no concepts or examples, or not related to reproductive rights and justice). It may be too short, or stream of conscious writing.

Appealing Grades

It is important that you review the feedback we provide before contacting us about your grade. To appeal a grade please wait 24 hours after receiving feedback on the assignment. We will not respond to emails sent before this period. After the 24-hour period, please send your TA a detailed explanation of your concern. If, after appealing to the TA, you are still unclear or unhappy about your grade you may contact the instructor.

Late Penalties and Requests for Extensions

Given the ongoing challenges associated with the COVID-19 pandemic, we will aim to be generous with requests for extensions while balancing the fact that having assignments come in late does create additional work for the TA. Please contact the instructor to arrange an extension. Whenever possible, this should be done in advance of the deadline.

Weekly participation exercises: No late assignments will be accepted.

Proposal, Policy Paper, and Zine: Email the instructor to request an extension. Ideally, this should be done before the scheduled deadline. For extensions lasting less than 7 days, an email is sufficient, and you do not need to attach any documentation. If you require an extension over 7 days, please complete the form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>. Additional documentation may be required.

For the proposal, policy paper and zine: work submitted late will be penalized 5% per day, including weekends, unless an extension has been granted.

Schedule Overview

* The schedule and reading list may be subject to minor changes

Module 1: Canadian Health Law and Policy

Week/Date	Theme	What is due?
Week 1 Jan 14 ONLINE	Introduction – What is health law and policy?	
Week 2 Jan 21 ONLINE	Health Law Jurisdiction in Canada	<ul style="list-style-type: none"> Syllabus and Academic Integrity Quiz due by Jan 21 at 9pm
Week 3 Jan 28 ONLINE	Colonialism and the Healthcare System	<ul style="list-style-type: none"> Policy Paper Proposal by Jan 28 at 9 pm Participation #1
Week 4 Feb 4	Medicare and Pharmacare	<ul style="list-style-type: none"> Participation #2
Week 5 Feb 11	Informed Consent and Clinical Trials	<ul style="list-style-type: none"> Participation #3
Week 6 Feb 18	Module 1 Wrap-up and Transition to Module 2	<ul style="list-style-type: none"> Health Policy Paper by Feb 18 at 9pm Participation #4
Week 7 Feb 25	<i>Reading Week, No Classes</i>	

Module 2: Canadian Health Law and Policy and the COVID-19 Pandemic

Week/Date	Theme	What is due?
Week 8 March 4	Pandemics and Public Health	<ul style="list-style-type: none"> Participation #5
Week 9 March 11	Intellectual Property and Vaccine Development	<ul style="list-style-type: none"> Participation #6
Week 10 March 18	Vaccine Mandates and Vaccine “Passports”	<ul style="list-style-type: none"> Participation #7
Week 11 March 25	Policing the Pandemic	<ul style="list-style-type: none"> Participation #8
Week 12 April 1	COVID-19 in Prisons	<ul style="list-style-type: none"> Participation #9
Week 13 April 8	Last class – Recap and Synthesis.	
Week 14 April 12** THIS IS A TUESDAY	<i>Last day of term on April 12. No class on Friday, April 15.</i>	<ul style="list-style-type: none"> COVID-19 Zine due by APRIL 12 (please note that this is a Tuesday!)

Week-by-Week Schedule and Readings

* The schedule and reading list may be subject to minor changes

Theme 1: Canadian Health Law and Policy

Week 1 | January 14: Introduction – What is health law and policy? [Total Reading: 48 pages]

DUE: Nothing

Title/Citation	In what book?	# of Pages
Chapter 3: Charter Review of Health Care Access	Canadian Health Law and Policy	22
Martin, R. 2008. "Law, and Public Health Policy." In International Encyclopedia of Public Health, 30–38. Elsevier. https://doi.org/10.1016/B978-012373960-5.00236-7 .	Article- ARES	8
Canada Health Act (R.S.C., 1985, c. C-6). https://laws-lois.justice.gc.ca/eng/acts/c-6/page-1.html	Website / PDF on Brightspace	18

Week 2 | January 21: Health Law Jurisdiction in Canada [Total Reading: 51 pages]

DUE: Syllabus and Academic Integrity Quiz by Friday Jan 21 at 9pm

Title/Citation	In what book?	# of Pages
Chapter 1: Jurisdiction in Canadian Health Law	Canadian Health Law and Policy	20
Wilson, Kumanan, and Christopher MacLennan. 2005. "Federalism and Public Health Law in Canada: Opportunities and Unanswered Questions." <i>Health Law Review</i> 14 (2): 3.	Article- ARES	11
One chapter of your choice from "Section A: Who Does What? Challenges and Demands of Canadian Federalism"	Vulnerable	10-20

Week 3 | January 28: Colonialism and the Healthcare System [Total Reading: 34 pages]

DUE: Participation exercise by Thursday Jan 27 at 9pm and Paper proposal by Jan 28 at 9pm

Title/Citation	In what book?	# of Pages
Chapter 6: The Governance of Indigenous Health	Canadian Health Law and Policy	23
McNally, Mary, and Debbie Martin. 2017. "First Nations, Inuit and Métis Health: Considerations for Canadian Health Leaders in the Wake of the Truth and Reconciliation Commission of Canada Report." <i>Healthcare Management Forum</i> 30 (2): 117–22. https://doi.org/10.1177/0840470416680445 .	Article- ARES	5
Canada, Government of Canada; Indigenous Services. 2021. "Indigenous Health Care in Canada." Policy. July 20, 2021. https://www.sac-isc.gc.ca/eng/1626810177053/1626810219482 .	Website	6

Week 4 | February 4: Medicare and Pharmacare [Total Reading: 45 pages]**DUE:** Participation exercise by Thursday Feb 3 at 9pm.

Title/Citation	In what book?	# of Pages
Chapter 2: The Rise and Fall of Canadian Medicare & the Role of Law	Canadian Health Law and Policy	19
Morgan, Steven G., and Katherine Boothe. 2016. "Universal Prescription Drug Coverage in Canada: Long-Promised yet Undelivered." <i>Healthcare Management Forum</i> 29 (6): 247–54. https://doi.org/10.1177/0840470416658907 .	Article- ARES	8
Martin, Danielle, Ashley P Miller, Amélie Quesnel-Vallée, Nadine R Caron, Bilkis Vissandjée, and Gregory P Marchildon. 2018. "Canada's Universal Health-Care System: Achieving Its Potential." <i>The Lancet</i> 391 (10131): 1718–35. https://doi.org/10.1016/S0140-6736(18)30181-8 .	Article- ARES	18

Week 5 | February 11: Informed Consent and Clinical Trials [Total Reading: 45 pages]**DUE:** Participation exercise by Thursday Feb 10 at 9pm

Title/Citation	In what book?	# of Pages
"Human Lab Rats: Science's Rotten Underbelly" March 21, 2019. Science Vs. https://gimletmedia.com:443/shows/science-vs/emh8g5 .	Podcast	31 minutes
Chapter 9: The Regulation of Health Research Involving People	Canadian Health Law and Policy	25
Chapter 14: Informed Choice in Medical Care	Canadian Health Law and Policy	20

Week 5 | February 18: Module 1 Wrap-up and Transition to Module 2 [Total Reading: 20 pages]**DUE:** Paper proposal by Friday Feb 18 at 9pm

Title/Citation	In what book?	# of Pages
PLAY: <i>Plague Inc.</i> This is a mobile video game, available on Google Play store, App Store (1\$ with in-app purchases) and Steam Store (17\$)	Mobile Video Game	
Mitchell, Scott, and Sheryl N Hamilton. 2018. "Playing at Apocalypse: Reading <i>Plague Inc.</i> in Pandemic Culture." <i>Convergence: The International Journal of Research into New Media Technologies</i> 24 (6): 587–606. https://doi.org/10.1177/1354856516687235 .	Article- ARES	20

Week 6 | February 25: Reading Week, No Classes

Theme 2: Canadian Health Law and Policy and the COVID-19 Pandemic

Week 7 | March 4: Pandemics and Public Health [Total Reading: 49 pages]

DUE: Participation exercise by Thursday March 3 at 9pm.

Title/Citation	In what book?	# of Pages
Poulomi Desai "Our Cultures Are the Portals - the Gateways between One World and the next." 2020. https://autograph.org.uk/commissions/poulomi-desai .	Website	N/A
Chapter 19: Public Health Law and Infectious Diseases	Canadian Health and Policy Law	19
Chapter C-1: Civil Liberties vs. Public Health" (p249)	Vulnerable	16
Chapter D-1: How Should We Allocate Health and Social Resources During a Pandemic" (p. 313)	Vulnerable	14

Week 8 | March 11: Intellectual Property and Vaccine Development [Total Reading: 55 pages]

DUE: Participation exercise by Thursday March 10 at 9pm.

Title/Citation	In what book?	# of Pages
Chapter F-6: International Trade, Intellectual Property, and Innovation Policy: Lessons from a Pandemic	Vulnerable	12
Rutschman, Ana Santos. 2021. "The COVID-19 Vaccine Race: Intellectual Property, Collaboration (s), Nationalism and Misinformation." <i>Wash. UJL & Pol'y</i> 64: 167.	Article- ARES	33
Sekalala, Sharifah, Lisa Forman, Timothy Hodgson, Moses Mulumba, Hadijah Namyalo-Ganafa, and Benjamin Mason Meier. 2021. "Decolonising Human Rights: How Intellectual Property Laws Result in Unequal Access to the COVID-19 Vaccine." <i>BMJ</i>	Article- ARES	9
Optional Resource Irwin, Aisling. 2021. "What It Will Take to Vaccinate the World against COVID-19." <i>Nature</i> .	Article- ARES	11

Week 9 | March 18: Vaccine Acceptance and Vaccine Mandates [Total Reading: 29 pages]

DUE: Participation exercise by Thursday March 17 at 9pm.

Title/Citation	In what book?	# of Pages
Flood, Colleen M., Bryan Thomas, and Kumanan Wilson. 2021. "Mandatory Vaccination for Health Care Workers: An Analysis of Law and Policy." <i>Canadian Medical Association Journal</i> 193 (6): E217–20. https://doi.org/10.1503/cmaj.202755 .	Article- ARES	4
Dubé, Eve, Dominique Gagnon, Manale Ouakki, Julie A. Bettinger, Maryse Guay, Scott Halperin, Kumanan Wilson et al. "Understanding vaccine hesitancy in Canada: results of a consultation study by the Canadian Immunization Research Network." <i>PloS one</i> 11, no. 6 (2016): e0156118.	Article- ARES	16
Corbie-Smith, Giselle. 2021. "Vaccine Hesitancy Is a Scapegoat for Structural Racism." <i>JAMA Health Forum</i> 2 (3): e210434. https://doi.org/10.1001/jamahealthforum.2021.0434 .	Article- ARES	4
Laurencin, Cato T. 2021. "Addressing Justified Vaccine Hesitancy in the Black Community." <i>Journal of Racial and Ethnic Health Disparities</i> 8 (3): 543–46. https://doi.org/10.1007/s40615-021-01025-4 .	Article- ARES	3
As It Happens. 2021. "How One Indigenous Doctor Is Tackling Vaccine Hesitancy, Starting with Her Own Mom." CBC. February 8, 2021.	News item – On Brightspace	2
Optional Resource MacDonald, Noni E., Jeannette Comeau, Ève Dubé, Janice Graham, Margo Greenwood, Shawn Harmon, Janet McElhaney, et al. 2021. "Royal Society of Canada COVID-19 Report: Enhancing COVID-19 Vaccine Acceptance in Canada." Edited by Jules M. Blais. <i>FACETS</i> 6 (January): 1184–1246. https://doi.org/10.1139/facets-2021-0037 .	Article- ARES	63 pages.

Week 10 | March 25: Policing the Pandemic [Total Reading: 48 pages]

DUE: Participation exercise by Thursday March 24 at 9pm.

Title/Citation	In what book?	# of Pages
Chapter C-4: The Punitive Impact of Physical Distancing Laws on Homeless People (p.287)	Vulnerable	12
Dunbar, Adam, and Nicole E. Jones. 2021. "Race, Police, and the Pandemic: Considering the Role of Race in Public Health Policing." <i>Ethnic and Racial Studies</i> 44 (5): 773–82. https://doi.org/10.1080/01419870.2020.1851381 .	Article- ARES	9
Luscombe, Alex, and Alexander McClelland. n.d. "'An Extreme Last Resort': Monetary Penalties and the Policing of COVID-19 in Canada," 27.	Article- ARES	27

Week 11 | April 1: COVID-19 in Prisons [Total Reading: 29 pages]

DUE: Participation exercise by Thursday March 31 at 9pm.

Title/Citation	In what book?	# of Pages
Chapter D-5: COVID-19 in Canadian Prisons: Policies, Practices and Concerns (p. 367)	Vulnerable	14
Dutheil, Frédéric, Jean-Baptiste Bouillon-Minois, and Maëlys Clinchamps. 2020. "COVID-19: A Prison-Breaker?" <i>Canadian Journal of Public Health</i> 111 (4): 480–81. https://doi.org/10.17269/s41997-020-00359-6	Article- ARES	2
Blair, Alexandra, Abtin Parnia, and Arjumand Siddiqi. 2021. "A Time-Series Analysis of Testing and COVID-19 Outbreaks in Canadian Federal Prisons to Inform Prevention and Surveillance Efforts." <i>Canada Communicable Disease Report</i> 47 (1): 66–76. https://doi.org/10.14745/ccdr.v47i01a10	Article- ARES	11
Paynter, Martha. 2021. "Martha Paynter: COVID-19 Underscores the Many Failures of Imprisonment." <i>Nova Scotia Advocate</i> . February 15, 2021. https://nsadvocate.org/2021/02/15/martha-paynter-covid-19-underscores-the-many-failures-of-imprisonment/ .	Website – News article	2

Week 12 | April 8: Final Class – Synthesis and Conclusion [Total Reading: 0]

DUE: Nothing

April 12: Final Day of Classes in Winter Term.

DUE: April 12 – COVID-19 Zine by Tuesday April 12 at 9pm. **PLEASE NOTE THAT THIS IS A TUESDAY.**

Appendix 1: Class Policies

1. Content Note

In this course we cover a range of subjects that may be emotionally difficult, upsetting, or (re)traumatizing for you to read about or discuss. While I encourage you to engage with topics that are simply intellectually difficult, there may be times where it is appropriate for you to opt-out of a discussion or reading. Please review the topics in advance and contact the instructor if you have concerns or questions. Alternative readings may be assigned if you opt-out of assigned readings, in consultation with the student. I encourage you to communicate with the instructor or TA early and often about any concerns you have.

2. Childcare obligations and other forms of care work¹

Carleton University does not have an explicit policy on children in the classroom or childcare obligations. Nonetheless, I feel that it is important to have something in place, particularly given that many of us are still working/learning from home where our care work may particularly demanding and overlap with our academic work. This is my personal approach for this class:

- Breast- and bottle- feeding children are welcome in class as necessary.
- Unforeseen gaps in childcare or other care responsibilities happen. Please contact me if childcare obligations will interfere with your attendance.
- I understand that parenting or other care work can be a large barrier to completing academic work. While I maintain the same standards for all students in the class, regardless of parenting or caretaker status, I am happy to discuss accommodations that can help you to balance your care work while still completing all components of the course. Please contact me in advance of deadlines to discuss.

3. Questions about the course

Please post any questions about course material to the discussion forum on Brightspace. If you have a question, it's likely others do as well, and posting questions to the forum is helpful for everyone! Of course, if your question is personal in nature, please email the instructor or TA directly.

4. Emails and Announcements

We (the instructor and TA) will communicate with you in two ways: through your Carleton email and through announcements on Brightspace. **You are responsible for checking your email on a daily basis.** You should ensure you're receiving email or SMS notifications about Brightspace announcements (<https://carleton.ca/brightspace/students/customizing-notification-settings/>)

Please communicate with us via email, using your Carleton email account. You can expect to receive responses to your email with 48 hours. If you don't receive a response in that timeframe, please feel free to send a gentle reminder. Please note that I do not check my email after 6 pm on weekdays or on

¹ With thanks to Dr. Melissa Cheyney (<https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples>)

weekends (and that weekends do not count towards the 48-hour turnaround time). If an urgent matter arises (e.g., you are unable to submit an assignment on time) please send an email right away so we have a record of the issue, even if the issue arises outside of work hours.

5. Office Hours

Office hours are time outside of class for instructors and students to meet one-on-one (generally these meetings last between 15-25 minutes). Attendance is completely optional. You can attend office hours if you have questions, want to discuss a reading, have feedback or concerns, or want to talk about something else. This semester, office hours are happening over Zoom (link will be provided on Brightspace). You can login at any time and will be added to the waiting room. The instructor will admit students one at a time. If you are unable to make the scheduled office hours, please send the instructor an email to arrange an alternative time.

6. Reusing your own work

In this class, it is expected that all of the work you submit is new and written expressly for this class. Re-submitting work from another class will be considered to be a violation of the academic integrity policy.

7. Working together

I encourage you to discuss readings and assignments with your colleagues and to share ideas and concepts in the interest of furthering your learning. You may even want to meet to discuss the readings and how you will approach your summaries. However, all assignments must be written individually in your own voice and words, unless previously discussed with the instructor. Failure to follow this policy may be considered a violation of academic integrity. Please email your TA or instructor if you have questions about this.

8. Appealing grades, late penalties, and extensions

Please see p.10 of this syllabus for the policy on late submissions and appealing grades.

9. Informal course feedback

During the semester there will be two opportunities for providing informal feedback to the instructor and TA. You can complete these via Brightspace. All feedback will be anonymous. While participating is optional, we strongly encourage you to complete the short survey. We take your feedback seriously and will adjust the course this year or in the future based on your experience.

10. Copyright.

All classroom activities, lectures and course materials (including all lectures, PowerPoint presentations, handouts, videos, and similar material) made by the instructor, TA, or guest speaker are 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 may not reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial use or allow others to reproduce or distribute their notes or course materials for commercial or non-commercial purposes, without the instructor's express written consent.

Appendix 2: Carleton University Academic Accommodations

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

<https://carleton.ca/equity/wpcontent/uploads/Student-Guide-to-Academic-Accommodation.pdf>

1. Pregnancy obligation

Please contact 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, visit the Department of Equity and Inclusive Communities (EIC): <https://carleton.ca/equity/>

2. 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](#).

3. Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact The Paul Menton Centre (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 as soon as possible to ensure accommodation arrangements are made. Please consult the PMC Website for their deadline to request accommodations for the formally-scheduled exam (if applicable) <https://carleton.ca/pmc>

4. Plagiarism

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism 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, and material on the Internet.

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 or even suspension or expulsion from the University. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>

5. 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 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/studentssupport/svpolicy/>

6. 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. <https://carleton.ca/senate/wpcontent/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/services/accommodation/>

7. Department Policy

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations: <https://carleton.ca/law/student-experience-resources/>.