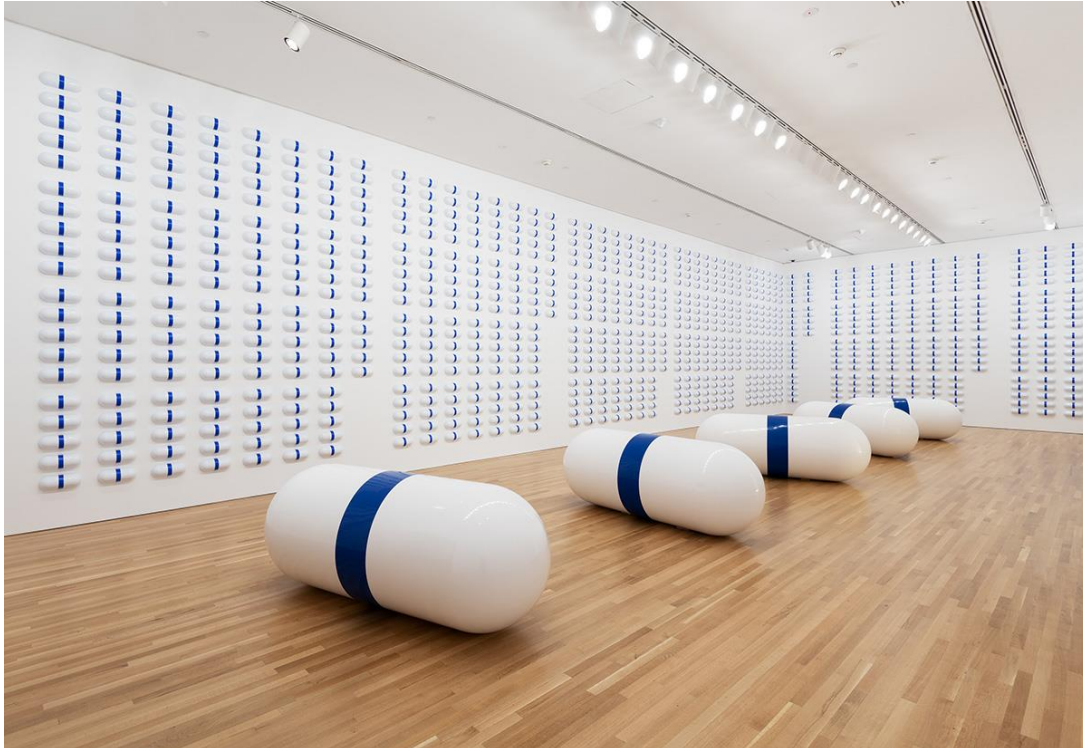


LAWS 3508: Health Law (Winter 2023)

Date: December 12, 2022

For class purposes, please refer to most up-to-date syllabus, available via Brightspace



General Idea, *One Year of AZT*, 1991. 1,825 units, vacuum-formed styrene, vinyl, 12.7 × 31.7 × 6.3 cm each. National Gallery of Canada, Ottawa. Purchased 1995 (37688.1-1825); *One Day of AZT*, 1991. 5 units, fibreglass, 85 × 214 × 85 cm each. National Gallery of Canada, Ottawa. Gift of Patey and Jamie Anderson, Toronto, 2001 (41032.1-5). © General Idea. Photo: NGC

Course Description

In this course, we will examine the foundation and implementation of health law and policy in Canada. 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 racism, colonialism, and sexism on 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. Topics include: the criminalization of HIV, genetic innovation, mental health care, and MAiD.

Course:	Health Law
Term:	Winter 2023
Prerequisites:	Prerequisite: 1.0 credit in LAWS at the 2000 level.
Day and Time:	Wednesdays, 11:35 am – 2:25 pm
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:	Rachael Malott
Email:	
Office Hours:	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

All readings will be made available via ARES.

Course Instruction Method

This is an in-person lecture, and students will be expected to attend class on campus.

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 knowledge translation and produce new resources using a creative approach to analyzing complex health law and policy questions

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%	Complete before Jan 25 th at 9pm
Weekly Free Writing Exercise	28% (4%, 7 instances)	Weekly, in class <i>No extensions!</i>
Group Class Facilitation	30%	Once per semester – sign up in first week <i>No extensions!</i>
Final Project Proposal (Parliamentary Brief or Zine)	7%	February 15 th at 9 pm via Brightspace
Final Project (Parliamentary Brief or Zine)	30%	April 12 th at 9 pm via Brightspace
Total %	100%	

A note on class participation

Based on feedback from students, this class is designed to involve considerable weekly, in-person participation. In lieu of exams or lengthy lectures, we will focus on readings and discussing/writing about the readings in class. **Therefore, it is imperative that you plan your schedule so that you can attend classes each week.** You are expected to do the read in advance, attend class and be ready to participate. Each week may involve 30-40 minutes of lecture, but most of our time will be spent in discussion/other hands-on activities, including time for you to work on assignments in class.

Explanation of Assignments and Evaluation

5%	Syllabus and Academic Integrity Quiz
<p>Read the syllabus and complete this quiz on Brightspace. You can complete the quiz as many times as you want.</p>	
28%	Weekly Free-Writing Exercise (7 instances at 4% each)
<p>Each week, we will do a free-writing exercise. I will ask a reflection question, and you will write as much as you can about this question for 15-20 minutes. These exercises are designed to help you practice putting ideas onto the page and expressing yourself.</p> <p>There are 11 possible weeks, you will receive marks for 7 (lowest 4 dropped).</p>	
30%	Group Class Facilitation
<p>Once per semester, you will work with a group of 6-8 students to facilitate the class for 1-1.25 hours. THIS IS NOT A PRESENTATION/LECTURE! While you may choose to present some information in a short presentation (max 10 minutes), you should not rehash material from the readings! Instead, your job is to organize activities, discussion questions, etc. and to act as knowledgeable facilitators for those activities. Doing this effectively means that, as a group, you should know the material as well as possible. You may choose to read the optional readings or seek out additional sources yourself. For groups presenting in weeks where there is an optional <i>Canadian Health Law and Policy</i> reading (highlighted in orange), I request that you read it and briefly present the info to the class (this could be in the form of a brief PowerPoint presentation, a video, or a handout)</p> <p>I <i>highly</i> recommend organizing your lesson to break the group up into smaller groups – the point of this assignment is to enhance learning by creating an environment where everyone can discuss their thoughts and ideas about the readings and other examples. Because you are a large group, you should have enough people to easily facilitate small group discussions.</p> <p>The instructor can provide materials (markers, paper, sticky notes, etc.) for group activities, provided you request them in advance.</p> <p>This assignment has three components:</p> <ol style="list-style-type: none">1. A lesson plan (5% group mark). To be submitted the week before your facilitation week. Students will have a 10-minute meeting with the instructor during class, in the	

week before they present, to discuss the plan. Please see example lesson plans on Brightspace.

2. **The day-of facilitation** (20% group mark). You MUST be in attendance on the day of your group's facilitation.
3. **A self- and peer- evaluation** (5% individual mark). To be completed within a week of your facilitation. 1-2 paragraphs per person, summarizing each person's contribution and including a peer-evaluation (see handout/template on Brightspace)

I encourage you to use a mix of methods to facilitate the hour and to be creative! There are many resources available online to help you plan your lesson:

- <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/discussions/facilitating-effective-discussions>
- <https://www.cultofpedagogy.com/speaking-listening-techniques/>
- <https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/classroom-practices/learning-contexts/discussions/tips>
- <https://resources.depaul.edu/teaching-commons/teaching-guides/instructional-methods/Pages/discussions.aspx>
- https://otl.uoguelph.ca/system/files/Discussions_1.pdf

Problems and issues can arise in group projects. As much as possible, I encourage you to work these out among yourself through conversation, with a recognition that everyone brings different strengths and weaknesses to group work. If problems arise that you cannot work out among yourselves, please contact me as soon as possible.

7%	Final Project Proposal
A brief proposal outlining your plan for the final project. Please complete this assignment using the template found on Brightspace.	

30%	Final Project
You can choose one of two options for your final project:	
1. A Parliamentary Brief, advocating for a law reform related to health law or policy	
2. A zine, focused on public knowledge communication/ translation about a contemporary health law and policy issue.	
Please see full directions for both options on Brightspace. There are also examples of both types of final project on Brightspace.	

Evaluation criteria

Rubrics for each course component are available on Brightspace.

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 the 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.

Free writing exercises: No late assignments will be accepted; you must be present in class to complete this component.

Group Class Facilitation: You are required to be present in the week that your group is conducting a facilitation. Exceptions may be made for *emergencies* (i.e., unexpected medical issues). Documentation may be required. In these instances, you will be assigned to another group presenting later in the semester. Exceptions will **not** be made for other work or class related scheduling difficulties. Please plan ahead and ensure you book off the day of your presentation!

Final project proposal and final project: 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. 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

Week/Date	Theme	What is due/ being evaluated?
Week 1 Jan 11	Introduction – What is health law and policy?	
Week 2 Jan 18	Health Law Jurisdiction in Canada	<ul style="list-style-type: none"> • Group 1 Lesson Plan • In-class free writing exercise
Week 3 Jan 25	The Political Economy of Health Care	<ul style="list-style-type: none"> • Group 1 Presentation • Group 2 Lesson Plan • In-class free writing exercise • Complete Academic Integrity and Syllabus Quiz by Jan 25 at 9pm
Week 4 Feb 1	The Social Determinants of Health	<ul style="list-style-type: none"> • Group 2 Presentation • Group 3 Lesson Plan • In-class free writing exercise
Week 5 Feb 8	Medicare and Pharmacare	<ul style="list-style-type: none"> • Group 3 Presentation • Group 4 Lesson Plan • In-class free writing exercise
Week 6 Feb 15	Informed Consent and Clinical Trials	<ul style="list-style-type: none"> • Group 4 Presentation • Group 5 Lesson Plan • In-class free writing exercise • Final Project Proposal Due Feb 15 by 9pm
Week 7 Feb 22	<i>Reading Week, No Classes</i>	
Week 8 March 1	Law and the Body	<ul style="list-style-type: none"> • Group 5 Presentation • Group 6 Lesson Plan • In-class free writing exercise
Week 9 March 8	Genetics and the Law	<ul style="list-style-type: none"> • Group 6 Presentation • Group 7 Lesson Plan • In-class free writing exercise
Week 10 March 15	Mental Health Care	<ul style="list-style-type: none"> • Group 7 Presentation • Group 8 Lesson Plan • In-class free writing exercise
Week 11 March 22	Medical Assistance in Dying	<ul style="list-style-type: none"> • Group 8 Presentation • Group 9 Lesson Plan • In-class free writing exercise
Week 12 March 29	Criminalization of HIV Non-Disclosure	<ul style="list-style-type: none"> • Group 9 Presentation • In-class free writing exercise
Week 13 April 5	Last class – Recap and Synthesis + The Future of Health Policy in Canada	<ul style="list-style-type: none"> • In-class free writing exercise
Week 14 April 12	Final day of classes for the semester. Follows a Friday schedule, so no in-person class!	<ul style="list-style-type: none"> • Final Project Due April 12 at 9pm

Week-by-Week Schedule and Readings

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

Week 1 | January 11: Introduction – What is health law and policy? [Total Reading:]

DUE: Nothing

Title/Citation	# of Pages
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 .	8
Canada Health Act (R.S.C., 1985, c. C-6). https://laws-lois.justice.gc.ca/eng/acts/c-6/page-1.html	18
OPTIONAL: Chapter 3, <i>Charter Review of Health Care Access</i> in Erdman, Joanna N, Vanessa Gruben, and Erin Nelson. 2017. <i>Canadian Health Law and Policy</i> .	

Week 2 | January 18: Health Law Jurisdiction in Canada [Total Reading:]

DUE:

Title/Citation	# of Pages
Chapter 10: Canadian Federalism, the Canadian Social Union, and Health Policy in Bryant, Toba. <i>Health policy in Canada</i> . Canadian Scholars, 2016.	11
Chapter 2: Jurisdiction in Canadian Health Law in Erdman, Joanna N, Vanessa Gruben, and Erin Nelson. 2017. <i>Canadian Health Law and Policy</i>	20

Week 3 | January 25: The Political Economy of Health Care [Total Reading:]

DUE:

Title/Citation	# of Pages
Excerpts from <i>Health communism</i> (TBD)	40-50 (TBD)
OPTIONAL: Chapter 3: Political Economy Perspectives on Health and Health Care in Bryant, Toba, and Dennis Raphael, eds. 2019. <i>Staying Alive: Critical Perspectives on Health, Illness, and Health Care</i> . Third edition. Toronto Vancouver: Canadian Scholars.	
OPTIONAL: Chapter 7: Social Class and Health Inequalities in Bryant, Toba, and Dennis Raphael, eds. 2019. <i>Staying Alive: Critical Perspectives on Health, Illness, and Health Care</i> . Third edition. Toronto Vancouver: Canadian Scholars	

Week 4 | February 1: Colonialism, Racism, and Sexism in Healthcare [Total Reading:]

DUE:

Title/Citation	# of Pages
Chapter 8: Shifting Vulnerabilities: Gender, Ethnicity/Race, and Health Inequities in Canada in <i>Staying Alive: Critical Perspectives on Health, Illness, and Health Care</i> . Third edition. Toronto Vancouver: Canadian Scholars.	
Browne, Annette J., Josée G. Lavoie, Mary Jane Logan McCallum, and Christa Big Canoe. 2022. "Addressing Anti-Indigenous Racism in Canadian Health Systems: Multi-Tiered Approaches Are Required." <i>Canadian Journal of Public Health</i> 113 (2): 222–26. https://doi.org/10.17269/s41997-021-00598-1 .	4
Mahabir, Deb Finn, Patricia O'Campo, Aisha Lofters, Ketan Shankardass, Christina Salmon, and Carles Muntaner. 2021. "Experiences of Everyday Racism in Toronto's Health Care System: A Concept Mapping Study." <i>International Journal for Equity in Health</i> 20 (1): 74. https://doi.org/10.1186/s12939-021-01410-9 .	15
Mpalirwa, Joseph, Aisha Lofters, Onye Nnorom, and Mark D. Hanson. 2020. "Patients, Pride, and Prejudice: Exploring Black Ontarian Physicians' Experiences of Racism and Discrimination." <i>Academic Medicine</i> 95 (11S): S51–57. https://doi.org/10.1097/ACM.0000000000003648 .	6
OPTIONAL: Chapter 6: The Governance of Indigenous Health in Erdman, Joanna N, Vanessa Gruben, and Erin Nelson. 2017. <i>Canadian Health Law and Policy</i>	
OPTIONAL: Raphael, Dennis, ed. 2016. <i>Social Determinants of Health: Canadian Perspectives</i> . Third edition. Toronto: Canadian Scholars' Press Inc.	

Week 5 | February 8: Medicare and Pharmacare [Total Reading:]

DUE:

Title/Citation	# of Pages
Watch: "Bitter Medicine" parts 1 and 2 (Links on Brightspace)	1 hour
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 .	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 .	18
OPTIONAL: Chapter 2: The Rise and Fall of Canadian Medicare & the Role of Law in Erdman, Joanna N, Vanessa Gruben, and Erin Nelson. 2017. <i>Canadian Health Law and Policy</i>	

Week 6 | February 15: Informed Consent and Clinical Trials [Total Reading:]**DUE:**

Title/Citation	# of Pages
"Human Lab Rats: Science's Rotten Underbelly" March 21, 2019. Science Vs. https://gimletmedia.com:443/shows/science-vs/emh8g5 .	31 minutes
MacDonald, Margaret E. 2018. "The Making of Informed Choice in Midwifery: A Feminist Experiment in Care." <i>Culture, Medicine, and Psychiatry</i> 42 (2): 278–94. https://doi.org/10.1007/s11013-017-9560-9 .	16
Ahmed, Aziza. "Feminist Activism in the Context of Clinical Trials and Drug Roll-Out." in <i>A Jurisprudence of the Body</i> , pp. 205-224. Palgrave Macmillan, Cham, 2020.	19
OPTIONAL: Chapter 14: Informed Choice in Medical Care in Erdman, Joanna N, Vanessa Gruben, and Erin Nelson. 2017. <i>Canadian Health Law and Policy</i>	
OPTIONAL: Chapter 10: The Regulation of Health Research Involving People in Erdman, Joanna N, Vanessa Gruben, and Erin Nelson. 2017. <i>Canadian Health Law and Policy</i>	

Week 7 | February 22: Reading Week, No Classes**Week 8 | March 1: Law and the Body****DUE:**

Title/Citation	# of Pages
Dietz, Chris, Mitchell Travis, and Michael Thomson. "Nobody, anybody, somebody, everybody: A jurisprudence of the body." In <i>A Jurisprudence of the Body</i> , pp. 1-13. Palgrave Macmillan, Cham, 2020.	13
Horn, Claire, and Elizabeth Chloe Romanis. "Establishing boundaries for speculation about artificial wombs, ectogenesis, gender, and the gestating body." In <i>A Jurisprudence of the Body</i> , pp. 227-254. Palgrave Macmillan, Cham, 2020.	27
Rachael Johnstone, "How Much Is That Gamete in the Window? Embryos, Policy, and the Law," <i>Canadian Journal of Women and the Law</i> 32, no. 1 (2020): 140-161	21
OPTIONAL: Hammond, Kathleen. 2022. "Not Worth the Wait: Why the Long-Awaited Regulations Under the AHRA Don't Address Egg Donor Concerns." <i>Canadian Journal of Law and Society / Revue Canadienne Droit Et Société</i> 37 (1). Cambridge University Press: 113–33.	

Week 9 | March 8: Genetics and the Law**DUE:**

Title/Citation	# of Pages
Watch: https://gem.cbc.ca/media/the-nature-of-things/s58e08?cmp=sch-genetic%20revolution Read: https://www.cbc.ca/natureofthings/features/gene-editing-in-canada	44 minutes
Cyranoski, David. "The CRISPR-Baby Scandal: What's Next for Human Gene-Editing." <i>Nature (London)</i> 566, no. 7745 (2019): 440–442	2

https://laws-lois.justice.gc.ca/eng/annualstatutes/2017_3/page-1.html and https://www.cbc.ca/news/politics/stefanovich-supreme-court-of-canada-genetic-information-1.5643245	
https://www.cba.org/Sections/Health-Law/Resources/Resources/2021/HealthEssayWinner2021	20
OPTIONAL: Chapter 12: Genetics and the Law in Erdman, Joanna N, Vanessa Gruben, and Erin Nelson. 2017. <i>Canadian Health Law and Policy</i>	

Week 10 | March 15: Mental Health [Total Reading:]

DUE:

Title/Citation	# of Pages
Cosco, T. D., C. Randa, S. Hopper, K. R. Wagner, J. Pickering, and J. R. Best. 2022. "Ageing and Mental Health in Canada: Perspectives from Law, Policy, and Longitudinal Research." <i>Journal of Population Ageing</i> 15 (3): 863–78.	15
De Leeuw, Sarah, Margo Greenwood, and Emilie Cameron. "Deviant constructions: How governments preserve colonial narratives of addictions and poor mental health to intervene into the lives of Indigenous children and families in Canada." <i>International Journal of Mental Health and Addiction</i> 8, no. 2 (2010): 282-295.	13
Nelson, Geoffrey. "Mental health policy in Canada." <i>Canadian social policy: Issues and perspectives</i> (2006): 245-266.	21
OPTIONAL: Chapter 16: Mental Health Law in in Erdman, Joanna N, Vanessa Gruben, and Erin Nelson. 2017. <i>Canadian Health Law and Policy</i>	
OPTIONAL: Menzies, Robert. 1998. "Governing Mentalities: The Deportation of 'Insane' and 'Feebleminded' Immigrants Out of British Columbia From Confederation To World War II." <i>Canadian Journal of Law and Society</i> 13 (2). CambridgeUniversity Press: 135–73. doi:10.1017/S0829320100005779.	
OPTIONAL: Simpson, Alexander IF, Jeffrey J. McMaster, and Steven N. Cohen. "Challenges for Canada in meeting the needs of persons with serious mental illness in prison." <i>Journal of the American Academy of Psychiatry and the Law Online</i> 41, no. 4 (2013): 501-509.	
OPTIONAL: Doron, Israel. 2003. "Mental Incapacity, Guardianship, and the Elderly: An Exploratory Study of Ontario's Consent and Capacity Board." <i>Canadian Journal of Law and Society</i> 18 (1). Cambridge University Press: 131–45.	

Week 11 | March 22: Medical Assistance in Dying [Total Reading:]

DUE:

Title/Citation	# of Pages
Government of Canada "Medical Assistance in Dying" https://www.canada.ca/en/health-canada/services/medical-assistance-dying.html	20
Shaw, Joshua DM, and Daniel Konikoff. "When Prisoners' "Right to Die" Goes Online: A Case-Study of Legal and Penal Sensibilities." <i>Canadian Journal of Law and Society/La Revue Canadienne Droit et Société</i> (2022): 1-21.	21

Hansen, Nancy. "DisAppearing Disability: Disability MAiD Invisible." <i>DisAppearing: Encounters in Disability Studies</i> (2022): 212-222	10
Downie, Jocelyn. 2022. "From Prohibition to Permission: The Winding Road of Medical Assistance in Dying in Canada." <i>HEC Forum</i> 34 (4): 321–54.	32
OPTIONAL: Whitelaw, Sera, Trudo Lemmens, and Harriette G.C. Van Spall. 2022. "The Expansion of Medical Assistance in Dying in the COVID-19 Pandemic Era and Beyond: Implications for Vulnerable Canadians." <i>Canadian Journal of General Internal Medicine</i> 17 (2): 17–21.	
OPTIONAL: Patton, Michaela, and Keith Dobson. 2021. "Proposal for the Extension of Rights to Medical Assistance in Dying (MAiD) to Mature Minors in Canada." <i>Canadian Psychology / Psychologie Canadienne</i> 62 (3): 318–25.	
OPTIONAL: Brassfield, Elizabeth R., and Mara Buchbinder. 2021. "Clinical Discussion of Medical Aid-in-Dying: Minimizing Harms and Ensuring Informed Choice." <i>Patient Education and Counseling</i> 104 (3): 671–74.	

Week 12 | March 29: Criminalization of HIV non-disclosure

DUE:

Title/Citation	# of Pages
https://www.canada.ca/en/department-justice/news/2022/10/reforming-the-criminal-law-regarding-hiv-non-disclosure-government-of-canada-launches-public-consultation.html and https://www.justice.gc.ca/eng/cons/hiv-vih/nd.html	6
Alexander McClelland, Adrian Guta & Marilou Gagnon (2020) The rise of molecular HIV surveillance: implications on consent and criminalization, <i>Critical Public Health</i> , 30:4, 487-493, DOI: 10.1080/09581596.2019.1582755	6
Alexander McClelland. (2019). <i>The criminalization of HIV in Canada: Experiences of people living with HIV</i> . https://drive.google.com/file/d/19ffXSaUHet2cxDAxyfE0c2zaHQTjgDH0/view	29

Week 13 | April 5: Recap and Synthesis, and the Future of Health Policy in Canada [Total Reading:]

DUE:

Title/Citation	# of Pages
Chapter 17: Toward the Future: Current Themes in Health Research and Practice in Canada in Raphael, Dennis, Toba Bryant, and Marcia Rioux, eds. <i>Staying alive: Critical perspectives on health, illness, and health care</i> . Canadian Scholars, 2019.	10

Week 14 | April 12: Final Day of Classes in Winter Term. Follows a Friday schedule, therefore there is no class today!

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. A Note on Reading

This course involves a lot of reading, and engagement with dense or difficult texts and theories (although the number of pages/week falls well within the department's guidelines). This is purposeful. One of our central goals in this class is to create space for deep reading and critical engagements with text. This is a key academic skill, that is easily transferable to other contexts. I know that the reading load is heavy and that some texts are difficult. I do not expect you to understand everything perfectly. I do expect you to read the texts and attempt to understand them as best you can, and to come prepared with questions about what you don't understand. To support this goal, assignments and lecture are structured to help you understand and engage with the reading material. Writing summaries help you develop academic reading skills. Group discussions help with comprehension and critical engagement. In addition, the lecture will provide a breakdown of key ideas in each article. I encourage you to find strategies that help you meet this course objective as well. For example, you may want to organize a study group that talks through the articles each week, or you may choose to attend group discussions even on weeks where you are not being graded.

3. 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.

4. Technology and Digital Etiquette

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

During the synchronous components of the class, I ask that you limit digital distractions as much as possible (e.g., try to avoid multitasking by scrolling through other websites, checking your email, etc.). The format of the discussion groups will require you to be “present” and to actively participate. In general, we expect you to have a functioning microphone so that you can discuss your ideas with others during the discussion. Having your camera on is not necessary but can help to create a positive discussion space. Of course, technological issues arise; in these cases, you can participate in discussion groups using the chat function. If, due to a disability, the discussion format means that you require accommodation, please ensure you contact the PMC according to the procedure outlined on p.19. I will follow up with you to arrange accommodation after I receive communication from the PMC.

4. 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.

5. 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 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 timestamped record of the issue, even if the issue arises outside of work hours.

6. 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.

7. 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.

8. 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.

9. Appealing grades, late penalties, and extensions

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

10. 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.

11. 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.

12. 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;
- 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 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/>

Winter 2023 Sessional Dates and University Closures	
<i>Please find a full list of important academic dates on the calendar website: https://calendar.carleton.ca/academicyear/</i>	
January 9, 2023	Winter term begins.
January 20, 2023	Last day for registration and course changes (including auditing) in full winter and late winter courses.
February 20, 2023	Statutory holiday. University closed.
February 20-24, 2023	Winter break. No classes.
March 15, 2023	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
April 7, 2023	Statutory holiday. University closed.
April 12, 2023	Winter term ends. Last day of full winter, late winter, and fall/winter classes.
April 15-27, 2023	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.
April 27, 2023	All final take-home examinations are due on this day.

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://students.carleton.ca/services/accommodation/>

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. 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/>

5. 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/>

6. 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/>.