

Course Outline

COURSE:	LAWS 5903 Z – Contemporary Topics in Legal Studies: Medicine, Criminal Law, and Governance
TERM:	Winter 2022
CLASS:	Day & Time: Tuesday, 2:35-5:25pm Eastern Standard Time (EST) Room: ONLINE – This course will be offered entirely on Zoom.
INSTRUCTOR:	Dr. William Hébert
CONTACT:	Office: C465 LA (Loeb Building) Office Hrs: Office Hours held on Zoom on Friday, 3:00-4:00pm EST (registration required on Brightspace) OR by appointment. Telephone: (613) 520-2600 ext. 8853 Email: william.hebert@carleton.ca

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.

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, .docx, or PDF format) in Brightspace; download and view various files; use their Carleton email accounts; navigate pages on Brightspace using the mouse or touchscreen functions; and participate in mandatory weekly synchronous sessions on Zoom.

All students must have **regular access to an electronic device with reliable internet access**. Although some online course components may be accessible with a tablet or cellphone, students are strongly encouraged to attend weekly Zoom sessions with the use of a laptop or desktop computer. Students who anticipate that they cannot fulfill the course's requirements because of technological barriers should contact the instructor immediately.

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**, 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**. 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.

Element	Assignment	Weight	Due Date
1. Participation 55%	1.1. In-class Engagement	24% (3%/session, best 8/10)	Ongoing
	1.2. Reading Responses	24% (3%/submission, best 8 /10)	Every Tuesday at 1:59 pm EST <i>*Firm deadline</i>
	1.3. Two One-on-	7% (3.5%/meeting)	- First: Week 7 (February 28)

	one Zoom Meetings with Instructor		to March 6, 2022) - Second: Week 11 or 12 (March 28 to April 10, 2022)
2. Final Paper 45%	2.1. Abstract	5%	Friday, February 18, 2022, 4:59 pm EST
	2.2. <i>OPTIONAL</i> Proposal	0% or 10%	Friday, March 18, 2022, 4:59 pm EST
	2.3. Full Research Paper	30% or 40%	Tuesday, April 12, 2022, 4:59 pm EST

1. Participation: 55% in total

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

While online delivery is not ideal for a graduate course, the instructor strives to replicate the in-person seminar experience as closely as possible. Practically, this means that for each session, students and instructor will engage in a facilitated discussion of assigned readings. **A large portion of your grade will be tied to participation**, which will be evaluated through various components, including your constructive engagement during seminar discussions.

All students are expected to attend weekly classes and actively participate in class discussion. 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 **turning and keeping their cameras on for the duration of the synchronous Zoom sessions**, and students’ participation grade will depend on it. If potentially uncomfortable/awkward at first, this will create a more authentic seminar experience and will allow students and instructor to get to know and learn from each other.

One of this course’s objectives is to encourage an engaged reading of texts, not simply passive consumption, as a means to foster a constructive and instructive group dialogue during Zoom 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.

Students are expected to participate in discussion regularly, at every weekly session, by asking thoughtful questions (it is absolutely fine and in fact, supported, to ask for clarification!), responding to others’ 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.** The use of the chat function in Zoom is permitted but should be minimal, as it will not count towards your participation grade.

The **3%** mark per session will be awarded in full to students who **attend the entire weekly session** and turn their **camera on for the duration of the session** (minus for the scheduled break), **and** who **meaningfully engage** in conversation **with their mic on**. Partial marks (1.5%) will be awarded for attending the session in full with your camera on but without making meaningful engagement in conversation. No marks (0%) will be allocated when students miss an entire session, most of it, or attend a session without turning their cameras on.

However, 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 turning on their cameras during) up to 2 sessions, but students are strongly encouraged to choose wisely which sessions they skip, if any.

Students who require accommodations for this component of the course (e.g., technological limitations, disability, living situation) must contact the instructor before Friday, January 21, 2022, 4:59 pm EST to discuss alternative arrangements.

1.2. Reading Responses: 24% (3% per submission, best 8 out of 10) — Ongoing, due every Tuesday before the start of class at 1:59 pm EST

Each week, students are required to write a concise reading response (around 1 single-spaced page (no less than 2/3 of a page, and no more than 1+1/3 page), 12-point font, Times New Roman, 1-inch margins), which they must submit on Brightspace before class on **Tuesdays at 1:59 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 these 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.

The **3%** mark per submission will be awarded in full to students who clearly demonstrate that they have **thoroughly read and thoughtfully engaged with all required readings.** Partial marks will be awarded when responses show limited engagement with some (2%) or most

(1%) of the required readings. No marks (0%) will be allocated when Reading Responses reveal that students have 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 24% allocated for this evaluation component. While this means that a student would not be penalized for missing up to 2 submissions, students are strongly encouraged to choose wisely which they skip, if any.

1.3. Two One-on-one Zoom Meetings with Instructor: 7% (2 at 3.5% each) — First meeting during Week 7 (February 28 to March 6, 2022), Second meeting during Week 11 or 12 (March 28 to April 10, 2022)

Unfortunately, remote learning does not foster many opportunities for graduate students to interact with faculty members in a casual environment. In response, **a virtual space** has been created in this course **for students and instructor to interact informally** during two One-on-one Zoom Meetings. Lasting between **15 to 30 minutes**, meetings will provide a chance for the instructor to get to know you (and vice versa!) and learn more about your background, research interests, and plans for the course and beyond. Full marks (3.5% per Meeting) will be awarded to students who schedule and attend Meetings.

The **first** meeting will take place **during Week 7** of the course (February 28 to March 6, 2022), shortly after the due date for the Abstract for the Final Paper. The **second** meeting will take place **during Week 11 or 12** (March 28 to April 10, 2022) before the Full Research Paper's due date. Therefore, meetings will also allow students to receive additional feedback on or guidance for assignments.

Registration will be required on Brightspace, and scheduling will be flexible.

2. Final Paper: 45% in total

2.1. Abstract for Final Paper: 5% — Friday, February 18, 2022, 4:59 pm (EST)

An **Abstract** of **250-500 words** outlining the student's plan for their Full Research Paper. Detailed instructions will be provided early in the term.

2.2. *OPTIONAL* Proposal for Final Paper: 0% or 10% — Friday, March 18, 2022, 4:59 pm (EST)

An **optional 3-5 pages** (double-spaced, 12-point font, Times New Roman, 1-inch margins) **Proposal** for the Full Research Paper with tentative title and preliminary bibliography of a minimum of 10 sources.

Students who do not wish to submit this assignment will see its weight added to the Full Research Paper (40% instead of 30%). Detailed instructions will be provided shortly after the Winter Term Break.

2.3. Full Research Paper: 30% or 40% — Tuesday, April 12, 2022, 4:59 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) **Research Paper**. **Students will be required to write an argumentative research paper that will apply one or more of the theoretical concepts presented in the course.**

To choose a topic, students have **two options**:

- 1) They can select a topic related to the course's focus on the relationship between medicine, criminal law, and governance.
- 2) They can select a topic that is *not* closely tied to the course's focus on the relationship between medicine, criminal law, and governance, for example if their own research interests are unrelated (but their paper must still explicitly mobilize one or more theoretical concepts presented in the course).

Detailed instructions will be provided shortly after the Winter Term Break.

POLICY ON LATE ASSIGNMENTS

The course's policy on late assignments attempts to find a balance between the need for compassion and flexibility during these difficult and unprecedented times, 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 fun summer plans!).

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 VIRTUAL 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.

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, and gender-based 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

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 5903 Z course at Carleton University and are the intellectual property of the Instructor (© 2022, 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

Winter 2022 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 5, 2022	University Reopens.
January 10, 2022	Winter term classes begin.
January 31, 2022	Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
February 18, 2022	April examination schedule available online.
February 21, 2022	Statutory holiday. University closed.
February 22-25, 2022	Winter break, no classes.
March 29, 2022	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 12, 2022	Winter Term Ends. Last day of fall/winter and winter term classes.
April 13, 2022	No classes or examinations take place.
April 14- 28, 2022	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week.
April 15, 2022	Statutory holiday. University closed.
April 28, 2022	All take home examinations are due on this day, 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.

January 10 to 16 2022 — Week 1 — Welcome to LAWS 5903 Z
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Readings/Materials:

- Course Outline

January 17 to 23 2022 — Week 2 — Theoretical Orientations
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Readings/Materials:

- Foucault, Michel. 1984. *The Foucault Reader*. Edited by Paul Rabinow. 1st ed. New York: Pantheon Books. Selected excerpt(s): “The Body of the Condemned,” “Docile Bodies,” “The Means of Correct Training” (170–205)
- Foucault, Michel. 1995. *Discipline and Punish: The Birth of the Prison*. New York, NY: Vintage Books. Selected excerpt(s): “Panopticism” (195–228)
- Foucault, Michel. 2004. *“Society Must Be Defended”: Lectures at the Collège de France, 1975-76*. London: Penguin Books. Selected excerpt(s): “Eleven: 17 March 1976 Lecture” (239–63)
- Rose, Nikolas. 2001. “Biopolitics in the Twenty First Century—Notes for a Research Agenda.” *Distinktion: Scandinavian Journal of Social Theory* 2 (3): 25–44.

Assignment(s):

- Reading Response (3%) – Complete and submit on Tuesday at 1:59 pm EST

January 24 to 30 2022— Week 3 — Biopolitics, Body Politics

Readings/Materials:

- Mills, Catherine. 2016. “Biopolitics and Human Reproduction.” In *The Routledge Handbook of Biopolitics*, edited by Sergei Prozorov and Simona Rentea, 1st ed., 281–94. New York, NY: Routledge.
- Hannabach, Cathy. 2013. “Technologies of Blood: Asylum, Medicine, and Biopolitics.” *Cultural Politics* 9 (1): 22–41.
- Stote, Karen. 2012. “The Coercive Sterilization of Aboriginal Women in Canada.” *American Indian Culture and Research Journal* 36 (3): 117–50.
- Whatcott, Jess. 2018. “No Selves to Consent: Women’s Prisons, Sterilization, and the Biopolitics of Informed Consent.” *Signs: Journal of Women in Culture and Society* 44:1, 131-153.

Assignment(s):

- Reading Response (3%) – Complete and submit on Tuesday at 1:59 pm EST

January 31 to February 6 2022 — Week 4 — Regulation, Territory, PopulationReadings/Materials:

- Legg, Stephen. 2005. "Foucault's Population Geographies: Classifications, Biopolitics and Governmental Spaces." *Population, Space and Place* 11 (3): 137–56.
- Levine, Philippa. 1994. "Venereal Disease, Prostitution, and the Politics of Empire: The Case of British India." *Journal of the History of Sexuality* 4 (4): 579–602.
- Howell, Philip. 2004. "Race, Space and the Regulation of Prostitution in Colonial Hong Kong." *Urban History* 31 (2): 229–48.
- 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, BC: UBC Press.

Assignment(s):

- Reading Response (3%) – Complete and submit on Tuesday at 1:59 pm EST

February 7 to 13 2022 — Week 5 — Bodies of/as EvidenceReadings/Materials:

- Mbembé, J.-A. 2003. "Necropolitics." *Public Culture* 15 (1): 11–40.
- Razack, Sherene H. 2013. "Timely Deaths: Medicalizing the Deaths of Aboriginal People in Police Custody." *Law, Culture and the Humanities* 9 (2): 352–74.
- Bromwich, Rebecca. 2017. "Theorizing the Official Record of Inmate Ashley Smith: Necropolitics, Exclusions, and Multiple Agencies." *Manitoba Law Journal* 40: 193–223.
- 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.

Assignment(s):

- Reading Response (3%) – Complete and submit on Tuesday at 1:59 pm EST

February 14 to 20 2022 — Week 6 — The Substance(s) of GovernanceReadings/Materials:

- 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.
- Carstairs, Catherine. 1999. "Deporting 'Ah Sin' to Save the White Race: Moral Panic, Racialization, and the Extension of Canadian Drug Laws in the 1920s." *Canadian Bulletin of Medical History* 16 (1): 65–88.
- Dollar, Cindy Brooks. 2019. "Criminalization and Drug 'Wars' or Medicalization and Health 'Epidemics': How Race, Class, and Neoliberal Politics Influence Drug Laws." *Critical Criminology* 27 (2): 305–27.
- Netherland, Julie, and Helena Hansen. 2017. "White Opioids: Pharmaceutical Race and the War on Drugs That Wasn't." *BioSocieties* 12 (2): 217–38.

Assignment(s):

- Reading Response (3%) – Complete and submit on Tuesday at 1:59 pm EST
- Abstract for Final Paper (5%) – Due Friday, February 18, 2022, 4:59 pm EST

February 21 to 27 2022 — WINTER TERM BREAK

Winter Term Break, No Classes

February 28 to March 6 2022 — Week 7 — Self-DiscipliningReadings/Materials:

- O'Malley, Pat, and Mariana Valverde. 2004. "Pleasure, Freedom and Drugs: The Uses of 'Pleasure' in Liberal Governance of Drug and Alcohol Consumption." *Sociology* 38 (1): 25–42.
- Moore, Dawn. 2011. "The Benevolent Watch: Therapeutic Surveillance in Drug Treatment Court." *Theoretical Criminology* 15 (3): 255–68.
- Kaye, Kerwin. 2013. "Rehabilitating the 'Drugs Lifestyle': Criminal Justice, Social Control, and the Cultivation of Agency." *Ethnography* 14 (2): 207–32.

Assignment(s):

- Reading Response (3%) – Complete and submit on Tuesday at 1:59 pm EST
- First One-on-one Zoom Meeting with Instructor (3.5%) — Register on Brightspace

March 7 to 13 2022 — Week 8 — (Im)Moral PanicsReadings/Materials:

- Hier, Sean P. 2008. “Thinking beyond Moral Panic: Risk, Responsibility, and the Politics of Moralization.” *Theoretical Criminology* 12 (2): 173–90.
- Chenier, Elise. 2008. *Strangers in Our Midst: Sexual Deviancy in Postwar Ontario*. Toronto, ON: University of Toronto Press. Selected excerpt(s): TBD.
- Waldram, James B. 2012. *Hound Pound Narrative: Sexual Offender Habilitation and the Anthropology of Therapeutic Intervention*. Berkeley: University of California Press. Selected excerpt(s): TBD.

Assignment(s):

- Reading Response (3%) – Complete and submit on Tuesday at 1:59 pm EST

March 14 to 20 2022 — Week 9 — The Medical GazeReadings/Materials:

- Armstrong, David. 1995. “The Rise of Surveillance Medicine.” *Sociology of Health & Illness* 17 (3): 393–404.
- 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.
- McClelland, Alexander. 2019. “‘Lock This Whore Up’: Legal Violence and Flows of Information Precipitating Personal Violence against People Criminalised for HIV-Related Crimes in Canada.” *European Journal of Risk Regulation* 10 (1): 132–47
- Mykhalovskiy, Eric, Chris Sanders, Colin Hastings, and Laura Bisailon. 2021. “Explicitly Racialised and Extraordinarily Over-Represented: Black Immigrant Men in 25 Years of News Reports on HIV Non-Disclosure Criminal Cases in Canada.” *Culture, Health & Sexuality* 23 (6): 788–803

Assignment(s):

- Reading Response (3%) – Complete and submit on Tuesday at 1:59 pm EST

- *OPTIONAL* Proposal for Final Paper (0% or 10%) – Due Friday, March 18, 2022, 4:59 pm EST

March 21 to 27 2022 — Week 10 — The Biology of Culpability

Readings/Materials:

- Rose, Nikolas. 2000. "The Biology of Culpability: Pathological Identity and Crime Control in a Biological Culture." *Theoretical Criminology* 4 (1): 5–34.

- Dilts, Andrew. 2012. "Incurable Blackness: Criminal Disenfranchisement, Mental Disability, and the White Citizen." *Disability Studies Quarterly* 32 (3).

- Ameil, Joseph A. 2019. "Contemporary Forms of Legislative Imprisonment and Colonial Violence in Forensic Mental Health." In *Madness, Violence, and Power*, edited by Andrea Daley, Lucy Costa, and Peter Beresford, 169–83. Toronto, ON: University of Toronto Press.

- Sabiston, Leslie James. 2021. "Fetal Alcohol Spectrum Disorder and the Fear of Indigenous (Dis)Order: New Medico-Legal Alliances for Capturing and Managing Indigenous Life in Canada." PhD Thesis, Columbia University. Selected excerpt(s): TBD.

Assignment(s):

- Reading Response (3%) – Complete and submit on Tuesday at 1:59 pm EST

March 28 to April 3 2022 — Week 11 — Care, Control, Coercion

Readings/Materials:

- Arrigo, Bruce A., and Christopher R. Williams. 1999. "Chaos Theory and the Social Control Thesis: A Post-Foucauldian Analysis of Mental Illness and Involuntary Civil Confinement." *Social Justice* 26 (1 (75)): 177–207.

- Rhodes, Lorna A. 2004. *Total Confinement: Madness and Reason in the Maximum Security Prison*. Berkeley, CA: University of California Press. Selected excerpt(s): TBD.

- Brodwin, Paul. 2014. "The Ethics of Ambivalence and the Practice of Constraint in US Psychiatry." *Culture, Medicine, and Psychiatry* 38 (4): 527–49.

- Velpry, Livia, and Benoît Eyraud. 2014. "Confinement and Psychiatric Care: A Comparison Between High-Security Units for Prisoners and for Difficult Patients in France." *Culture, Medicine, and Psychiatry* 38 (4): 550–77.

Assignment(s):

- Reading Response (3%) – Complete and submit on Tuesday at 1:59 pm EST

- Second One-on-one Zoom Meeting with Instructor (3.5%) — Register on Brightspace (Note: Appointments also available the following week)

April 4 to 10 2022 — Week 12 — CATCH-UP WEEK

No class

Assignment(s):

- Second One-on-one Zoom Meeting with Instructor (3.5%) — Register on Brightspace (Note: Appointments also available the previous week)

April 11 to 17 2022 — Week 13 — FINAL ASSIGNMENT DUEAssignment(s):

- Full Research Paper (30% or 40%) – Due Tuesday, April 12, 2022, 4:59 pm EST

University and Departmental Policies

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

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/>.

COVID-19 PREVENTION MEASURES

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). In order 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.

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 accommodation regarding a formally-scheduled final exam, you must complete the

[Pregnancy Accommodation Form.](#)

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: [The Paul Menton Centre for Students with Disabilities](#) (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Accommodation for Student Activities

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For more information on academic accommodation, please visit:

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