

Course Outline Template

COURSE:	LAWS 5903 F – Contemporary Topics in Legal Studies: Medicine, Criminal Law, and Governance
TERM:	Fall 2022
CLASS:	Day & Time: Wednesday, 2:35-5:25pm Eastern Standard Time (EST) Room: Loeb B454 In-person weekly seminar Please check Carleton Central for current Class Schedule
INSTRUCTOR:	Dr. William Hébert
CONTACT:	Office: C465 LA (Loeb Building) Office Hrs: Office Hours held on Zoom on Tuesday, 1:00-2:00pm 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; and navigate pages on Brightspace using the mouse or touchscreen functions.

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

COURSE COMMUNICATION

For any questions related to the course, please use your Carleton email account. Note that **emails will only be answered during regular working hours** (9 am to 5 pm EST, Monday to Friday). The instructor strives to respond to emails quickly, but you should **allow for up to 48 hours for a reply**, 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.

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

Element	Assignment	Weight	Due Date
1. Participation 57%	1.1. In-class Engagement	27% (3%/session, best 9/11)	Ongoing
	1.2. Reading Responses	27% (3%/submission, best 9/11)	Every Wednesday at 1 pm EST <i>*Firm deadline</i>
	1.3. One-on-one Meeting with Instructor	3%	-Week 7 — October 17 to 21, 2022 OR -Week 9 — October 31 to November 4, 2022 (registration required on Brightspace)
2. Final Paper 43%	2.1. Abstract	3%	Friday, October 21, 2022, 5 pm EST
	2.2. <i>OPTIONAL</i> Proposal	0% or 10%	Friday, November 18, 2022, 5 pm EST
	2.3. Full Research Paper	30% or 40%	Friday, December 9, 2022, 5 pm EST

1. Participation: 57% in total

1.1. In-class Engagement: 27% (3% per in-person session, best 9 out of 11) — Ongoing

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

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

One of this course's objectives is to encourage an engaged reading of texts, not simply passive consumption, to foster a constructive and instructive group dialogue during seminar sessions. Students will be expected to participate in thoughtful critical discussions about readings, but **critical thinking should not be confused with criticism**. While criticism is often primarily driven by an urge to find fault with a text or its author(s), critical thinking is an informed, reasoned, and contextualized evaluation of a text, its arguments, its empirical

basis, and the public and/or academic debates in which it sought to intervene. In preparation for the first weekly seminar, students will be required to read resources to help them engage with readings in such a way.

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

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

Starting on Week 2, the **3%** mark per session will exceptionally be awarded in full to students who attend the entire weekly session **and** display not only that they have thoroughly read and reflected on weekly readings before class, but also that they are committed to improving their and others' understanding of the texts during class. No marks (0%) will be allocated when students miss an entire session or most of a session, or when they attend a session without contributing to group conversation. Only the **9 best out of 11 marks** for In-class Engagement will count towards the 27% allocated for this evaluation component. This technically means that a student would not be penalized for missing (or not participating during) up to 2 sessions, but you are strongly encouraged to choose wisely which sessions you skip, if any.

1.2. Reading Responses: 27% (3% per submission, best 9 out of 11) — Ongoing, due every Wednesday before the start of class at 1 pm EST

As a second participation evaluation component in this course, each week (starting Week 2), students will be required to write a concise reading response (around 1 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 **Wednesday at 1 pm EST at the absolute latest (no extensions permitted).**

The point of this assignment is to get students actively thinking about the readings assigned

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

As indicated in the weekly Schedule below, Week 2 and Week 3 will provide theoretical foundations for the course and students will be required to write their weekly Reading Responses about all assigned readings. For the rest of the term, there will be one **Central** reading (usually, a more theoretical piece) that must mandatorily be included in students' Reading Response, as well as three **Case Study** readings, from which a minimum of two must also be included. Nonetheless, students are expected to have read all weekly readings before every class.

In exceptional cases, the **3%** mark per submission will be awarded in full when students clearly demonstrate that they have **thoroughly read and thoughtfully engaged with all required/chosen readings, and when their writing is clear, concise, and polished**. No marks (0%) will be allocated when Reading Responses reveal that a student has not properly read the required readings, and for incomplete or missing submissions. However, only **the 9 best out of 11 marks** for Reading Responses will count towards the 27% allocated for this evaluation component. While this means that a student would not be penalized for missing up to 2 submissions, you are once again strongly encouraged to choose wisely which you skip, if any.

1.3 One-on-one Meeting with Instructor: 3% —Week 7 (October 17 to 21, 2022) or Week 9 (October 31 to November 4, 2022) - Registration required on Brightspace

Lasting between **15 to 30 minutes**, One-on-one Meetings will provide a chance for me to get to know you (and vice versa!) and learn more about your background, research interests, and plans for the course and beyond.

Registration will be required on Brightspace, with appointments available both on Zoom or in-person. Meetings will be scheduled **during Week 7**, before the due date for the Abstract for the Final Paper assignment, as well as **during Week 9**, shortly after the Abstract's due date. Therefore, meetings will also allow students to receive additional guidance for or feedback on their planned research projects.

Full marks (3%) will be awarded to students who schedule and attend the Meeting.

2. Final Paper: 43% in total

2.1. Abstract for Final Paper: 3% — Friday, October 21, 2022, 5 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, November 18, 2022, 5 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 Fall Term Break.

2.3. Full Research Paper: 30% or 40% — Friday, December 9, 2022, 5 pm EST

The final assignment in this course will be a **14-18 pages** (double-spaced, 12-point font, Times New Roman, 1-inch margins) **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 as closely tied to the course's focus, 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. Students who select this option are strongly encouraged to get their topic approved during Office Hours before the submission of their Abstract for Final Paper assignment.

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

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

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

The granting of extensions for assignments is determined by the instructor who will confirm whether an extension is granted and the length of the extension. As a rule, any request for an **extension for a period of up to 7 days will be granted**, no questions asked, **if the request is made before the assignment's due date**. One **exception** is that there will be **no extensions granted for weekly Reading Responses**; however, only the best 9 out of 11 Reading Responses will count towards students' final grade.

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

Extension requests sent by students **after an assignment's due date will not be granted unless justified by extraordinary circumstances (e.g., medical or familial emergency)**, in which case additional information must be provided by the student. Extensions for **longer than 7 days will not be granted unless justified by extraordinary circumstances (e.g., medical or familial emergency)**. In those extraordinary cases for which extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

POLICY ON CLASSROOM BEHAVIOR AND WARNING ABOUT COURSE CONTENT

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

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

This course engages with potentially challenging topics, some of which can resonate with students on a personal level. These include experiences of colonial, racist, ableist, sexual, gender-based, and state violence. If you anticipate that the content presented during a specific week of the course is likely to cause you distress, please consider making use of the flexible evaluation structure for Participation in the course, as outlined in the Evaluation section above (e.g., electing not to do the readings and/or not to attend class for the week in question, since only the 9 best out of 11 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 F 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

Fall 2022 Sessional Dates and University Closures	
<i>Please find a full list of important academic dates on the calendar website:</i> https://calendar.carleton.ca/academicyear/	
September 7, 2022	Fall term begins.
September 20, 2022	Last day for registration and course changes (including auditing) in fall and fall/winter courses.
October 10, 2022	Statutory holiday. University closed.
October 24-28, 2022	Fall break, no classes.
November 25, 2022	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
December 9, 2022	Fall term ends.

	Last day of fall classes.
	Classes follow a Monday schedule (fall and fall/winter courses only).
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for full and late fall courses.
December 10-22, 2022	Final examinations in fall courses and mid-term examinations in fall/winter courses will be held.

September 7 to 9 2022 — Week 1 — Welcome to LAWS 5903 Z
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Readings: All mandatory

1) Course Outline

2) Dumit, Joe. 2012. *How I Read*. Blob post. Available at <https://dumit.net/how-i-read/>3) Murphy, Michelle. 2019. *Ways of Reading*. Table. Available at https://docs.google.com/spreadsheets/d/1-a6vX04NX3g4Q6bHyHd_LB4r58-x5_pZNspXbxSLi7s/edit#gid=04) Clark, Roy Peter. 2008. *Writing Tools: 50 Essential Strategies for Every Writer*. New York, NY: Little, Brown, and Co. Selected excerpt(s): “Climb Up and Down the Ladder of Abstraction” (107-11)

September 12 to 16 2022 — Week 2 — Theoretical Orientations I
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Readings: All mandatory to include in your Reading Response1) Foucault, Michel. 1973. *The Birth of the Clinic*. New York: Routledge. Selected excerpt(s): “Preface” (ix-xiv), “The Free Field” (38-44), “Signs and Symptoms” (88-91), “Seeing and Knowing” (107-11)2) Foucault, Michel. 1995 [1977]. *Discipline and Punish: The Birth of the Prison*. New York: Vintage Books. Selected excerpt(s): “The Body of the Condemned” (3–31)

3) Foucault, Michel. 1984. *The Foucault Reader*. Edited by Paul Rabinow. 1st ed. New York: Pantheon Books. Selected excerpt(s): “Docile Bodies,” “The Means of Correct Training” (179–205)

4) Foucault, Michel. 1995 [1977]. *Discipline and Punish: The Birth of the Prison*. New York, NY: Vintage Books. Selected excerpt(s): “Panopticism” (195–228)

Assignment(s)

- Reading Response (3%) – Complete and submit on Wednesday by 1 pm EST

September 19 to 23 2022 — Week 3 — Theoretical Orientations II

Readings: All mandatory to include in your Reading Response

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

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

3) 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)

Assignment(s)

- Reading Response (3%) – Complete and submit on Wednesday by 1 pm EST

September 26 to 30 2022— Week 4 — Regulation, Territory, Population

Central Reading: Mandatory to include in your Reading Response

1) Stoler, Ann Laura. 1995. *Race and the Education of Desire: Foucault’s History of Sexuality and the Colonial Order of Things*. Durham: Duke University Press. Selected excerpt(s): “Placing Race in the History of Sexuality” (19-54)

Case Study Readings: Read all, include a **minimum of two** in your Reading Response

2) 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.

3) Howell, Philip. 2004. “Race, Space and the Regulation of Prostitution in Colonial Hong Kong.” *Urban History* 31 (2): 229–48.

4) 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.

Assignment(s)

- Reading Response (3%) – Complete and submit on Wednesday by 1 pm EST

October 3 to 7 2022 — Week 5 — Biopolitics, Body Politics

Central Reading: Mandatory to include in your Reading Response

1) Rabinow, Paul, and Nikolas Rose. 2006. "Biopower Today." *Biosocieties* 1 (2): 195–217.

Case Study Readings: Read all, include a minimum of two in your Reading Response

2) Mawani, Renisa. 2002. "Regulating the 'Respectable' Classes: Venereal Disease, Gender, and Public Health Initiatives in Canada, 1914–35." In *Regulating Lives: Historical Essays on the State, Society, the Individual, and the Law*, edited by John McLaren, Robert J. Menzies, and Dorothy E. Chunn, 170–95. Vancouver: UBC Press.

3) Stote, Karen. 2012. "The Coercive Sterilization of Aboriginal Women in Canada." *American Indian Culture and Research Journal* 36 (3): 117–50.

4) 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): 131–53.

Assignment(s)

- Reading Response (3%) – Complete and submit on Wednesday by 1 pm EST

October 11 to 14 2022 — Week 6 — Bodies of/as Evidence

October 10 – Statutory Holiday, University Closed

Central Reading: Mandatory to include in your Reading Response

1) Mbembé, Achille. 2003. "Necropolitics." *Public Culture* 15 (1): 11–40.

Case Study Readings: Read all, include a minimum of two in your Reading Response

2) Hannabach, Cathy. 2013. "Technologies of Blood: Asylum, Medicine, and Biopolitics." *Cultural Politics* 9 (1): 22–41.

3) Razack, Sherene H. 2013. "Timely Deaths: Medicalizing the Deaths of Aboriginal People in Police Custody." *Law, Culture and the Humanities* 9 (2): 352–74.

4) 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 Wednesday by 1 pm EST

October 17 to 21 2022 — Week 7 — Technologies of Governance

Central Reading: Mandatory to include in your Reading Response

1) Ehlers, Nadine. 2012. *Racial Imperatives: Discipline, Performativity, and Struggles against Subjection*. Bloomington: Indiana University Press. Selected excerpt(s): "Racial Disciplinarity" (15-31)

Case Study Readings: Read all, include a minimum of two in your Reading Response

2) Dilts, Andrew. 2014. *Punishment and Inclusion: Race, Membership, and the Limits of American Liberalism*. New York, NY: Fordham University Press. Selected excerpt(s): "Civic Disabilities" (170-200)

3) Nelson, Camille A. 2010. "Racializing Disability, Disabling Race: Policing Race and Mental Status." *Berkeley Journal of Criminal Law* 15 (1): 1–64.

4) 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 Wednesday by 1 pm EST

- One-on-one Meeting with Instructor (3%) — Appointments available during Week 7 (October 17 to 21, 2022) OR during Week 9 (October 31 to November 4, 2022); Registration required on Brightspace

- Abstract for Final Paper (3%) – Due October 21, 2022, 5 pm EST

October 24 to 28 2022 — Week 8 — FALL TERM BREAK

Fall Term Break, No Classes

October 31 to November 4 2022 — Week 9 — The Medical Gaze

Central Reading: Mandatory to include in your Reading Response

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

Case Study Readings: Read all, include a minimum of two in your Reading Response

2) 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.

3) Gagnon, Marilou, and Christine Vézina. 2018. "HIV Criminalization as 'Risk Management': On the Importance of Structural Stigma." In *Seeing Red: HIV/AIDS and Public Policy in Canada*, edited by Marilou Gagnon, Suzanne Hindmarch, and Michael Orsini, 55–78. Toronto: University of Toronto Press.

4) 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

Assignment(s)

- Reading Response (3%) – Complete and submit on Wednesday by 1 pm EST

- One-on-one Meeting with Instructor (3%) — Appointments available during Week 7 (October 17 to 21, 2022) OR during Week 9 (October 31 to November 4, 2022); Registration required on Brightspace

November 7 to 11 2022 — Week 10 — (Self-)Governance**Central Reading: Mandatory to include in your Reading Response**

1) Rose, Nikolas, and Peter Miller. 1992. "Political Power Beyond the State: Problematics of Government." *The British Journal of Sociology* 43 (2): 173–205.

Case Study Readings: Read all, include a minimum of two in your Reading Response

2) Valverde, Mariana. 1998. *Diseases of the Will: Alcohol and the Dilemmas of Freedom*. Cambridge Studies in Law and Society. Cambridge ; New York: Cambridge University Press. Selected excerpt(s): TBD.

3) Moore, Dawn. 2011. "The Benevolent Watch: Therapeutic Surveillance in Drug Treatment Court." *Theoretical Criminology* 15 (3): 255–68.

4) 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 Wednesday by 1 pm EST

November 14 to 18 2022 – Week 11 – The Biology of Culpability

Central Reading: Mandatory to include in your Reading Response

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

Case Study Readings: Read all, include a minimum of two in your Reading Response

2) Shankar, Irene. 2016. "Risky Bodies: Allocation of Risk and Responsibility within Fetal Alcohol Spectrum Disorder (FASD) Prevention Campaigns." *Canadian Journal of Disability Studies* 5 (2): 152–77.

3) Dej, Erin. 2010. "What Once Was Sick Is Now Bad: The Shift from Victim to Deviant Identity for Those Diagnosed with Fetal Alcohol Spectrum Disorder." *Canadian Journal of Sociology* 36 (2): 137–60.

4) 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 Wednesday by 1 pm EST

- *OPTIONAL* Proposal for Final Paper (0% or 10%) – Due Friday, November 18, 2022, 5 pm EST

November 21 to 25 2022 – Week 12 – (Im)Moral Panics

Central Reading: Mandatory to include in your Reading Response

1) Hier, Sean P. 2008. "Thinking beyond Moral Panic: Risk, Responsibility, and the Politics of Moralization." *Theoretical Criminology* 12 (2): 173–90.

Case Study Readings: Read all, include a minimum of two in your Reading Response

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

3) Ashenden, Samantha. 2002. "Policing Perversion: The Contemporary Governance of Paedophilia." *Cultural Values* 6 (1–2): 197–222.

4) Lancaster, Roger N. 2011. *Sex Panic and the Punitive State*. Berkeley, CA: University of California Press. Selected excerpt(s): TBD

Assignment(s)

- Reading Response (3%) – Complete and submit on Wednesday by 1 pm EST

November 28 to December 2 2022 — Week 13 — Care, Control, Coercion

Central Reading: Mandatory to include in your Reading Response

1) 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.

Case Study Readings: Read all, include a **minimum of two** in your Reading Response

2) Rhodes, Lorna A. 2004. *Total Confinement: Madness and Reason in the Maximum Security Prison*. Berkeley, CA: University of California Press. Selected excerpt(s): “Custody and Treatment at the Divide” (131-59)

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

4) Sufrin, Carolyn. 2017. *Jailcare: Finding the Safety Net for Women behind Bars*. Oakland, California: University of California Press. Selected excerpt(s): “Cultivating Ambiguity: Normalizing Care in the Jail Clinic” (81-100)

Assignment(s)

- Reading Response (3%) – Complete and submit on Wednesday by 1 pm EST

December 5 to 9 2022 — Week 14 — FINAL ASSIGNMENT DUE
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December 9 – Classes follow a Monday schedule

Assignment(s)

- Full Research Paper (30% or 40%) – Due Friday, December 9, 2022, 5 pm EST

University and Departmental Policies

DEPARTMENT POLICIES AND REGULATIONS

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

PLAGIARISM

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/>.

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 must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

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

COVID Update

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or

campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.