

Course Outline

COURSE:	LAWS 6002 / 5662: Law, Regulation and Governance
TERM:	Winter 2026
CLASS:	Day & Time: Tuesdays, 11.35 am – 2.25 pm
	Room: Please check Carleton Central for current Class Schedule Loeb Building B454. Weekly live (synchronous) seminars with the possibility of some online (a/synchronous) sessions, to be announced.
INSTRUCTOR:	Dr. Nadine Ijaz
CONTACT:	Office Hrs: Online, by appointment Email: Nadine.Ijaz@carleton.ca (please include the course number, LAWS 6002/5662 in the email subject line)
BRIGHTSPACE:	https://brightspace.carleton.ca/d2l/home/373069

CALENDAR COURSE DESCRIPTION

Historical and contemporary roles of law and regulation in processes, practices and discourses of governance. Law and state; domestic and global governance; diversity of law-governance relationships; law as a constituent force, enforcement mechanism and a distinctive product of governance.

COURSE DESCRIPTION

While biomedicine—a therapeutic system with European cultural origins—remains a hegemonic form of healthcare, sanctioned by governments across the globe, a diverse range of healthcare approaches that the World Health Organization (WHO) terms ‘traditional, complementary and integrative medicine’ (TCIM) are widely practised worldwide. Such approaches, which may be orally-transmitted and/or textually codified, and have ethnomedical and/or non-ethnomedical origins, range from acupuncture to Ayurveda, chiropractic and naturopathy, spiritual healing and meditation, herbal medicine, massage, homeopathy, and nutritional supplementation. In recent decades, some TCIM therapeutics have been increasingly taken up by biomedical professionals and studied in randomized clinical trials.

In many jurisdictions, TCIM approaches are sought after—in particular by persons identifying as women—as sources of culturally-responsive healthcare that align with patients’ values; and, across much of the global South, represent a major source of primary healthcare. However, the governance of TCIM systems and practices—and their integration into state healthcare systems, as called for by the WHO—poses many epistemic, evidentiary and practical challenges, since the conceptual models underpinning many such approaches diverge considerably from dominant biomedical norms.

This course will engage with a series of theoretical constructs to unpack the complexities of governing TCIM, with reference to a series of case studies, primarily from Canada and other parts of the Americas. Throughout the course, students will actively explore these theoretical ideas, which also hold relevance to other domains of contemporary governance.

LEARNING OUTCOMES

Through an in-depth exploration of the theme of traditional, complementary and integrative medicine, students will gain insight into the boundary-making and range of sociopolitical issues that arise in law, regulation and governance.

REQUIRED TEXTS

All required materials are available on Brightspace or Ares. All materials are **required** unless otherwise indicated. Please be sure to complete review of all materials **in advance** of the assigned class session. Timely review of materials is essential for a successful seminar (and important for your course grade). **Students are not required to purchase textbooks or other learning materials for this course.**

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 for this course will take the form of two primary components: Course Engagement (55%), and a Final Essay (45%). Both components include sub-components, as shown below, each of which has its own due date. **Instructions and marking criteria for graded course components will be posted to Brightspace, and all assignments will be submitted on Brightspace.**

Component	Breakdown and Details	%
Course Engagement 55%	<u>Weekly Critical Reading Reflections</u> (700 words +/- 10%), 10 at 3% each Due weekly prior to start of class session at 11.35 am →No late submissions. Submissions must reflect the week's assigned materials.	30%
	<u>Seminar Co-Facilitation</u> (to be scheduled)	
	<u>In-Class Participation</u> (15%) →You may be absent for one in-class session without penalty.	10%
		15%
Final Essay 45%	Essay Proposal – 5% (due 11.59 pm, February 23)	45%
	Oral presentation - 10% (in class, March 31 and April 7)	
	Paper (4000 words +/-10%) – 30% (due 11.59 pm, April 9)	

Detailed instructions about all course components, including grading rubrics, will be posted on Brightspace. All components must be successfully completed in order to get a passing grade.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

There will be no late submissions accepted or extensions granted for critical reflections. Missed presentations will only be accommodated or re-scheduled for emergency reasons. For other deliverables, late submissions will be levied a penalty of 10% per day.

The granting of extensions is determined by the instructor, who will confirm whether an extension is granted and the length of the extension. For requests for short-term extensions, 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>.

For more information regarding academic consideration for short-term incapacitation (illness, injury, or extraordinary circumstances beyond a student's control), please visit the following link:

<https://carleton.ca/registrar/academic-consideration-policy/>.

SCHEDULE

Week / Date	Readings
Week 1 January 6	Course Outline
Week 2 January 13	<p>Charlier P, Coppens Y, Malaurie J, Brun L, Kepanga M, Hoang-Opermann V, et al. A new definition of health? An open letter of autochthonous peoples and medical anthropologists to the WHO. <i>European Journal of Internal Medicine</i>. 2017 Jan;37:33–7.</p> <p>Cueto M. The Origins of Primary Health Care and Selective Primary Health Care. <i>American Journal of Public Health</i>. 2004;94(11).</p> <p>Spiegel JB, Ortiz Choukroun B, Campaña A, Boydell KM, Breilh J, Yassi A. Social transformation, collective health and community-based arts: ‘Buen Vivir’ and Ecuador’s social circus programme. <i>Global Public Health</i>. 2019 July 3;14(6–7):899–922.</p>
Week 3 January 20	<p>Ijaz N. What is Traditional, Complementary and Integrative Medicine: An Operational Typology (Part 2: The Typology). <i>Journal of Integrative and Complementary Medicine</i>. 2025 in press.</p> <p>Gallego-Perez D, Ijaz N, de la Ossa M, Rosell de Almeida G, Bascolo E. Traditional, Complementary, and Integrative Medicine Governance in the Americas Region: An Analytic Framework. <i>J Integr Complement Med</i>. 2025;In press.</p>
Week 4 January 27	<p>Ijaz N, Boon H. Statutory Regulation of Traditional Medicine Practitioners and Practices: The Need for Distinct Policy Making Guidelines. <i>The Journal of Alternative and Complementary Medicine</i>. 2018 Apr;24(4):307–13.</p>
STUDENT FACILITATION	<p>Ijaz N, Steinberg M, Flaherty T, Neubauer T, Thompson-Lastad A. Beyond Professional Licensure: A Statement of Principle on Culturally-Responsive Healthcare. <i>Glob Adv Health Med</i>. 2021 Jan;10:216495612110430.</p> <p>Steel A, Gallego-Perez DF, Ijaz N, Gall A, Bangpan M, Dos Santos Boeira L, et al. Integration of Traditional, Complementary, and Integrative Medicine in the Institutionalization of Evidence-Informed Decision-Making: The World Health Organization Meeting Report. <i>Journal of Integrative and Complementary Medicine</i>. 2025 Jan 17;jicm.2024.0837.</p>
Week 5 February 3	<p>Napier, A. D., et al (2014). Culture and health. <i>The Lancet</i>, 384(9954), 1607–1639. https://doi.org/10.1016/S0140-6736(14)61603-2</p>
STUDENT FACILITATION (3 students)	<p>Allen, L., Hatala, A., Ijaz, S., Courchene, E. D., & Bushie, E. B. (2020). Indigenous-led health care partnerships in Canada. <i>Canadian Medical Association Journal</i>, 192(9), E208–E216. https://doi.org/10.1503/cmaj.190728</p>

	<p>Caulfield, T. Don't legitimize the witch doctors. National Post (2013).</p> <p>Gray, B. How Should We Respond to Non-Dominant Healing Practices, the Example of Homeopathy. J. Bioethical Inq. 14, 87–96 (2017).</p>
<p>Week 6 February 10</p> <p>STUDENT FACILITATION</p>	<p>Witz A. Patriarchy and professions: The gendered politics of occupational closure. Sociology. 24(4):675–90.</p> <p>Paterson, S. Feminizing obstetrics or medicalizing midwifery? The discursive constitution of midwifery in Ontario, Canada. Crit. Policy Stud. 4, 127–145 (2010).</p> <p>Nestel, S. Delivering Subjects: Race, Space, and the Emergence of Legalized Midwifery in Ontario. Can J Law Soc 15, 187–216. (2000)</p>
READING BREAK	
<p>Week 7 February 24</p> <p>NO STUDENT FACILITATION</p>	<p>Film: A Place to Breathe</p> <p>Hollenberg, D. & Muzzin, L. Epistemological challenges to integrative medicine: An anti-colonial perspective on the combination of complementary/alternative medicine with biomedicine. Health Sociol. Rev. 19, 34–56 (2010).</p> <p>Online Class – TBA</p>
<p>Week 8 March 3</p> <p>STUDENT FACILITATION</p>	<p>Adams, V. (2002). Randomized Controlled Crime: Postcolonial Sciences in Alternative Medicine Research. Social Studies of Science, 32(5), 650–690.</p> <p>de Sousa Santos, B., Nunes, J. A., & Meneses, M. P. (1996). Introduction: Opening up the canon of knowledge and recognition of difference. In Another Knowledge is Possible: Beyond Northern Epistemologies. Verso.</p>
<p>Week 9 March 10</p> <p>STUDENT FACILITATION</p>	<p>Ijaz, N. & Boon, H. Safety as 'Boundary Object': The Case of Acupuncture and Chinese Medicine Regulation in Ontario, Canada. in Complementary and Alternative Medicine (eds. Brosnan, C., Vuolanto, P. & Danell, J.-A. B.) 193–213 (Springer International Publishing, 2018).</p> <p>Darroch F, Giles A, Sanderson P, Brooks-Cleator L, Schwartz A, Joseph D, et al. The United States Does <i>CAIR</i> About Cultural Safety: Examining Cultural Safety Within Indigenous Health Contexts in Canada and the United States. J Transcult Nurs. 2017 May;28(3):269–77.</p> <p>Churchill, M. E. et al. Conceptualising cultural safety at an Indigenous-focused midwifery practice in Toronto, Canada: qualitative interviews with Indigenous and non-Indigenous clients. BMJ Open 10, e038168 (2020).</p>
<p>Week 10 March 17</p> <p>STUDENT FACILITATION</p>	<p>Redvers N, Poelina A, Schultz C, Kobei DM, Githaiga C, Perdrisat M, et al. Indigenous Natural and First Law in Planetary Health. Challenges. 2020 Oct 28;11(2):29.</p> <p>Shiva V. Bioprospecting as Sophisticated Biopiracy. Signs: Journal of Women in Culture and Society. 2007 Jan;32(2):307–13.</p>

	Goyes DR, South N. Land-grabs, Biopiracy and the Inversion of Justice in Colombia. CRIMIN. 2016 May;56(3):558–77.
Week 11 March 24 STUDENT FACILITATION	Hanrahan, M. & Wills, B. Makayla's Decision: The exercise of Indigenous rights and the primacy of allopathic medicine in Canada. Can. J. Native Stud. 35, 207–223 (2015). Gray, B. & Brunger, F. (Mis)understandings and uses of 'culture' in bioethics deliberations over parental refusal of treatment: Children with cancer. Clin. Ethics 13, 55–66 (2018). Ijaz, N., Wieland, L. S., & Gallego-Pérez, D. F. (2023). Correspondence on 'The limits of shared decision making' by Elwyn et al: We call for a more nuanced approach. BMJ Evidence-Based Medicine, bmjebm-2023-112343. https://doi.org/10.1136/bmjebm-2023-112343
Week 12 March 31 Essay Presentations	TBD
Week 13 April 7 Essay Presentations	TBD

POLICY ON PERMISSIBILITY OF SUBMITTING SAME WORK MORE THAN ONCE, PERMISSIBILITY OF GROUP OR COLLABORATIVE WORK, AND PERMISSIBILITY OF USING GENERATIVE AI

Minimal Use – Basic Assistance Only

AI use in this course: Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot). The use of generative AI (e.g., ChatGPT) for any course work is strictly prohibited in this course and any related use will be treated as plagiarism.

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI.

As our understanding of the uses of AI and its relationship to student work and academic

integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Note: Students can also access resources related to citing Generative AI on the [MacOdrum Library website](#).

Policy on Classroom Recording

Students are prohibited from recording class sessions and are also prohibited from the distribution of class recordings.

Winter 2026 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/	
January 5, 2026	Winter term begins.
January 16, 2026	Last day for registration and course changes (including auditing) for Winter courses.
January 31, 2026	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
February 16, 2026	Statutory holiday. University closed.
February 16-20, 2026	Winter break. No classes.
March 15, 2026	Last day for academic withdrawal from Winter courses.
	Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
March 25, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period.
April 3, 2026	Statutory holiday. University closed.
April 8, 2026	Winter term ends.
	Last day of winter and fall/winter classes.
	Classes follow a Friday schedule.
	Last day for take home examinations to be assigned.
April 9-10, 2026	No classes or examinations take place.
April 11-23, 2026	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
April 23, 2026	All final 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.

UNIVERSITY AND DEPARTMENTAL POLICIES**PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

STATEMENT ON STUDENT MENTAL HEALTH

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus):

- <https://wellness.carleton.ca/get-help-now/>

Carleton Resources:

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

Off Campus Resources:

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

ACADEMIC ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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

Pregnancy and Family-Status Related Accommodations

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

Religious Obligation

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation.

You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

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

Accommodation for Student Activities

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

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

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).