

**Carleton University
Institute of Criminology and Criminal Justice**

Course Details

Course: CRCJ 4002 D: Special Topics in Criminology: Criminalization of Mental Illness

Term: Winter 2022

Prerequisite(s): CRCJ 1000, CRCJ 2100, fourth year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice, or by permission of the Institute.

Seminar three hours per week

<https://calendar.carleton.ca/undergrad/courses/CRCJ/>

Day & Time: Wednesdays 17:35-20:25 (asynchronous)

Room: Virtual (asynchronous)

Instructor: Kendra J. McLaughlin, Ph.D.

Office Location: Virtual (Asynchronous)

Office Hours: By appointment: please use [my calendar link](#) to book a meeting with me

E-mail: kendra.mclaughlin@carleton.ca

Course Description

This course will explore some of the reasons why people with mental illness are over-represented in the criminal justice systems in Canada and in the United States, within the framework of critical disability studies and critical prison studies. Topics such as stereotypes, stigma, neoliberalism and mental health, mentally ill persons' contact with the criminal justice system, and the effects of incarceration on mentally ill prisoners will be discussed, in addition to the societal reactions to this criminalization. We will also explore anti-carceral responses to these issues.

Learning Objectives

By the end of this course, you will be able to:

- Critically evaluate the societal and systemic structures which lead to the criminalization of people living with mental illness

- Understand the consequences of the criminalization and medicalization of people living with mental illness
- Think critically about mental illness/madness and incarceration; examine intersectional and anti-carceral approaches to mental health

Required Text/Readings

Ben-Moshe, L., Chapman, C., & Carey, A. G. (2014). *Disability Incarcerated: Imprisonment and Disability in the United States and Canada*. Palgrave-MacMillan, New York, NY.

- E-Book version of this textbook available at Carleton's MacOdrum Library and via Carleton's Electronic Library Reserve (ARES)
- The textbook is also available for purchase online

All articles will be made available electronically through your Carleton University Electronic library (ARES) via our BrightSpace webpage.

Syllabus Table of Content

<i>Course Details</i>	<i>1</i>
<i>Course Description</i>	<i>1</i>
<i>Learning Objectives</i>	<i>1</i>
<i>Required Text/Readings</i>	<i>2</i>
<i>Syllabus Table of Content</i>	<i>3</i>
<i>Evaluation</i>	<i>5</i>
<i>Assignment Details</i>	<i>7</i>
A. 7	
1. 7	
2. 7	
3. 7	
Date	10
Week 1 (Jan 12, 2022)	10
Week 2 (Jan 19, 2022)	10
Week 3 (Jan 26, 2022)	10
Week 4 (Feb 2, 2022)	11
Week 5 (Feb 9, 2022)	12
Week 6 (Feb 16, 2022)	12
Break: February 23, 2022	13
Week 7 (March 2, 2022)	13
Week 8 (March 9, 2022)	13
Week 9 (March 16, 2022)	14
Week 10 (March 23, 2022)	14
Week 11 (March 30, 2022)	15
Week 12 (April 6, 2022)	15
<i>Course Policies</i>	<i>16</i>
Professor's Statement on Disability and Accessibility	16
Course Materials	16
Anonymous Course Feedback Tool	16
Supplemental or Grade-Raising Assignments	16

Late Assignments	16
Contact with Instructor	17
E-mail Policy	17
University Regulations	19

Evaluation

(All components must be completed in order to receive a passing grade)

A+ = 90-100 B+ = 77-79 C+ = 67-69 D+ = 57-59 F = 0-49

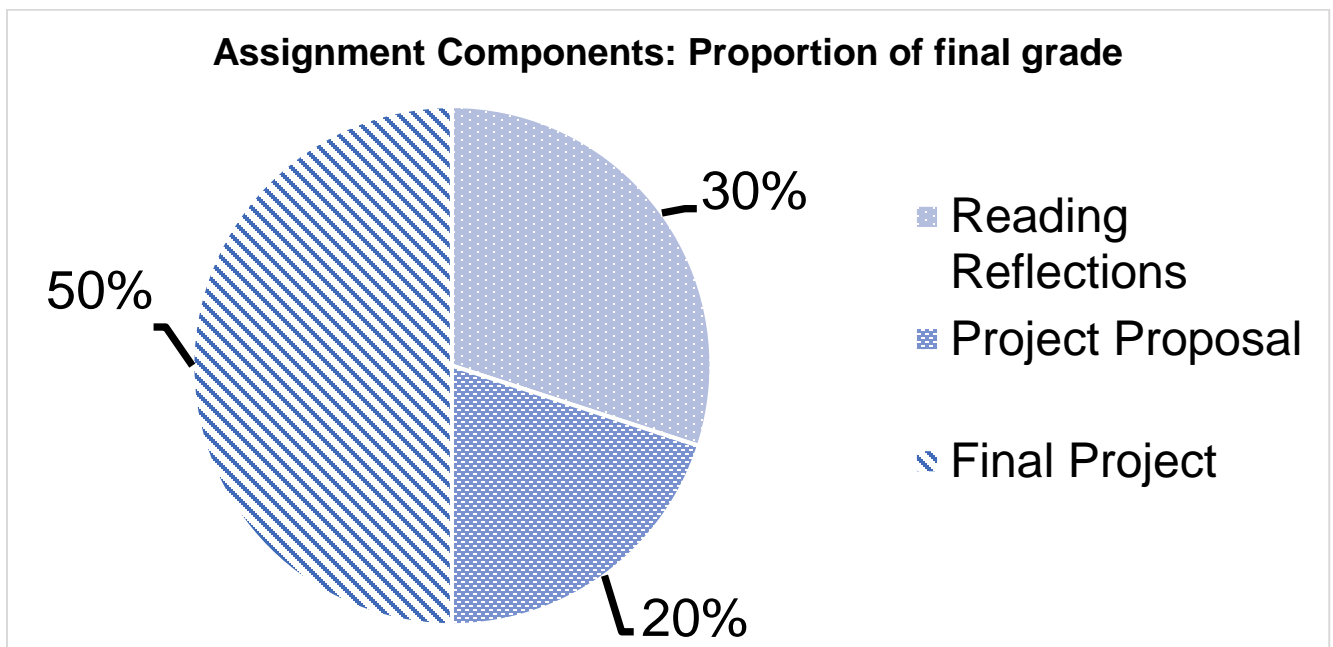
A = 85-89 B = 73-76 C = 63-66 D = 53-56

A - = 80-84 B - = 70-72 C - = 60-62 D - = 50-52

Standing in a course is determined by the course instructor subject to the approval 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 Dean.

Course Assignments

Task	Final Grade Proportion	Due Date
Written or recorded (and transcribed) reading reflections (x11)	30%	Ongoing (weekly)
Written or recorded (and transcribed) Project Proposal	20%	February 16, 2022
1:1 Consultation with Instructor	N/A	February 23, 2022
Final Project (any format)	50%	April 12, 2022



Assignment Details

A. Reading reflections (30% total, due each Monday at 11:59pm EST)

The reading reflections are aimed at facilitating active participation in class. For each class, you will be asked to read the readings/videos and each week submit (through Brightspace):

The reading reflection must do the following:

- 1) provide a summary of each reading,
- 2) propose three novel discussion questions or insights, and
- 3) ask two clarification questions.

- a roughly two-page (double-spaced) written reflection (summary in essay format, questions and insights can be in point format)

OR

- a 3-5 minute recorded and transcribed reading reflection

B. Final Project Steps

1. Project Proposal (20%, due: February 16, 2022, by 11:59pm EST)

For the final project, you'll need to make a proposal to me either written or in video form. That proposal should tell me:

- What topics you will cover in your final project (include a few sources that you will be consulting for your final project too)
- How the topic relates to the course objectives
- What the result of your project will be (e.g., a paper, a quilt, a graphic novel etc.)

2. Project Consultation with Instructor (due: before February 23, 2022)

- Book an appointment with me (Kendra) using this link:
<https://calendly.com/kendra-mclaughlin/30min>
- For this 30-minute meeting we will discuss your project proposal ideas and brainstorm an individualized project plan of action.

3. Final Project (50%, due April 12, 2022, by 11:59pm EST)

- (Important) **You have a choice about how you undertake your final project for this class. You can:**

a) Do a project that draws on information you've learned and studied in and out of class that will demonstrate what you've learned during the term. For example, you could make a quilt,

construct a 3-D map of a historical event or space we've discussed, or make a short graphic novel, all your ideas are welcome! You'll also turn in a 4-page (double-spaced) written or video-recorded reflection (with transcript) on what you learned from completing the project when you hand in your final work, plus a bibliography of 10 academic sources used for your final project. This reflection:

- i. explains your project (and includes the sources which shaped your project and why you utilized the specific sources) and,
- ii. is a reflective paper that details what you have learned in the process of researching and creating your project. For example, what excited you about the topic and project, what did you understand, what aspects of the project or content you struggled with.

OR

- b) Do deeper research on an issue we've covered in class and write an 8–10-page (double-spaced) paper on your selected course-relevant subject. You should cite your sources according to APA formatting, citations, and 10 academic references (and any additional/complementary sources).
- Your final project/research will be due on Brightspace (can be uploaded as written, video (including transcript), photograph, or audio format (including transcript)).

Important: See grading criterion for final project and paper in document on Brightspace called “Final Project grading rubric”.

Submitting Reflections/Proposal/Final Project

The reading reflections, final project proposal, and the final project must be submitted as a Word document, or audio (or audio/video) file (with Word document of transcriptions) via Brightspace. To submit your assignments, navigate to our course on Brightspace click on the appropriate assignment dropbox and submit the assignment as formatted (e.g., “Assignment Name_LastNameFirstInitial”).

Schedule and Topic Outlines
(Outline may be subject to change)

For each day of class, please select and read your choice of two (2) readings per session (please watch/listen to assigned content too). You are, however, encouraged to read all the readings, as this would enrich and diversify your engagement with the theories and concepts examined.

Date	Topic	Required Readings
Week 1 (Jan 12, 2022)	Critical Mental Health & Disability	<ul style="list-style-type: none"> ○ No readings ○ Introduction and guidelines ○ Course terminology and frameworks
Week 2 (Jan 19, 2022)	History of Institutionalization, Incarceration, and Deinstitutionalization	<ul style="list-style-type: none"> ○ Chapman, C. Carey, A. C., & Ben-Moshe, L. (2014). Reconsidering confinement: Interlocking locations and logics of incarceration. (Chapter 1) ○ Rembis, M. (2014). The new asylums: Madness and mass incarceration in the neoliberal era. (Chapter 8) ○ Ben-Moshe, L. (2017). Why prisons are not “The New Asylums”. <i>Punishment and Society</i> 19(3), 272-289.
Week 3 (Jan 26, 2022)	Attitudes towards Mental Illness and Crime	<ul style="list-style-type: none"> ○ Olstead, R. (2002). Contesting the text: Canadian media depictions of the conflation of mental illness and criminality. <i>Sociology of Health & Illness</i>, 24(5), 621-643 ○ Garcia JL, Johnson AJ, Carlucci ME, Grover RL. (2020). The impact of mental health diagnoses on perceptions of risk of criminality. <i>International Journal of Social Psychiatry</i>, 66(4):397-410.

<p>Week 4 (Feb 2, 2022)</p>	<p>Policing Mental Illness</p>	<ul style="list-style-type: none"> ○ Vitale, A. (2018). “We called for help, and they killed my son”. <i>The End of Policing</i>. Verso ○ Nicholson, K., & Marcoux, J. (2018). Most Canadians killed in police encounters since 2000 had mental health or substance use issues. Retrieved from: https://www.cbc.ca/news/investigates/most-canadians-killed-in-police-encounters-since-2000-had-mental-health-or-substance-abuse-issues-1.4602916 ○ Kahn, K.B., Thompson, M. & McMahon, J.M. (2017). Privileged protection? Effects of suspect race and mental illness status on public perceptions of police use of force. <i>J Exp Criminol</i> 13, 171–191
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<p>Week 5 (Feb 9, 2022)</p>	<p>NCRMD & Mental Illness in the Courtroom</p>	<ul style="list-style-type: none"> ○ Mossiere, A., & Maeder, E.M. (2016). Juror decision-making in NCRMD trials: Effects of gender and mental illness type. <i>International Journal of Law and Psychiatry</i>, 49, 47-54. ○ Perlin, M. (2016). The insanity defense: Nine myths that will not go away. In M. D. White (Ed.) <i>The Insanity Defense: Multidisciplinary Views on its History, Trends, and Controversies</i>. Prager. ○ Maeder, E. M., Yamamoto, S., & McLaughlin, K. J. (2020). The influence of defendant race and mental disorder type on mock juror decision-making in insanity trials. <i>International journal of law and psychiatry</i>, 68, 101536.
<p>Week 6 (Feb 16, 2022)</p>	<p>Chemical Incarceration</p>	<ul style="list-style-type: none"> ○ Fabris, E. & Aubrecht, K. (2014). Chemical constraint: Experiences of psychiatric coercion, restraint, and detention as carceratory techniques. (Chapter 10) ○ Kilty, J. M. (2012). 'It's like they don't want you to get better': Psy control of women in the carceral context. <i>Feminism & Psychology</i>, 22(2), 162-182. ○ McLaughlin, K. J. (2021). Ingesting Surveillance. <i>Briarpatch Magazine</i> https://briarpatchmagazine.com/articles/view/ingesting-surveillance

<p>Break: February 23, 2022</p>	<p>No Class (Reading Week)</p>	<p><i>Have a nice break!</i></p>
<p>Week 7 (March 2, 2022)</p>	<p>The ‘Maddening’ Prison</p>	<ul style="list-style-type: none"> ○ Haney, C. (2017). “Madness” and penal confinement: Some observations on mental illness and prison pain. <i>Punishment & Society</i>, 19(3), 310-326. ○ Kilty, J., & Lehalle, S. (2019). Mad, bad, and stuck in a hole: Carceral segregation as slow violence. In A. Daley, L. Costa, and P. Beresford (Eds.) <i>Madness, Violence, and Power: A Critical Collection</i>. 310-329 University of Toronto Press. ○ Behind the Wall- The Fifth Estate: https://www.youtube.com/watch?v=yryXNq00_c0 ○ Solitary confinement by any other name is still torture: https://theconversation.com/solitary-confinement-by-any-other-name-is-still-torture-149670
<p>Week 8 (March 9, 2022)</p>	<p>Psychiatrization and Punishment</p>	<ul style="list-style-type: none"> ○ Dej, E. (2016). Psychocentrism and homelessness: The pathologization/responsibilization paradox. <i>Studies in Social Justice</i>, 10(1), 117-135. ○ Patel, S. (2014). Racing madness: The terrorizing madness of the post-9/11 terrorist body. (Chapter 11) ○ Anthony Ryan Hatch. (2019). Dark days are ahead. In <i>Silent Cells: The Secret Drugging of Captive America</i>.

<p>Week 9 (March 16, 2022)</p>	<p>Race, Colonialism, Disability, and Madness</p>	<ul style="list-style-type: none"> ○ Ware, S., Ruzsa, J., Dias, G. (2014). It can't be fixed because it's not broken: Racism and disability in the prison industrial complex. (Chapter 9) ○ Kanani, N. (2011) Race and madness: Locating the experiences of racialized people with psychiatric histories in Canada and the United States. <i>Critical Disability Discourses/ Discours critiques dans le champ du handicap</i>, 3, 1-4. Retrieved from: https://cdd.journals.yorku.ca/index.php/cdd/article/view/31564/31232 ○ Lewis, T.L. (2021). Ableism and Racism: An Inextricable Connection: https://yreconnects.org/ta-ableism-and-racism-an-inextricable-connection.html
<p>Week 10 (March 23, 2022)</p>	<p>Gender, Sexuality, and Madness</p>	<ul style="list-style-type: none"> ○ Daley A, Radford K. Queer and Trans Incarceration Distress: Considerations from a Mad Queer Abolitionist Perspective. In: Mills A, Kendall K, eds. <i>Mental Health in Prisons: Critical Perspectives on Treatment and Confinement</i>. Springer International Publishing; 2018:285-307. ○ Kirkup, K. (2018). Gender Dysphoria and the Medical Gaze in Anglo-American Carceral Regimes. <i>Containing Madness</i>.145-165

Week 11 (March 30, 2022)	Mental Illness Activism (Mad Studies)	<ul style="list-style-type: none"> ○ Lewis, B. (2006). A mad fight: Psychiatry and disability activism. In L. J. Davis (Ed.) <i>The Disability Studies Reader</i>. pp. 339-350 ○ Diamond, S. (2013). What makes us a community? Reflections on building solidarity in Anti-sanist praxis. <i>Mad Matters: A Critical Reader in Canadian Mad Studies</i> pp. 64-78 ○ McWade, B., Milton, D., & Beresford, P. (2015) Mad studies and neurodiversity: a dialogue, <i>Disability & Society</i>, 30:2, 305-309.
Week 12 (April 6, 2022)	Possible Future(s)	<ul style="list-style-type: none"> ○ Ben-Moshe, L. (2014). Alternatives to (Disability) Incarceration. (Chapter 14) ○ Grounding Movements in Disability Justice. (2020). https://www.youtube.com/watch?v=yqodsyDjvfw&t=711s

**April 12, 2022: Last Day of Winter Term

Important Dates

- Monday, January 24th, 2022: Last day for registration for winter term courses.
- Tuesday, April 12, 2022: Last day of winter term classes. Classes follow a Friday schedule.
- April 14-28, 2022: Final examinations in winter term. Examinations are normally held all seven days of the week.
- May 20-June 1, 2022: Formally scheduled winter term deferred final examinations will take place.

Please review the Registrar's Office website for a complete list of [dates and deadlines](#) for the winter 2022 term.

Course Policies

Professor's Statement on Disability and Accessibility:

If you have any kind of disability, (e.g., learning, emotional, physical, and/or cognitive) and you need some accommodations or alternatives, please feel free to contact me to discuss reasonable accommodations for your access needs.

I am happy to meet with students to discuss ways of expanding access in this virtual seminar. I am committed to working with you, so do feel free to make an appointment using [my meeting link](#) to discuss with me.

Course Materials

This class will involve a significant amount of tech use (e.g., laptops, mobile phones, internet connection) for ease of participation.

Anonymous Course Feedback Tool

I have set up an anonymous course feedback tool on the course Brightspace page. I encourage you to share your ideas about this course either anonymously using this tool or directly with me if you feel comfortable. I am genuinely interested in learning what you think went well in the course and suggestions you have for improving the course.

Supplemental or Grade-Raising Assignments

There will not be any supplemental/grade-raising assignments for this course. Students must complete each of the course components to pass the course (see also Academic Regulations 2.1 of current Carleton University Academic Undergraduate Calendar).

Late Assignments

There are no opportunities for makeup or supplemental assignments. Please, do your assignments early and turn them in on time. The grade for an assignment that is submitted late will automatically be deducted by 10% per day it is late, including weekends (i.e., each day of the weekend counts as a full day). If an assignment is more than 3 days late, it will automatically receive a grade of 0% (zero percent).

Importantly, an assignment is considered late if it is not fully submitted to the assignment portal on Brightspace by the period in which it is due. Assignments that are turned in after 11:59 p.m. on a due date will

be considered one day late. Assignments that are turned in after 11:59 p.m. the following day will be considered two days late, and so on.

Assignments that are not fully submitted in Brightspace will be presumed late, which may result in further lateness penalty. You need to submit the assignment via Brightspace assignment portal; in general, assignments will not be accepted by email.

If you face a major problem (such as prolonged illness), please let me know ahead of the assignment due date. If you do not receive permission for an assignment extension prior to the day it is due, you will not be excused, and the late penalty will be applied.

Students submitting late assignments must submit a copy via Brightspace. Students are responsible to keep an extra copy of any assignment that is submitted for evaluation.

Contact with Instructor

I will be available for consultation with students by appointment after 4:00 pm EST on Tuesday, Wednesday and Thursdays: please use [my calendar link](#) to book a meeting.

Please e-mail me at (kendra.mclaughlin@carleton.ca) using the Carleton University e-mail system should you want to set up an appointment outside of regularly scheduled office hours.

E-mail Policy

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class must be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within 3 to 5 business days. Please note that I read and respond to email between 4:00pm-7:00pm EST on weekdays. Emails received late on Friday may not be responded to until the following Tuesday.

Statement on 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, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

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

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.

Intellectual Property

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

University Regulations

Academic Accommodation

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 [click here](#).

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>