

**University of Guelph College of Social and Applied Human Sciences
Department of Sociology and Anthropology**

SOC*4480 – Moral Regulation

Fall 2025

Instructor: Andy Hathaway

Office Hours: By appointment

Lecture Time and Location: Tues. / Thurs. 11:30-12:50 in MINS-037

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Course Description and Objectives

The objective of this seminar is to introduce students to contemporary literature and critical perspectives on the evolving concept of moral regulation. The course is also designed to enable students to critically evaluate social policy and practice applying views advanced by moral regulation scholars. We will examine theoretical and substantive contributions with particular attention to Canadian examples. Selections from the literature will be reviewed by students with the aim to build on historical case studies by exploring current applications of these concepts. Potential topics of discussion include sexual behaviour, drug consumption, public health, and the moral regulation of the poor.

Learning Outcomes

The course objectives are aligned with the following learning outcomes for students taking courses in Sociology & Anthropology (<https://socioanthro.uoguelph.ca/undergraduate-studies/learning-outcomes>):

Theoretical Learning Outcomes: Analyze, evaluate, and apply sociological theory.

Social Justice Learning Outcomes: Apply sociological theory and methods to critically evaluate social policy and programs.

Critical and Creative Thinking Learning Outcomes: Critically reflect on culture, social structures and relationships to better understand social inequality, power and privilege, and related social problems in Canadian society.

Other Skills Development Learning Outcomes: Develop intellectual curiosity, analytic, problem-solving, communication and listening skills. Demonstrate personal, professional, and academic integrity; organization and time management; personal responsibility and initiative for current and on-going learning.

Textbooks

Amanda Glasbeek. 2006. *Moral Regulation and Governance in Canada: History, Context, and Critical Issues*. Toronto: Canadian Scholars' Press. (\$76.95)
<https://www.campusbookstore.com/searchproduct/ebookdetail.aspx?ID=9675714>

Deborah Brock, Amanda Glasbeek, and Carmela Murdocca. 2014. *Criminalization, Representation, Regulation: Thinking Differently About Crime*. U of T Press. (\$59.00)
<https://campusbookstore.com/searchproduct/ebookdetail.aspx?ID=9684818>

The costs provided are for EBooks sold at the campus bookstore. Students may also use second-hand copies of the textbooks or purchase them elsewhere, where the purchase price may differ. The prices at the bookstore are subject to change.

Evaluation

Grades will be determined on the basis of the following:

Term Paper (30%)

The largest individual component of the course grade is a research paper, 20 double-spaced pages—that goes beyond assigned readings—on the topic of the student's choice, and approved by the instructor. Evaluation criteria include originality and relevance of the topic within the context and perspective of the course, appropriateness of theoretical framework and empirical evidence, quality and relevance of the literature used, and structure and presentation of the paper. Above all you are expected to be critical, take full advantage of library resources, and produce an interesting, well-written paper to get top marks on this assignment. **Term papers are due on the last day of class.**

Midterm Exam (20%)

The midterm is an in-class essay for the purpose of proposing both a topic and an argument informed by understanding course material. Constructive feedback on the midterm is intended to inform developing a well thought out term paper. **The in-class essay will be written on October 23rd**

Group Work (30%)

Drawing on the assigned textbooks and outside materials, student presentations will review the weekly readings and apply them in discussion of contemporary issues. In addition to the assigned weekly readings from the textbook *Moral Regulation and Governance in Canada*, presenters are encouraged to identify an additional reading from the supplementary course text *Criminalization, Representation, Regulation*—and/or outside material approved by the instructor—to augment their presentation and seminar discussion. Evaluation criteria for presentations will include originality, coherence, relevance of sources, and quality of class discussion generated. **Presentations will commence from Week 3 of the course** and largely shape its content through to the end of term.

Class Participation (20%)

The emphasis on interactive learning in this seminar requires consistent contributions to discussion by all students. Class participation accordingly comprises a significant proportion of the final grade.

COURSE OUTLINE

Week 1: (Sept. 4)	Course Introduction
Week 2: (Sept. 9/11)	Context, illustrations, theoretical discussions
Week 3: (Sept. 16)	Ch.1—Chunn and Gavigan, Social Control: Analytical Tool or Analytical Quagmire
September 18	No Class Scheduled

Week 4: (Sept. 23/25)	Ch.2—Sangster, Introduction to Regulating Girls and Women Ch.3—Corrigan, On Moral Regulation—Some Preliminary Remarks
Week 5: (Sept. 30/Oct. 2)	Ch.4—Valverde and Weir, The Struggles of the Immoral: Preliminary Remarks on Moral Regulation Ch.5—Kinsman, The Creation of Homosexuality as a “Social Problem”
Week 6: (Oct. 7/9)	Ch.6—Valverde, Introduction to the Age of Soap, Light, and Water Ch.7—Mawani, Regulating the “Respectable” Classes Venereal Disease, Gender, and Public Health Initiatives in Canada, 1914-35
Week 7: (Oct. 14/16)	Oct. 14—Fall Study Break Day - No Classes Scheduled Ch.8—Iacovetta, Recipes for Democracy? Gender, Family, and Making Female Citizens in Cold War Canada
Week 8: (Oct. 21/23)	Oct. 21— Midterm preparation Oct. 23—In-class Essay
Week 9: (Oct. 28/30)	Ch.9—Sangster, Incarcerating “Bad Girls”: The Regulation of Sexuality through the Female Refuges Act in Ontario, 1920-1945 Ch.10—Little, “Manhunts and Bingo Blabs”: The Moral Regulation of Ontario Single Mothers
Week 10: (Nov. 4/6)	Ch.11—Adams, Almost Anything Can Happen: A Search for Sexual Disclosure in the Urban Spaces of 1940s Toronto Ch.12—Nelson, The Space of Africville: Creating, Regulating, and Remembering the Urban “Slum”
Week 11: (Nov. 11/13)	Ch.13—Dean, “A Social Structure of Many Souls”: Moral Regulation, Government, and Self-Formation Ch.14—Valverde, The Power of Powerlessness: Alcoholics Techniques for Governing the Self
Week 12: (Nov. 18/20)	Ch.15—Chunn and Gavigan, Welfare Law, Welfare Fraud, and the Moral Regulation of the “Never Deserving” Poor Ch.16—Garland, “Governmentality” and the Problem of Crime: Foucault, Criminology, Sociology
Week 13: (Nov. 25/27)	Course Wrap-up / Extra help

STANDARD STATEMENTS

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 10 business days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas.

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for [Academic Accommodation of Religious Obligations](#).

Copies of Out-Of-Class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the [Vaccarino Centre for Student Wellness](#). If you are concerned about your mental health and not sure where to start, connect with a [Student Wellness Navigator](#) who can help develop a plan to manage and support your mental health or check out our [mental wellbeing resources](#). The Student Wellness team are here to help and welcome the opportunity to connect with you.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).