Section III
School of Liberal Arts and Sciences
Breadth Course Proposal

This is a model for the submission of new breadth course proposals. It is not intended to be the final outline for the course but rather, in combination with the course approval request form, addresses the course outline components required by the Postsecondary Education Quality Assessment Board (PEQAB). Final outlines will include other information specific to each program/school offering the course.

Course Short Title: Prohibition
(Max. 30 characters)

Course Long Title: (Up to 100 characters)

Course Type: ☑ Lower Level
☐ Upper Level

Course Category:
☐ Society, Culture and Commerce (SCC)
☐ Science and Technology (ST)
☑ Arts and Humanities (AH)

Prerequisite(s): none

Credit Value: 3.0

Hours of Instruction Per Week: 3 hours (Lecture)

Course Restrictions None

Date of Approval: September, 2012
Date of Expiry: September, 2016

1.0 Course Description

We are currently living in an era of Prohibition: possession and trafficking of substances such as marijuana, heroin, and cocaine are illegal, as are behaviours such as polygamy, and procuring prostitution. Smoking in a bar used to be commonplace; now it can land you with a hefty fine. What motivates governments to engage in such social control? What members of society use their power to impose their values on others? What are the consequences of these different forms of moral regulation? This course examines three hundred years of the regulation of behaviours and substances believed to be ‘bad’ in North America. It introduces students to some of the most recent scholarship on social and
moral regulation, focusing on issues such as smoking, gambling, alcohol and drug consumption, prostitution, venereal diseases and sex education, homosexuality, abortion, and pornography. Regulation of these practices has been the work of reformers, social and commercial interest groups, religious and morally based organizations, as well as the state through law enforcement agencies, courts, and educational systems. At different points in history these various groups worked together to have their views imposed on Canadian and American societies. In this course we will trace the evolution of these regulation movements and determine how successful they were in shaping discourse, influencing state policies, and creating a morally ‘better’ world.

2.0 Course Learning Outcomes

At the conclusion of the course the student will have demonstrated the ability to:

1. Outline the historical context of the pre-regulation eras of smoking, gambling, alcohol use, drug use, contraception, prostitution, venereal diseases and sex education, abortion, homosexuality, and pornography use (hereafter referred to as ‘behaviours’).

2. Assess the perceived negative consequences of these behaviours and determine how and why private and intimate behaviours open up to public scrutiny.

3. Compare the various social actors (both individuals and groups) in history who first inspired and worked within social reform movements to change these behaviours.

4. Appraise how sometimes individuals and groups with competing and congruent interests constitute an ‘umbrella effect’ within a particular reform movement.

5. Deconstruct the narrative shifts in discourses that are associated with the beginnings of the different reform movements.

6. Formulate the concept of Moral Panic and demonstrate how it applies in the repression of these behaviours.

7. Classify the specific actions taken which led towards the repression of these behaviours.

8. Differentiate the various aspects of state control such as regulation, prohibition, and criminalization that emerged out of the different movements; breakdown the reasons for the varied success of each movement.

9. Explain the difficulties associated with the enforcement of social regulation policies.

10. Estimate and assess the social, political, and economic consequences of the repression, prohibition, and criminalization of these behaviours.

11. Examine the historical context for the subsequent decriminalization and legalization of these behaviours.

12. Evaluate the influence of the medical and legal professions in the formation of state social policy.

13. Critique the various themes in the course through the theoretical frameworks of gender, class, race, sexuality, paternalism, and biopower.

14. Debate the current prohibition policies of the US and Canada.
3.0 Methods of Instruction/Delivery Format

Interactive lectures and discussions
Formal lectures
Class discussions
Audio-visual presentations

4.0 Required Texts and Supplies
Please provide in APA format.

Course Pack (see section 6.0 for schedule of readings)

4.1. Recommended Reading (optional)

none

4.2. Course Supplies

none

5.0 Evaluation
Number and type of student evaluation components (formative and summative) plus the weighting for each component.

- Test #1 15%
- Test #2 15%
- Mid-Term Test 20%
- Essay 20%
- Final Exam 30%
- TOTAL 100%

6.0 Course Schedule

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<tr>
<th>Unit</th>
<th>Topics</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>3</td>
<td>Gambling</td>
<td>W. R. Eadington, Ethical and Policy</td>
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<td>Unit</td>
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| 4    | Alcohol Consumption | *Considerations in the Spread of Commercial Gambling*, pp. 243-262.  
C. Sethna, “Men, Sex, and Education: The Ontario Women’s Temperance Union and Children’s Sex Education, 1900-20,” pp. 185-
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### 7.0 Classroom and Equipment Requirements

none