



**CYS 1025F**

**Section 670**

**2026**

**Introduction to Childhood and Youth Studies**

**Instructor Information:**

**Professor:** Dr. Daniella Bendo

**Email:** dbendo2@uwo.ca

**To contact me:** email dbendo2@uwo.ca (**ensure you add the class course number in the subject line**). I will try to return a response within 48 business hours (Mon - Fri 9:00 am – 5:00 pm). If you do not hear from me within 48 hours, please send a follow up email.

**Office Hours:** Office hours can be found on Brightspace.

**Lecture:** CYS 1025 is planned as an online asynchronous course. Materials will be posted weekly on Brightspace.

**Land Acknowledgement**

"We acknowledge that our campus at King's University College is situated on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In our region, there are eleven First Nations communities, as well as a growing indigenous urban population. King's University College values the significant historical and contemporary contributions of local and

regional First Nations, and all of the Original Peoples of Turtle Island (also known as North America).” King’s University College at Western.

It is my goal in this class to challenge you to think critically about how assumptions and discourses about children and childhood impact all children from various social lines of difference. We will aim to critique how institutions, policies, and practices serve as sites of power in the lives of young people from various social locations.

### **Course Description:**

An overview of the study of childhood in contemporary humanistic and social scientific disciplines. The course focuses on the concept of childhood as it is socially, historically, and culturally constructed. Emphasis is given to understanding children's perspectives, the discursive and structural position of childhood in modern culture and social institutions.

**Antirequisites:** None

**Prerequisites:** None

*Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.*

This is a fully online course that will use King’s/Western’s learning platform, OWL Brightspace, and other educational resources based on the needs of the course. This class is designed to be asynchronous, meaning we will not have a regular, mandatory time when the entire class must be online. However, there will/may be some synchronous activities that you will sign up for based on your own schedule, including office hours, and group work. This course begins on May 4th and continues until June 12th, honouring all important dates derived from University approved guidelines and academic policies.

### **Learning outcomes:**

**LO1** - CYS students acquire a general knowledge of the key concepts, theoretical approaches and assumptions within the field of childhood and youth studies. They come to see children as competent social actors and understand the implications of this fact for children’s participatory rights in a local, national and global contexts. Those who obtain an Honours Specialization (HSP) in CYS demonstrate the ability to assess issues and critique arguments about the politics of childhood, social justice for children, and children’s rights and capabilities in various

institutional contexts.

**LO2** - CYS students become familiar with interdisciplinary approaches to childhood and learn to evaluate and distinguish between them. Those who complete an HSP come to understand how these approaches intersect with other fields and disciplines, and formulate their own research questions in upper division seminars.

**LO4** – CYS students apply analytic tools within childhood studies, and defend their ideas and arguments in oral and written forms. HSP students conduct research in childhood studies. Apply and defend ideas and arguments in speech and writing and in communication with others.

**LO 6** – CYS students come to appreciate that the way we position children and youth as persons shapes our policy positions and the research questions. HSP students develop the ability to place children’s and youths’ own experiences and perceptions at the center of research methods and policy/legal debate.

**LO 9** – CYS students gain the ability to communicate accurate information and clear arguments orally and in writing.

### **Marking Norms**

A+ 90-100 One could scarcely expect better from a student at this level

A 80-89 Superior work which is clearly above average

B 70-79 Good work, meeting all requirements, and eminently satisfactory

C 60-69 Competent work, meeting requirements

D 50-59 Fair work, minimally acceptable

F below 50 Fail

### **Required text:**

McNamee, S. (2016) *The social study of childhood: An introduction* London: Palgrave Macmillan

**Physical copies are available through the Western bookstore/library at the following link:**

For purchase (\$79.00):

[https://bookstore.uwo.ca/textbook-search?campus=KC&term=W2025B&courses%5B0%5D=570\\_KC/CYS1025G](https://bookstore.uwo.ca/textbook-search?campus=KC&term=W2025B&courses%5B0%5D=570_KC/CYS1025G)

Free of charge:

[https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL\\_UWO/r0c2m8/alma991015531719705163](https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991015531719705163)

Other readings as may be directed in class/on Brightspace through ARES (free of charge).

Please review the Truth and Reconciliation Calls to Action – (read all calls to action but pay particular attention to page 1-4 on child welfare, education, justice).

[https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls\\_to\\_action\\_english2.pdf](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf)

### Course Evaluation:

**Assignment 1:** Reflective Responses (32%)

**Assignment 2:** Group Presentation (33%)

**Assignment 3:** Final Exam – Take Home Exam (35%)

**\*ALL ASSIGNMENTS ARE TO BE SUBMITTED ONLINE VIA Brightspace.**

### Weekly Schedule

| Week | Date                          | Topic  | Readings & Assignments Due  |
|------|-------------------------------|--|---|
| 1    | Monday<br>May 4 <sup>th</sup> | <b>General introduction; course overview – policies, expectations, and assessment.</b> | <b>Reading:</b> Please read the course outline carefully and Chapter 1<br><br><b>Please also watch: ‘Echoes from the Past’ – Cindy Blackstock</b> |

|   |                             |   |  |
|---|-----------------------------|---|--|
|   |                             | <b>Histories of Childhood</b>   | <a href="https://www.youtube.com/watch?v=9_AAVu2-nzQ">https://www.youtube.com/watch?v=9_AAVu2-nzQ</a><br><br>Weekly reflection responses (see questions posted on Brightspace) 8% - <b>Due Sunday May 10 @ 11 pm.</b>  |
| 2 | Monday May 11 <sup>th</sup> | <b>Theories of childhood &amp; their impact: The becoming, psychology and sociology perspectives</b><br><br><b>Theories of Childhood: The new paradigm – children as beings</b> | <b>Reading:</b> Chapter 2<br><br>Weekly reflection responses (see questions posted on Brightspace) 8% - <b>Due Sunday May 17 @ 11 pm.</b><br><br>*Optional office hours drop in via zoom Monday May 11 <sup>th</sup> , 5:30-6:30pm (email me for zoom link)<br><br>*Group Presentation Contract Due Friday May 15 <sup>th</sup> @ 11 pm. |
| 3 | Monday May 18 <sup>th</sup> | <b>Childhood and research</b><br><br><b>Children’s rights</b>   | <b>Reading:</b> Chapter 3 and Chapter 4<br><br>Weekly reflection responses (see questions posted on Brightspace) 8% - <b>Due Sunday May 24 @ 11 pm.</b>  |
| 4 | Monday May 25 <sup>th</sup> | <b>Children and family</b><br><br><b>Children and school</b>  | <b>Reading:</b> Chapter 6 and Chapter 7<br><br>Weekly reflection responses (see questions posted on Brightspace) 8% - <b>Due Sunday May 31 @ 11 pm.</b><br><br>*Group Presentation Due Friday May 29 <sup>th</sup> @ 11 pm.  |

|   |                                |   |   |
|---|--------------------------------|---|---|
|   |                                |   | <b>*Optional office hours drop in via zoom<br/>Monday May 25<sup>th</sup>, 5:30-6:30pm (email<br/>me for zoom link)</b> |
| 5   | Monday<br>June 1 <sup>st</sup> | <b>Children, play and<br/>leisure</b><br><br><b>Crime and<br/>childhood</b> | <b>Reading:</b> Chapter 9 and Chapter 5   |
| 6   | Monday<br>June 8 <sup>th</sup> | Review and wrap-up  | <b>*Optional office hours drop in via zoom<br/>Monday June 8<sup>th</sup>, 5:30-6:30pm (email<br/>me for zoom link)</b> |
| <b>Final Exam – Take Home (Exam Date TBD)</b> |                                |   |   |

**NOTE:** This schedule is subject to change. Any changes and/or additions will be announced in a timely manner.

**Assignment 1: Weekly Reflection Responses (first 4 weeks only) (32%) – Due Sundays at 11 pm**

Each student will respond to the **weekly reflection questions (for the first 4 weeks of class, only)** posted under the assignments tab on Brightspace. **There will be specific questions each week that correlate with the weekly lecture content.** When responding to the questions, **it is important to answer all aspects of the proposed question(s). When you are asked to draw on course concepts to develop part of your response, these sections should be supported with in-text citations to the lecture material.** Please include a full reference at the end of your response (this will not count towards the word count). Responses should **not** be written in point form/informally. Rather, each response should be written academically, with proper spelling/grammar/sentence structure. Responses should range in length from **350-375 words total for each week.**

Week 1 – See questions posted on Brightspace (8%) – Due Sunday May 10 @ 11 pm

Week 2 – See questions posted on Brightspace (8%) – Due Sunday May 17 @ 11 pm

Week 3 – See questions posted on Brightspace (8%) – Due Sunday May 24 @ 11 pm

Week 4 – See questions posted on Brightspace (8%) – Due Sunday May 31 @ 11 pm

**Week 5 – NO RESPONSES**

## Week 6 – NO RESPONSES

Each response will be assessed based on the following criteria:

- Writing/Spelling/Grammar/Sentence structure
- Connection to your childhood
- Connection/relevance to course concepts
- Critical/analytical thinking as showcased in your response
- Use of lecture content to support your response
- Quality/relevance of the question posed at the end of your response
- Referencing (you should use APA style in-text citations to cite the lecture material when asked to link your response to course concepts; you should also include a reference to the lecture at the end of your response). References do not contribute to the response word count.

### Assignment 2: Group Presentation (33%) – Due: Friday May 29<sup>th</sup> at 11 pm

You will be required to work with a group to deliver a presentation on one of the weekly topics (please select **one** of the three following topics: Week 1: **Histories of Childhood**, Week 2: **Theories of childhood & their impact - The becoming, psychology and sociology perspectives**, or Week 2: **Theories of Childhood - The new paradigm – children as beings**). You will receive a group mark (**note: please see group member list posted on Brightspace to see who you have been assigned to work with – please reach out to your group members via email to start working on your group contract/presentation**). **Group presentation contracts are due on Friday May 15<sup>th</sup> at 11 pm.**

The group presentation will involve preparing a detailed powerpoint or other presentation visual of your choice (eg: prezi) based on the weekly topic/chapter that you select. You will select a current issue/sub-theme that is relevant to the weekly topic and focus on **critically** unpacking this issue and topic by integrating lecture material and information from the weekly chapter. You will select a key resource (eg: a news article, academic article, magazine etc) that highlights this current issue and will focus your presentation on this resource/issue. Note that this should appear at the beginning of your presentation and should shape the focus of your presentation. Contained within the workshop visual will be information that responds to the assignment criteria listed below/outlined on the rubric. With your group members, you will record your presentation and submit the presentation with the slides that you have developed (eg: you can record on zoom and share-screen so your slides align). Each group member should participate in the presentation recording. **Note that everyone should be presenting/recording together in one video – you should not upload separate videos of each member presenting their part individually.** You will be marked on the following components:

- Connection of the weekly topic to the study of childhood
- Preparation and organization of the presentation
- Content and clarity of ideas
- Cohesiveness (team effort, equal contributions)
- Your presentation aesthetics (eg: powerpoint/prezi etc)
- The current issue/key resource that shapes your visual
- How well you integrate course material (textbook/lecture)

- How well you demonstrate critical thinking about the topic and resource
- The relevance of your presentation to the weekly topic you select
- The elocution of your presentation (how it is presented in your recording)
- Referencing (APA style)
- The workshop should be around 15-20 minutes long

**\*NOTE: a rubric will be provided on Brightspace; please ensure you meet the requirements outlined on the rubric.**

### **Assignment 3: Take-home Exam - (35%) (Date TBD)**

The final exam will be comprised of mid-long answer questions/case studies (i.e. not multiple choice) based on lecture content, the textbook and other material provided in class. More details to be provided in class.

### **CYS Policy for Late Submissions**

Penalties for late papers or projects may be avoided if extensions are requested in advance. Otherwise, a **two-mark deduction will be taken for each of the first five days it is late (including weekends). After 5-days without communication, a zero will be assigned.**

Students are expected to schedule appointments and other responsibilities around class time. To be excused from participatory requirements (attendance or homework, etc.) due to temporary illness or an unavoidable scheduling conflict, contact the instructor directly via email as soon as you are aware of the problem. Ordinary problems of this nature do not require documentation or communication with the Dean's Office; they will be dealt with by the course instructor.

If a student experiences a disruption in their ability to study or participate in the course for more than one week, or if there is a personal loss or trauma of a serious nature, they may request more extensive accommodations, counselling, and other forms of help. The best way to do this is to contact the instructor and/or the Academic Dean's Office.

### **AI Usage Policy**

Intentional usage of artificial intelligence or language generation or translation applications by students to summarize readings or complete assigned work for this course must be approved by the instructor and noted by the student in the submitted work itself. This mandate does not refer to aspects of AI programming embedded into applications such as Word, Chrome, etc. It applies to all intentional usage of AI as a 'co-reader' or 'co-writer.' Students must do their own reading and writing to construct their own voices as democratic citizens. They are not allowed to write text and feed it into a computer application to improve it or translate it. Asking an application to compose text and then changing words before submitting it as your own, constitutes plagiarism. The use of Grammarly or similar applications is prohibited. Using plagiarism checkers to see if plagiarized text has been altered enough to avoid detection is itself a form of academic

dishonesty. Students must compose text, choose words, construct logic flow, structure sentences and paragraphs using their own minds and in response to what they read, hear, and experience. When you borrow words or ideas from another person or from a machine this must be placed in quotation marks and properly cited.

# King's University College General Course Policies 2025-2026

## **1. Academic Accommodations, Consideration for Absences**

### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [here](#).

Students are permitted one academic consideration request without supporting documentation per term per course. Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course. For further information, please see:

<https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details [https://academicsupport.uwo.ca/accessible\\_education/exams/index.html](https://academicsupport.uwo.ca/accessible_education/exams/index.html).

## **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King’s University College:

<https://mykings.ca/intranet/app/#/student-supports-and-services>

Students experiencing emotional or mental health distress can access services at King’s University College: <https://mykings.ca/intranet/app/#/student-supports-and-services/personal-counselling>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help: <https://www.uwo.ca/health/psych/index.html>

Academic Support Services at King’s University College:

<https://mykings.ca/intranet/app/#/academics/academic-advising>

## **GBSV Support:**

King’s is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/gender-and-sexual-violence>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western’s Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### **3. Statement on Use of Electronic Devices**

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/student-code-of-conduct>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### **4. Statement on Academic Offences**

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [here](#).

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/OriginalityReports-TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member.

Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

## **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

## **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.