



**Childhood and Youth Studies 2231B (570)**  
**CHILDHOOD, POVERTY POLICY, AND LAW**  
**Fall/ Winter 2025-2026**

**Instructor:** D. Ciufu  
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**Course Information**

**Calendar Description:**

An introduction to the primary debates, experiences, policies, and law confronting childhood and youth poverty in Canada, and through Canada's international relief activities.

**Pre-or Corequisite(s):** Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.

**Extra Information:** 3 hours.

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** CYS

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol 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.



## **CYS 2231B: Childhood, Poverty Policy and Law**

**Winter 2026**

**Instructor:** Dr. Dustin Ciufu

**Email:** dciufu2@uwo.ca

**Mode of Instruction:** In-person

*Office hours information can be found on OWL Brightspace*

### **Course Information**

**Requisites:** Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G. Notice: 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.

### **Course Calendar Description**

An introduction to the primary debates, experiences, policies, and law confronting childhood and youth poverty in Canada, and through Canada's international relief activities.

### **Course Approach to Teaching and Learning**

The course approach to teaching and learning is intended to foster a positive learning environment for all members. By recognizing the classroom as a space for individual and collective development, everyone is encouraged to be engaged in the class, reflect on the experience, and support one another. Transforming this theoretical vision into a practical reality necessitates the active involvement and dedicated commitment of each student.

### **Course Learning Outcomes**

This course is designed to advance students' understanding for the relationship between childhood, poverty policy and the law. To do so, students will develop their understanding of these topics through both the course material and completing course assessments. The course material explores the various actors and institutions impacting childhood, poverty policy and the law by examining the intergenerational perpetuation of poverty while also offering a rights-based approach to contesting, addressing, and ultimately striving to alleviate childhood poverty in the context of children's rights to a quality standard of living, within their family, to non-discrimination, while in care, and through their education. The course assessments include practical and theoretical exploration of these topics including a bus ride analysis of children experiencing poverty in London, The King of Jam Sandwiches Book Analysis, and the Children's Right to Overcome Poverty Research Paper. The course learning outcomes are all designed with the intent of equipping students with both theoretical and practical skills and experiences to advance student understanding for childhood, poverty policy and the law. Therefore, these course learning outcomes include:

### **General Course 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.

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.

LO3 – CYS students gain a working knowledge of case law, statutory law, public policy, and institutional features of childhood and youth in the past and the present. They critically reflect on the significance of various norms, rules, and practices for young people. They consider these structures in terms of power relationships between children, parents, and professionals, as well as those between racial, ethnic, migrant, gender, class, and national groups.

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 5 – CYS students are able to assess the applicability of research and its social implications for public debate, policy, law, and professional practice. HSP students are able to offer critique and alternative perspectives on how research should be applied and what implications it might have for diverse communities in and beyond Canada.

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 7 – CYS students develop lines of argument and to make sound judgements in accordance with major concepts, theories and methods in childhood studies. Be able to use a range of techniques to frame questions, evaluate arguments and concepts and propose solutions.

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

LO 11 – CYS students work effectively with others and take personal responsibility for their actions when part of a team. They take initiative and maintain behavior consistent with academic integrity, community involvement, and social responsibility.

### **Specific Course Learning Outcomes**

- Establishing an understanding for the relationship between childhood, poverty policy and the law through the Intergenerational Perpetuation of Poverty framework.
- Developing an understanding for how the Intergenerational Perpetuation of Poverty framework violates children's rights and the importance of striving to alleviate childhood poverty in the context of children's rights to a quality standard of living, within their family, to non-discrimination, while in care, and through their education.
- Developing written communication skills through reflective exit cards and composing their Bus Ride Analysis of Children Experiencing Poverty in London, The King of Jam Sandwiches Book Analysis, their Childhood, Poverty Policy and the Law Written Analysis and finally their Children's Right to Overcome Poverty Research Paper.
- Enhancing interpersonal, team-building, and oral communication skills through class engagement, partnering up to complete their Bus-Ride Note-Taking Report, working in groups for their King of Jam Sandwiches Reading Circles and Tableau Performances, as well as their contributions to their Research and Writing Workshops.
- Applying theoretical and practical knowledge for the relationship between childhood, poverty policy and the law for future opportunities as child and youth professional.

### **Course Readings**

The required readings for this course will be made freely available on the course's OWL Brightspace page. Please be sure to follow the course schedule and come to class having completed the readings and being prepared to share your reflections and analysis of the literature. This will not only enhance your learning process and therefore your understanding of the course content, but it will also contribute to academically informed discussion across the class.

### **Course Assessment**

This course includes a number of assessments that each student is required to complete. A brief explanation for each of these assessments are shared below. Further details and resources will be provided in class and on the course's OWL Brightspace page.

#### **Assessment 1: Class Engagement**

##### **Assessment 1(a): Active Participation (10%)**

This course is designed to facilitate the *Active Participation* of all students. As the course comprises of both lecture and tutorial sessions, active participation is encouraged in all facets of the course. However, the latter portion of each class will include a variety of smaller group activities related to both the lecture material and course assessments offering enhanced opportunities for class engagement. These will include activities related to Assessment 2: Children's Experiences of Poverty in London, Assessment 4: The King of Jam Sandwiches Book Analysis, and Assessment 5: Children's Right to Overcome Poverty Research Paper

**Due date: Ongoing**

##### **Assessment 1(b): Exit Card Responses (5%)**

The actively participating student is one who can reflect on the class experience and convey such reflections to advance their independent learning. To develop reflective analytical written skills, students will compose 10 Exit Cards Responses in total during sessions 1 and 2, 4

through 8, and 10 through 12. In these sessions, a question will be posed to the class and each student will provide a brief response demonstrating their knowledge and offering analytical reflections on their course experience.

**Due date: 10 entries during sessions 1 and 2, 4 through 8 and 10 through 12.**

### **Assessment 2: Bus Ride Analysis of Children Experiencing Poverty in London**

The Bus Ride Analysis of Children Experiencing Poverty in London assessment is to be completed in partners.

#### **Assessment 2(a): Bus Ride Note-Taking Report (5%)**

The Bus Ride Note-Taking Report sees students taking a suggested bus route through the city of London. They will take with them a template including questions prompting their responses from what they are observing along the selected bus route. The notes that students make, in conjunction with the research they conduct, will proceed to inform their Bus Ride Analytical Paper.

**Due Date: Sunday, January 25<sup>th</sup> at 11:59pm.**

#### **Assessment 2(b): Bus Ride Analytical Paper (20%)**

The Bus Ride Analytical Paper will see students combine their Bus Ride Note-Taking Report with academic and non-academic literature to reflect on and analyze children experiencing poverty in London. Students are to compose their research paper in response to the following research question: *How does low socio-economic status shape the lived experiences of families and their children?* To answer this question, the submission should include the following:

- Page 1 - Introduction
- Page 2 – Analytical Section #1 Transportation
- Page 3 – Analytical Section #2 Neighbourhood Environment
- Page 4 – Analytical Section #3 Access to Services
- Page 5 - Conclusion

This assessment will be five full written pages in length, Times New Roman, size twelve font and double-spaced (please note the five full written pages does not include the title page and reference page). Students are required to ensure proper APA 7 standards throughout their paper. The expectation is that a minimum of three academic sources are used and that this submission includes a minimum of six sources in total (i.e. two sources for each of the three argumentative sections).

**Due Date: Sunday, February 8<sup>th</sup> at 11:59pm.**

### **Assessment 3: The King of Jam Sandwiches Book Analysis**

The King of Jam Sandwiches Book Analysis assessment is to be completed in a group of six students.

#### **Assessment 3(a) Reading Circle Discussion Reflection (5%)**

The King of Jam Sandwiches is a book written by Eric Walters. It is a personal narrative shedding important light on humanizing the experiences of childhood poverty. Reading circle discussions will take place for approximately 20 - 30 minutes in sessions 5 (discussing chapter 1 through chapter 7), 6 (discussing chapter 8 through chapter 14), and 7 (discussing chapter 15 through chapter 23). By reading the book and sharing their reflections through reading circle discussions, students can use these conversations to inform their Reading Circle Discussion Reflection. This reflection is to be 3 pages in length. Each student will compose a ½ page response to the following question: Identify a scene from the King of Jam Sandwiches that most impacted you. Explain this scene briefly and connect it to an element of the course material.

**Due Date: Sunday, March 1<sup>st</sup> at 11:59pm.**

**Assessment 3(b) Tableau Performances (5%)**

Further emerging from the Reading Circle Discussions, students are tasked with selecting one scene from the King of Jam Sandwiches that each group member can agree on. The group will discuss, design and ultimately perform this scene as a tableau for the class to observe. A tableau sees the students come together to represent the scene remaining motionless for the audience to first think and reflect on what they are conveying. Following the tableau, students will have the opportunity to elaborate on the scene and how it relates to childhood poverty.

**Due Date: Thursday, March 5<sup>th</sup> in class.**

**Assessment 4: Childhood, Poverty Policy and Law In-Class Identification and Significance Written Analysis (25%)**

During the session 9 class on Thursday, March 12<sup>th</sup>, students will compose their Identification and Significance Written Analysis Submission. This assessment will see students be provided with a list of terms directly related to the course material. The task of each student will be to select a required number of terms (students will have choice on what terms they write about), identify the context of this term (who coined the term/wrote on the term, what topic does it relate to), and proceed to discuss why it is significant (in relation to childhood poverty, policy and the law) by demonstrating their knowledge of the course material.

**Due Date: Thursday, March 12<sup>th</sup> in class.**

**Assessment 5: Children's Right to Overcome Poverty Research Paper**

The Children's Right to Overcome Poverty Research Paper assessment is to be completed in partners.

**Assessment 5(a): Draft Sections for the Research Process (5%)**

The Children's Right to Overcome Poverty Research Paper will see students engage in three research workshops in the final three sessions of the course. During these sessions, instructions on the research process, writing an introduction, writing a body section, and proper referencing through APA 7 will be introduced and discussed. As a part of this research process, students will complete a draft section for their introduction as well as a draft body section. This research process will ultimately inform the Assessment 5(b): Research Paper.

- **Due Date:** Draft Introduction completed and brought to class on Thursday, March 26<sup>th</sup>.  
Draft Body Section completed and brought to class on Thursday, April 2<sup>nd</sup>.

**Assessment 5(b): Research Paper (20%)**

Building from Assessment 5(a): Draft Sections for the Research Process, Assessment 5(b) Children's Right to Overcome Poverty Research Paper provides students with the opportunity to apply their knowledge for childhood, poverty policy and the law in relation to a specific course topic. Students are encouraged to select one of the five research paper topics from sessions 4 through 8. Students may select a different topic, but this must be done in consultation with the professor. The pedagogical intention is to both provide a starting point for students (use the course reading resource as a starting point) while also being able to explore the select course topic in greater depth through their independent study. The course topics include:

- Session 4: Poverty and Children's Right to a Quality Standard of Living
- Session 5: Poverty and Children's Rights within their Family
- Session 6: Poverty and Children's Right to Non-Discrimination
- Session 7: Poverty and Children's Rights in Care

- Session 8: Poverty and Children’s Rights in Education

The *Children’s Right to Overcome Poverty Research Paper* asks the following research question: *How does poverty shape the lived experiences of children and youth in relation to the select topic and how can the United Nations Convention on the Rights of the Child address such circumstances?* To answer this question, the submission should include the following:

- Page 1 - Introduction
- Page 2 – Argument #1 - Lived Experience + UNCRC Article to Address such Circumstances
- Page 3 – Argument #2 - Lived Experience + UNCRC Article to Address such Circumstances
- Page 4 – Argument #3 - Lived Experience + UNCRC Article to Address such Circumstances
- Page 5 - Conclusion

This assessment will be five full written pages in length, Times New Roman, size twelve font and double-spaced (please note the five full written pages does not include the title page and reference page that are to follow APA 7 formatting). The expectation is that five academic sources are used. Non-academic sources are welcomed but please scrutinize the quality of the source. Each submission should have a minimum of eight sources in total.

Further instructions on how to complete this assessment will be provided in class.

**Due Date: Wednesday, April 8<sup>th</sup> at 11:59pm.**

**Course Schedule**

Session Date	Session Topic	Session Readings and Requirements
<b>Winter term classes begin Monday, January 5<sup>th</sup>.</b>		
Session 1 January 8 <sup>th</sup> , 2026.	<i>Framing the Intergenerational Perpetuation of Poverty</i>	<p><b>Readings</b></p> <p>Schutter, O. de, Frazer, H., &amp; Guio, A. C. (2023). Introduction. In <i>The escape from poverty: Breaking the vicious cycles perpetuating disadvantage</i> (1st ed.). (pp. 1 – 8). Policy Press. <a href="https://doi.org/10.56687/9781447370611">https://doi.org/10.56687/9781447370611</a></p> <p>Schutter, O. de, Frazer, H., &amp; Guio, A. C. (2023). Chapter 1: Setting the Stage. In <i>The escape from poverty: Breaking the vicious cycles perpetuating disadvantage</i> (1st ed.). (pp. 9 – 17). Policy Press. <a href="https://doi.org/10.56687/9781447370611">https://doi.org/10.56687/9781447370611</a></p> <p>Vandenhole, W. (2021). Child impoverishment and the human rights of children. In M. F. Davis, M. Kjaerum, &amp; A Lyons (Eds.), <i>Research handbook on human rights and poverty</i> (pp.141-155).</p> <p><b>In-Class Activity</b>  <b>Exit Card Response #1</b></p> <p><b>Requirements</b></p>

		Students shall ensure they have read the course syllabus and have developed an understanding for the course expectations. Please ask questions anytime.
Tuesday, January 13 <sup>th</sup> is the last day to add or drop a second-term half (0.5) course.		
Session 2 January 15 <sup>th</sup> , 2026.	<i>Explaining the Intergenerational Perpetuation of Poverty</i>	<p><b>Readings</b> Schutter, O. de, Frazer, H., &amp; Guio, A. C. (2023). Chapter 2: How poverty is perpetuated across generations. In <i>The escape from poverty: Breaking the vicious cycles perpetuating disadvantage</i> (1st ed.). (pp. 18 – 61). Policy Press. <a href="https://doi.org/10.56687/9781447370611">https://doi.org/10.56687/9781447370611</a></p> <p>Hart, J. &amp; Boyden, J. (2018). <i>Childhood (re)materialized: Bringing political economy into the field</i>. In D.T. Cook, R. Rosen, &amp; S. Spyrou (Eds.), <i>Reimagining childhood studies</i>. Bloomsbury Academic. <a href="https://doi.org/10.5040/9781350019256">https://doi.org/10.5040/9781350019256</a></p> <p>Nichols, L., Berry, J., &amp; Kalogrides, D. (2004). Hop on the bus: Driving stratification concepts home. <i>Teaching Sociology</i>, 32(2), 213–221. <a href="https://doi.org/10.1177/0092055X0403200207">https://doi.org/10.1177/0092055X0403200207</a></p> <p><b>In-Class Activity</b> <b>Exit Card Response #2</b></p> <p><b>Preparatory Discussion: Bus Ride Analysis of Children Experiencing Poverty in London</b></p> <p><b>Requirements</b> Students should be developing a sense for the relationship between childhood and poverty particularly in relation to the various institutions that may perpetuate and/or aim to address children’s poverty.</p>
Session 3 January 22 <sup>nd</sup> , 2026.	<i>Bus Ride Note-Taking Opportunity (There will be no class today)</i>	<p><b>Readings</b> n/a</p> <p><b>Requirements</b> While it is not required that students complete <b>Assessment 2(a): Bus Ride Note-Taking Report on Children’s Experiences of Poverty in London</b> during this session, this time is set aside for students to do just this. However, please be sure to have completed this assessment by this date. <b>Assessment 2(a)</b> is due on <b>Sunday, January 25<sup>th</sup></b>. Once this is done, students can turn their attention to <b>Assessment 2(b): Bus Ride Analytical Paper on Children’s Experiences of Poverty in London</b>.</p>
Session 4	<i>The Injustice of the</i>	<b>Readings</b>

<p>January 29<sup>th</sup>, 2026.</p>	<p><i>Intergenerational Perpetuation of Poverty</i></p> <p><i>Poverty and Children's Right to a Quality Standard of Living: UNCRC Article 27</i></p>	<p>Schutter, O. de, Frazer, H., &amp; Guio, A. C. (2023). Chapter 3: Why IGGP is bad for everybody. In <i>The escape from poverty: Breaking the vicious cycles perpetuating disadvantage</i> (1st ed.). (pp. 62 – 75). Policy Press.  <a href="https://doi.org/10.56687/9781447370611">https://doi.org/10.56687/9781447370611</a></p> <p>Nolan, A. (2020). Poverty and children's rights. In J. Todres &amp; S. M. King (Eds.), <i>The Oxford handbook of children's rights law</i>. Oxford University Press.  <a href="https://doi.org/10.1093/oxfordhb/9780190097608.013.21">https://doi.org/10.1093/oxfordhb/9780190097608.013.21</a></p> <p><b><i>In-Class Activity</i></b>  <b>Exit Card Response #3</b></p> <p><b>Debrief Discussion: Bus Ride Analysis of Children Experiencing Poverty in London</b></p> <p><b><i>Requirements</i></b>  Students shall be working on <b>Assessment 2(b): Bus Ride Analytical Paper on Children's Experiences of Poverty in London</b>.</p> <p>Students shall begin reading <b>The King of Jam Sandwiches</b> in preparation for <b>The King of Jam Sandwiches Reading Circles</b> in the weeks ahead.</p>
<p>Session 5  February 5<sup>th</sup>, 2026.</p>	<p><i>Addressing the Intergenerational Perpetuation of Poverty</i></p> <p><i>Poverty and Children's Rights within their Family: UNCRC Article 5</i></p>	<p><b><i>Readings</i></b>  Schutter, O. de, Frazer, H., &amp; Guio, A. C. (2023). Chapter 4: Post-market redistribution. In <i>The escape from poverty: Breaking the vicious cycles perpetuating disadvantage</i> (1st ed.). (pp. 76 – 110). Policy Press.  <a href="https://doi.org/10.56687/9781447370611">https://doi.org/10.56687/9781447370611</a></p> <p>Reynaert, D., Formesyn, N., Roets, G., Roose, R. (2023). Combatting child poverty in the childhood moratorium: A representational lens on children's rights. In B. Sandin, J. Josefsson, K. Hanson, &amp; S. Balagopalan (Eds.), <i>The Politics of children's rights and representation: Studies in childhood and youth</i>. (pp. 227-249). Palgrave Macmillan.  <a href="https://doi.org/10.1007/978-3-031-04480-9_10">https://doi.org/10.1007/978-3-031-04480-9_10</a></p> <p><b><i>In-Class Activity</i></b>  <b>Exit Card Response #4</b></p> <p><b>The King of Jam Sandwiches Reading Circle Discussion #1: Chapter 1 through Chapter 7</b></p> <p><b><i>Requirements</i></b></p>

		<p>Students shall be finalizing <b>Assessment 2(b): Bus Ride Analytical Paper on Children’s Experiences of Poverty in London</b> that is due on <b>Sunday, February 8<sup>th</sup> at 11:59pm.</b></p> <p>Students shall continue to read <b>The King of Jam Sandwiches</b> in preparation for <b>The King of Jam Sandwiches Reading Circles.</b></p>
<p>Session 6 February 12<sup>th</sup>, 2026</p>	<p><i>An Inclusive Economy to Contest the Intergenerational Perpetuation of Poverty</i></p> <p><i>Poverty and the Rights of Children with Disabilities: UNCRC Article 2: Non-Discrimination / UNCRPD Article 28: Adequate Standard of Living</i></p>	<p><b>Readings</b> Schutter, O. de, Frazer, H., &amp; Guio, A. C. (2023). Chapter 5: Towards an inclusive economy. In <i>The escape from poverty: Breaking the vicious cycles perpetuating disadvantage</i> (1st ed.). (pp. 111 – 133). Policy Press. <a href="https://doi.org/10.56687/9781447370611">https://doi.org/10.56687/9781447370611</a></p> <p>Galea-Curmi, E. (2023). Poverty, deprivation, and disabled children’s right to citizenship. In A. E. Beckett &amp; A.-M. Callus (Eds.), <i>The Routledge international handbook of children’s rights and disability</i>. (pp. 129–146). Routledge. <a href="https://doi.org/10.4324/9781003056737-11">https://doi.org/10.4324/9781003056737-11</a></p> <p><b>In-Class Activity</b> <b>Exit Card Response #5</b></p> <p><b>The King of Jam Sandwiches Reading Circle Discussion #2: Chapter 8 through Chapter 14</b></p> <p><b>Requirements</b> Students shall be finishing up reading <b>The King of Jam Sandwiches</b> in preparation for the final <b>The King of Jam Sandwiches Reading Circle.</b></p>
<p><i>Winter Reading Week runs from February 16<sup>th</sup> to February 20<sup>th</sup>, 2026 – No Classes</i></p>		
<p>Session 7 February 26<sup>th</sup>, 2026.</p>	<p><i>A Holistic and Inclusive Approach to Eliminating the Intergenerational Perpetuation of Poverty</i></p> <p><i>Poverty and Children’s Rights in Care: UNCRC Article 3</i></p>	<p><b>Readings</b> Schutter, O. de, Frazer, H., &amp; Guio, A. C. (2023). Chapter 6: Making it happen. In <i>The escape from poverty: Breaking the vicious cycles perpetuating disadvantage</i> (1st ed.). (pp. 134 – 153). Policy Press. <a href="https://doi.org/10.56687/9781447370611">https://doi.org/10.56687/9781447370611</a></p> <p>Waldock, T. (2019). Child welfare and the status of children requiring support and care. In T. Waldock, R. Howe &amp; K. Covell (Eds.). <i>A question of commitment</i> (pp. 107–129). Wilfrid Laurier Press. <a href="https://doi.org/10.51644/9781771124072-008">https://doi.org/10.51644/9781771124072-008</a></p> <p><b>In-Class Activity</b> <b>Exit Card Response #6</b></p>

		<p><b>The King of Jam Sandwiches Reading Circle Discussion #3: Chapter 15 through Chapter 23</b></p> <p><b>Requirements</b>  <b>The King of Jam Sandwiches Reading Circle Discussion Reflection is due on Sunday, March 1<sup>st</sup> at 11:59pm.</b></p> <p><b>The King of Jam Sandwiches Tableau Performances</b> are next week. Each reading circle shall be discussing and formulating their tableau.</p>
<p>Session 8 March 5<sup>th</sup>, 2026.</p>	<p><i>Poverty and Children’s Rights in Education: UNCRC Article 28 &amp; 29</i></p>	<p><b>Readings</b>  Howe, R. B., &amp; Covell, K. (2018). Challenges for best Interest in education. In <i>Education in the best Interests of the child: A children’s rights perspective on closing the achievement gap.</i> (pp. 49 – 80). University of Toronto Press.  <a href="https://doi.org/10.3138/9781442666108">https://doi.org/10.3138/9781442666108</a></p> <p><b>In-Class Activity</b>  <b>Exit Card Response #7</b></p> <p><b>Assessment 3(b) The King of Jam Sandwiches Tableau Performances</b></p> <p>Review for the <b>Childhood, Poverty Policy and the Law In-Class Identification and Significance Written Analysis</b> next week.</p> <p><b>Requirements</b>  Students shall be reviewing the course material in preparation for <b>Assessment 4: Childhood, Poverty Policy and Law In-Class Identification and Significance Written Analysis</b> next week.</p>
<p>Session 9 March 12<sup>th</sup>, 2026.</p>	<p><i>Childhood, Poverty Policy and the Law In- Class Identification and Significance Written Analysis</i></p>	<p><b>Readings</b>  n/a</p> <p><b>Requirements</b>  In this session, students will complete their <b>Assessment 4: Childhood, Poverty Policy and the Law In-Class Identification and Significance Written Analysis.</b></p>
<p>Session 10 March 19<sup>th</sup>, 2026.</p>	<p><i>Children’s Experiences of Poverty in the Global Economy</i></p>	<p><b>Readings</b>  Jodoin, S. &amp; Pollack, C. (2019). Children’s rights, international trade law and economic globalization. In C. Fenton-Glynn (Ed.), <i>Children’s rights and sustainable development: Interpreting the UNCRC for future generations.</i> (pp. 261-282). Cambridge University Press.  <a href="https://doi.org/10.1017/9781108140348.012">https://doi.org/10.1017/9781108140348.012</a></p>

	<i>Research and Writing Workshop #1</i>	<p><b><i>In-Class Activity</i></b>  <b>Exit Card Response #8</b></p> <p><b>Research Paper: Conducting Research and Writing an Introduction</b></p> <p><b><i>Requirements</i></b>  Students will have the opportunity to learn, discuss, and begin to conduct research and compose introductions for their research paper. A draft of their introduction is to be completed and brought to the next class as part of <b>Assessment 5(a) Draft Sections for the Research Process.</b></p>
Session 11 March 26 <sup>th</sup> , 2026.	<p><i>Children's Experiences Contesting Poverty through International Development</i></p> <p><i>Research and Writing Workshop #2</i></p>	<p><b><i>Readings</i></b>  Holzscheiter, A., Stadelmann, F., &amp; Stachursky, B. (2025). Child rights governance in international development. In T. Abebe, A. Dar, &amp; K. Wells (Eds.) <i>Routledge handbook of childhood studies and global development</i> (1st ed., Vol. 1, pp. 348–363). Routledge.  <a href="https://doi.org/10.4324/9781003155843-32">https://doi.org/10.4324/9781003155843-32</a></p> <p><b><i>In-Class Activity</i></b>  <b>Tentatively Scheduled Guest Speaker on Children in International Development</b></p> <p><b>Exit Card Response #9</b></p> <p><b>Research Paper: Reviewing an Introduction and Writing Body Sections</b></p> <p><b><i>Requirements</i></b>  Students will have the opportunity to review each other's introductions. They will then learn, discuss, and begin to compose body sections for their research paper. A draft of their body section is to be completed and brought to the next class as part of <b>Assessment 5(a) Draft Sections for the Research Process.</b></p>
Monday, March 30 <sup>th</sup> is the last day to drop a Winter half course		
Session 12 April 2 <sup>nd</sup> , 2026.	<p><i>Childhood, Poverty Policy and Law in Review</i></p> <p><i>Research and Writing Workshop #3</i></p>	<p><b><i>Readings</i></b>  n/a</p> <p><b><i>In-Class Activity</i></b>  <b>Exit Card Response #10</b></p> <p><b>Research Paper: Reviewing Writing Body Sections and Proper APA 7 Referencing.</b></p>

		<p><b>Requirements</b></p> <p>Students will have the opportunity to review each other's draft of a body section. They will then learn, discuss, and begin to complete proper APA 7 Referencing. Their <b>Assessment 5(b) Children's Right to Overcome Poverty Research Paper</b> is due on <b>Wednesday, April 8<sup>th</sup> at 11:59pm.</b></p>
Good Friday (official holiday) Friday, April 3 <sup>rd</sup>		
Easter Sunday (official holiday) Sunday, April 5 <sup>th</sup>		
The last day of classes is Thursday, April 9 <sup>th</sup> , 2026.		
<b>Exam Schedule</b>		
Study Day: Friday, April 10 <sup>th</sup> – Saturday, April 11 <sup>th</sup>		
<b>Exam Period is Sunday April 12<sup>th</sup> – Thursday, April 30<sup>th</sup></b> Exam schedule to be released sometime in March. <b><i>Avoid scheduling any travel until the exam schedule is posted.</i></b>		

## Academic Accommodations, Consideration for Absences

### Academic Accommodation

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As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at

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For further information, please see:

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### **CYS Absence Policy**

CYS acknowledges that instructors are responsible for using their discretion when responding to student requests for delayed due dates or excused absences. Instructors are expected to deal with unforeseen circumstances experienced by students in judicious and reasonable ways. That said, we agree to follow these principles and to use the language given below in our course outlines. **(1) Students who make needs known before an assignment is due will be relieved of penalties, have them greatly reduced, or have the due dates shifted. (2) Late penalties will be small in the first five days (2% per day). (3) Without communication, after 5 days assignments will receive a zero. (4) Only serious disruptions or traumas will involve documentation or referral to the ADO.**

### **CYS Late Policy**

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.

### **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 (under Special Examinations).

## **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.

## **Support Services**

Accessibility, Counselling and Student Development at King's University College:  
<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

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

## **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://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/> 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.

### **CYS Marking Norms and Corridors**

At Western University instructors assign numeric marks guided by Western's template and KUC's course policy memos. CYS's policy must conform to Western and KUC policies. **This typology informs how CYS faculty translate their relative and qualitative assessments of individual student performances into numeric marks.**

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

CYS acknowledges that instructors are responsible for setting assessments and making judgments about the quality of student performances.

CYS Chair will examine the distribution of marks and ensure instructors meet the corridors given below. Instructors will attempt to meet these targets and if they experience difficulties, they will communicate with Chairs.

### **Statement on Academic Offences**

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[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

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 your 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/Originality\\_Reports\\_-\\_TurnItIn.html](https://elearningtoolkit.uwo.ca/tools/Originality_Reports_-_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.

### **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.

### **Copyright of Course Material**

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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.

### **Use of Recordings**

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instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

### **Policy on Attendance**

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**KING'S UNIVERSITY COLLEGE**  
**GENERAL COURSE POLICIES**  
**2025-2026**

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

**Academic Accommodation (Accessibility)**

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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.

Friday Make-Up Exams may only be written with the instructor's consent.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams and tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

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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.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safecampus/gender-and-sexual-violence/>

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)

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