



Childhood and Youth Studies 2254G (570)
IDENTITY AND BELONGING IN CHILDHOOD AND YOUTH
Fall/ Winter 2025-2026

Instructor: M. Robinford
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Course Information

Calendar Description:

An inquiry into fluid identities and the sense of belonging in childhood and youth. The course will focus upon gendered, sexual, LGBTQ2S+ identifications as they intersect with racial, ethnic, religious, political, medical, mental, or playful selves and groups in a variety of institutional or media contexts.

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

Extra Information: 3 lecture 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 2254G
Identity and Belonging
Winter 2026

Instructor Information

Instructor: Mackenzie Robinford

Email: mmountfo@uwo.ca

Office hours: Tuesdays 12:30-1:30pm via Zoom. Alternative times can be arranged by appointment.

Course Description

This course will explore LGBTQ2S+ children and youth's identities and belonging in various social institutions. This will involve an examination of the power relations that stem from intersecting forms of marginalization, such as adultism, heterosexism, cissexism, racism, colonialism, classism, and ableism. LGBTQ2S+ children and youth's perspectives and experiences will be prioritized in this analysis.

Course Learning Outcomes

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

- Articulate how LGBTQ2S+ children's identities and sense of belonging are interrelated.
- Apply an intersectional lens to analyze the impact of marginalization on LGBTQ2S+ children and youth's everyday lives.
- Understand children and youth's capacity to make social, legal, and medical decisions that affirm their gender identities and sexualities.
- Consider children and youth's perspectives and experiences when making decisions about policies and programs that impact them.
- Practice reflexivity by exploring how one's personal values, knowledge, and life experiences of privilege and oppression shape their understanding of the course material.

Additionally, CYS 2254G contributes to Program Learning Outcomes 1, 6, 7, and 9:

- 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.
- 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.

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

Mode of Instruction

In-person.

Course Materials

Course readings will be provided on OWL. Students are encouraged to read critically and bring questions and/or critiques to class discussions.

Class Schedule

Date	Topic	Required Readings
Jan 6	Introduction	Syllabus
Jan 13	Identity and Belonging	Bates, A., Hobman, T., & Bell, B. T. (2020). "Let Me Do What I Please With It . . . Don't Decide My Identity For Me": LGBTQ+ Youth Experiences of Social Media in Narrative Identity Development. <i>Journal of Adolescent Research</i> , 35(1), 51–83. https://doi.org/10.1177/0743558419884700
Jan 20	Marginalization: Adultism, Cissexism, and Heterosexism	Hall, S. F. (2021). Panoptical time, cissexism, and heterosexism: How discourses of adultism discipline queer and trans youth. <i>Feminist Formations</i> , 33(2), 283-312. https://doi.org/10.1353/ff.2021.0035
Jan 27	Intersectional Identities	Terriquez, V. (2015). Intersectional mobilization, social movement spillover, and queer youth leadership in the immigrant rights movement. <i>Social Problems</i> , 62(3), 343-362. https://doi.org/10.1093/socpro/spv010
Feb 3	2SLGBTQ+ Representation in Media	Vaandering, A. G., & Rosenzweig, J. W. (2024). Every color of the rainbow: a framework for analyzing LGBTQIA+ representation in children's picture books. <i>Journal of LGBT Youth</i> , 21(1), 150–179. https://doi.org/10.1080/19361653.2023.2182395
Feb 10	In-Class Book Analysis	Midterm Preparation Guide
Feb 17	Reading Week	No readings ☺
Feb 24	Visibility Management: Being in the	Dewaele, A., Van Houtte, M., Cox, N., & Vincke, J. (2013). From coming out to visibility management: A new perspective on coping with minority stressors in LGB youth in Flanders. <i>Journal</i>

	Closet and Coming Out	<i>of Homosexuality</i> , 60(5), 685-710. doi:10.1080/00918369.2013.773818
Mar 3	Transitioning Socially, Medically, and Legally	Clark, B. A., & Virani, A. (2021). "This wasn't a split-second decision": An empirical ethical analysis of transgender youth capacity, rights, and authority to consent to hormone therapy. <i>Journal of Bioethical Inquiry</i> , 18(1), 151-164. https://doi.org/10.1007/s11673-020-10086-9
Mar 10	Mental Health	Town, R., Hayes, D., Fonagy, P., & Stapley, E. (2021). A qualitative investigation of LGBTQ+ young people's experiences and perceptions of self-managing their mental health. <i>European Child & Adolescent Psychiatry</i> , 31(9), 1441-1454. https://doi.org/10.1007/s00787-021-01783-w Kingsbury, M., Hammond, N. G., Johnstone, F., & Colman, I. (2022). Suicidality among sexual minority and transgender adolescents: A nationally representative population-based study of youth in Canada. <i>Canadian Medical Association Journal (CMAJ)</i> , 194(22), 767-774. https://doi.org/10.1503/cmaj.212054
Mar 17	School	Peter, T., Cambell, C. P., & Taylor, C. (2021). Still in every class in every school: Final report on the second climate survey on homophobia, biphobia, and transphobia in Canadian schools. <i>Egale Canada Human Rights Trust</i> . https://indd.adobe.com/view/publication/3836f91b-2db1-405b-80cc-b683cc863907/2o98/publication-web-resources/pdf/Climate_Survey_-_Still_Every_Class_In_Every_School.pdf *Note: only read pages 10-23* Porta, C. M., Gower, A. L., Mehus, C. J., Yu, X., Saewyc, E. M., & Eisenberg, M. E. (2017). "Kicked out": LGBTQ youths' bathroom experiences and preferences. <i>Journal of Adolescence</i> , 56(1), 107-112. https://doi.org/10.1016/j.adolescence.2017.02.005
Mar 24	Sex Education	Epps, B., Markowski, M., & Cleaver, K. (2021). A rapid review and narrative synthesis of the consequences of non-inclusive sex education in UK schools on lesbian, gay, bisexual, transgender and questioning young people. <i>The Journal of School Nursing</i> , 105984052110433-10598405211043394. https://doi.org/10.1177/10598405211043394 Nash, C. J., & Browne, K. (2021). Resisting the mainstreaming of LGBT equalities in Canadian and British schools: Sex education and trans school friends. <i>Environment and Planning. C, Politics and Space</i> , 39(1), 74-93. https://doi.org/10.1177/2399654419887970

Mar 31	Student Presentations	No readings ☺
Apr 7	Student Presentations	No readings ☺

Methods of Evaluation

Assignment	Weight	Due Date
<p>Course Engagement</p> <p>Course engagement through reading, attendance, and participation are integral to your individual and our collective learning processes. You are expected to be an active learner by sharing your perspectives on course material in class discussions.</p> <p>You will be evaluated on your contributions to class discussions and activities. Your grade will be based on your ability to demonstrate critical reflection on course concepts.</p>	15%	Weekly
<p>In-Class Written Reflections</p> <p>Each week, class will end thirty minutes early so you can write a reflection on the weekly topic. The instructor will provide you with a question that prompts you to reflect on the weekly reading(s) and lecture. This reflection will be handwritten and completed without the use of technology.</p> <p>You will submit your reflection at the end of class. Late submissions outside of class time will not be accepted. Your lowest grade will be dropped.</p>	15%	Jan 13 Jan 20 Jan 27 Feb 3 Feb 24 Mar 3 Mar 10 Mar 17 Mar 24
<p>In-Class Book Analysis</p> <p>During this in-class test, you will respond to short- and long-answer questions that prompt you to critically analyze a queer children's book using course concepts.</p>	35%	Feb 10
<p>Queer Inclusive Lesson</p> <p>In small groups, you will design and deliver a mock classroom lesson that promotes queer inclusion and affirmation.</p>	35%	Mar 31 & Apr 7

AI and Language Generation Applications

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. Students 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. Critical thinkers 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.

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. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Absences/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.

Mental Health

During your university experience, you may experience stressors that impact your academic experience or personal well-being. If you need support, King's offers free counselling services to students, which can be accessed [here](#).

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.

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.

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://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

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.

2. 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-supportservices/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/mental_wellbeing/

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

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://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing 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

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://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.

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

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 you instructor on what tools, including generative AI (ChatGPT, translation tools, grammarchecking 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>.

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.