



Childhood and Youth Studies 3314F (570)
RESEARCH METHODOLOGIES OF GOVERNMENTALITY STUDIES
Fall/ Winter 2026-2027

Instructor: M. Bernard
Email: mberna4@uwo.ca

Course Information

Calendar Description:

An advanced seminar on the research methodologies of governmentality studies. Students will analyze literature, hypothesize questions, locate techniques, dispositifs, and policies of interest by applying the key concepts of governmentality studies to childhood and youth.

Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G and any course in Childhood and Youth Studies at the 2200-level.

Extra Information: 3 seminar hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: CYS

Mode of Instruction: In-person

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 3314F Governmentality Research

Section 570 Fall

2026

Instructor Information:

Professor: Maria Bernard
Email: mberna4@uwo.ca
Mode of instruction: In-person

To contact me: email mberna4@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: Can be found on Brightspace. Other dates are also available over zoom. Please give 72hrs notice to confirm appointments.

Land Acknowledgment

"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.

Course Description: An advanced seminar on the research methodologies of governmentality studies. Students will analyze literature, hypothesize questions, locate techniques, dispositifs, and policies of interest by applying the key concepts of governmentality studies to childhood and youth. This course will support the development of a research proposal utilizing a governmentality perspective that may be utilized for the 4th year research project (4403E & 4401F/G).

Prerequisites: Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G and any course in Childhood and Youth Studies at the 2200-level.

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 Learning Outcomes:

- Have general knowledge and understanding of the theoretical and methodological approaches around governmentality studies
- Become familiar with governmentality as a research methodology approach in the study of childhood and youth, and to critically understand how to utilize it in research and how it differs from other approaches
- Understand how to utilize and generate scholarly reviews and primary sources
- Apply ethical principles to research design
- Design a research study informed by a governmentality framework to explore a research question or hypothesis

General Learning Outcomes for CYS students:

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 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 8 – CYS Students make critical use of scholarly reviews and primary sources.

LO 10 – CYS Students respect the limits to their own knowledge. They appreciate how uncertainty, ambiguity, and limits to knowledge might influence analyses and interpretations.

Course Details:

This course begins on September 9th and continues until December 9th 2026, honouring all important dates derived from University approved guidelines and academic policies

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

Throughout the course you are expected to interact regularly with other students and with me, as your professor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning. This work may happen in smaller groups, or through opportunities to meet as a class online. Each student brings their own knowledge, experience, and interests to our learning community, which we will build on and use our course material (readings, discussions, lessons, etc) to amplify learning for everyone.

We will all be responsible for our own learning progress and also for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to our group. Welcome to our class!

Required text: Dean, M. M. (2009). *Governmentality: Power and Rule in Modern Society*. SAGE Publications. Other readings as directed in class schedule (links provided).

Library online version of the Mitchell Dean textbook link

https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/f0kqif/alma991045623814905163

Bookstore physical copies are also available or on Amazon for an approximate cost of \$124.95.

Course Evaluation:

Assignment 1: Tri-Council Policy Statement Ethics Tutorial — 5%

Students will complete the TCPS 2: CORE ethics tutorial and submit their certificate of completion. This assignment will be marked for completion.

Assignment 2: Reading Reflections — 20%

Students will complete ten handwritten, in-class reading reflections throughout the course. Each reflection is worth 2% and will be marked for completion.

Assignment 3: Research Design Blueprint — 10%

Assignment 4: Draft Research Proposal Presentation — 15%

Assignment 5: Final Research Proposal — 40%

Active and Informed Participation — 10%

ASSIGNMENT DETAILS WILL BE PROVIDED ON OWL BRIGHTSPACE.

**ALL ASSIGNMENTS ARE TO BE SUBMITTED ONLINE VIA OWL BRIGHTSPACE
(PLEASE DO NOT SUBMIT PHYSICAL COPIES OF YOUR ASSIGNMENTS).**

Weekly Schedule 2025

Week	Reading	Important Reminders & Due Dates
Sept 10	General introduction: Course Overview Who is Foucault? & Research Proposal Fundamentals The School of Life. (2015, July 3). <i>Philosophy - Michel Foucault</i> [Video recording]. https://www.youtube.com/watch?v=BBJTeNTZtGU Please watch 1-6min Besley, T. (2002). Chapter 1: An introduction to Foucauldian analysis. In <i>Counseling youth: Foucault, power, and the ethics of subjectivity</i> (pp. 1–23). Praeger. https://brill-com.proxy1.lib.uwo.ca/display/title/36556	Reading Reflection 1 Start thinking about a burning question in relation to childhood and youth
Sept 17	What is Foucauldian Analysis? What is Research Methodology? Dean, M. (2010). Chapter 1: Basic Concepts and Themes. In <i>Governmentality: Power and rule in modern society</i> (2nd ed., pp. 16–51). Sage. Bernard, M. (2016). Affirmative governmentality and the politics of youth inclusion: A critical analysis of youth voice and engagement in dominant political discourse in Ontario. <i>Canadian Review of Social Policy</i> (1987), 75(75), 113–137. Greig, A., Taylor, J., & MacKay, T. (2007). Designing and Doing Qualitative Research With Children. In <i>Doing Research with Children</i> (pp. 135–153). SAGE Publications Ltd. https://doi.org/10.4135/9781849209045	Reading Reflection 2
Sept 24	Understanding Governmentality Framework/Genealogy & Research Proposal Writing Dean, M. (2010). Chapter 2: Genealogy & Governmentality. In <i>Governmentality: Power and rule in modern society</i> (2nd ed., pp. 52–69). Sage. Abdulai, R. T., & Owusu-Ansah, A. (2014). Essential Ingredients of a Good Research Proposal for Undergraduate and Postgraduate Students in the Social Sciences. <i>SAGE Open</i>, 4(3), 1–14. https://doi.org/10.1177/2158244014548178	Reading Reflection 3 Topic for Research proposal Chosen

Oct 1	<i>Understanding Governmentality Framework & Genealogy</i> Dean, M. (2010). Chapter 3: Dependency and Empowerment. In <i>Governmentality: Power and rule in modern society</i> (2nd ed., pp. 75–88). Sage. Janes, J. E., Ibhawoh, B., Razack, N., & Gilbert, N. (2014). The Trouble With Triumph: Discourses of Governmentality in Mainstream Media Representations of Urban Youth. <i>Journal of Progressive Human Services</i>, 25(1), Article 1. https://doi.org/10.1080/10428232.2014.855988	Reading Reflection 4 ETHICS TRI-COUNCIL CERTIFICATE DUE Research Question workshop
Oct 8	<i>Understanding Foucault's Notions of Power</i> Dean, M. (2010). Chapter 4: Pastoral power, police and reason of the state. In <i>Governmentality: Power and rule in modern society</i> (2nd ed., pp. 89–116). Sage. Chapman-Nyaho, S., James, C. E., & Kwan-Lafond, D. (2011). "We Expect Much of You": Enlisting Youth in the Policing of Marginalized Communities. <i>Canadian Ethnic Studies</i>, 43(3– 1), 81–98. https://doi.org/10.1353/ces.2011.0048 Efron, S. E., & Ravid, R. (2018). Chapter 1: What is a literature review? In <i>Writing the Literature Review: A Practical Guide</i> (pp. 1–14). Guilford Publications. http://ebookcentral.proquest.com/lib/west/detail.action?docID=5522670	Reading Reflection 5 Gathering Literature Workshop
Oct 15	Reading Week- NO CLASS	
Oct 22	<i>Understanding Foucault's Notions of Power</i> Dean, M. (2010). Chapter 5: Bio-politics and Sovereignty. In <i>Governmentality: Power and rule in modern society</i> (2nd ed., pp. 117–132). Sage. Henderson, J., Coveney, J., Ward, P., & Taylor, A. (2009). Governing childhood obesity: Framing regulation of fast-food advertising in the Australian print media. <i>Social Science & Medicine</i>, 69(9), 1402–1408. https://doi.org/10.1016/j.socscimed.2009.08.025	Reading Reflection 6

Oct 29	<i>Understanding Foucault's Notions of Power</i> Dean, M. (2010). Chapter 7: Neo-liberalism and advanced liberal government. In <i>Governmentality: Power and rule in modern society</i> (2nd ed., pp. 175–204). Sage.	Reading Reflection 7
Nov 5	<i>Doing Genealogies & Foucauldian Discourse Analysis</i> Diaz-Bone, R., Bührmann, A. D., Rodríguez, E. G., Schneider, W., Kendall, G., & Tirado, F. (2007). The Field of Foucaultian Discourse Analysis: Structures, Developments and Perspectives. <i>Forum: Qualitative Social Research</i> , 8(2). https://www.proquest.com/docview/869232147/abstract/8EC32EB9F87B4852PQ/1 Tamboukou, M. (1999). Writing Genealogies: An exploration of Foucault's strategies for doing research. <i>Discourse: Studies in the Cultural Politics of Education</i> , 20(2), 201–217. https://doi.org/10.1080/0159630990200202	Reading Reflection 8 Research design workshop
Nov 12	<i>Understanding Counter-Conduct and Parrhesia</i> Lorenzini, D. (2016). From Counter-Conduct to Critical Attitude: Michel Foucault and the Art of Not Being Governed Quite So Much. <i>Foucault Studies</i> , 21(21), 7–21. https://doi.org/10.22439/fs.v0i0.5011	Reading Reflection 9 Research Proposal- Pulling it all together- Workshop
Nov 19	<i>Research Proposal Presentation</i> Ball, S. J. (2016). Subjectivity as a site of struggle: Refusing neoliberalism? <i>British Journal of Sociology of Education</i> , 37(8), Article 8. https://doi.org/10.1080/01425692.2015.1044072	Reading Reflection 10 RESEARCH PROPOSAL PRESENTATION DUE
Nov 26	<i>Looking Ahead: Governmentality, Power, and Genealogy</i> Dean, M. (2010). Conclusion: “Not Bad but Dangerous.” In <i>Governmentality: Power and rule in modern society</i> (2nd ed., pp. 250–26). Sage.	Reading Reflection 11 (optional if you missed one earlier)
Dec 3	<i>Drop in Online Support for Proposal</i>	FINAL RESEARCH PROPOSAL DUE

CYS Course Policies

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.

- **Please note that Friday Make-Up exams may only be written with instructor's consent.**
- **As of September 1, 2026, students will incur a fee of \$45.00 per make-up assessment booked with the Exam Office.**
- **As of September 1, 2026, for any Special Exams booked outside of the designated special exam days, students will incur a fee of \$75.00. The designated Special Exam Days for 2026-27 are January 8 and 9, 2027, and May 7 and May 12, 2027.**

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

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
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GENERAL
COURSE
POLICIES 2026-
27

1. Academic Accommodations (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](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible, and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website:
<https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., “complete 8 of 10 quizzes”), this flexibility will already address consideration needs and thus academic consideration may be denied.

For further information on the academic consideration policy, please see https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** 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 (i.e., you are scheduled to write 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](#)).

d) Religious Accommodations

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and their 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.

3. Support Services

Accessibility, Counselling and Student Development at King's University College:
<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Students experiencing emotional or mental health distress can access services at King's University College: <https://kings.uwo.ca/campus-life/student-supports/>

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

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

Academic Support Services at King's University College:
<https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health](#)

[and Wellness at King's.](#)

You can reach supports at King's 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 (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cellphone, 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://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

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.

6. 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 https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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 to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools 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.

7. 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.

8. 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.

9. 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.