



**3360F (570)**  
**GOVERNING GIRLHOOD**  
**Fall 2026**

Instructor: M. Robinford  
Email: [mmountfo@uwo.ca](mailto:mmountfo@uwo.ca)

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**Course Information**

**Calendar Description:**

This course will examine the historical development and current structure of law, policy, and social institutions which govern girlhood and produce gendered subjects. This will involve studying discursive structures that frame girls' self-surveillance and discipline, particularly in relation to their bodies. This course will prioritize an intersectional analysis that considers how adultism, heterosexism, cissexism, racism, colonialism, classism, and ableism shape girls' experiences.

**Pre-requisite(s):** Anti-requisite(s):

**Extra Information:**

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** Childhood and Youth Studies

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.

**King's University College**  
**CYS 3360F – Governing Girlhood**  
**Fall 2026**

**Course Information**

Governing Girlhood, 3360F, 570

Instructor: Mackenzie Robinford

Email: [mmountfo@uwo.ca](mailto:mmountfo@uwo.ca)

Office hours: Mondays 2:30-3:30pm via Zoom. Alternative times can be arranged by appointment.

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**Course Learning Outcomes**

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

- Articulate how structure and agency interact to produce gendered subjects.
- Critically reflect on how dominant discourse frames the governance of girls' bodies.
- Apply an intersectional lens to girls' experiences of power relations.
- Practice reflexivity by exploring how your personal values, knowledge, and life experiences of privilege and oppression shape your understanding of the course material.

Additionally, CYS 3360F contributes to Program Learning Outcomes for the Major and Honours Specialization/Certificates/Diplomas 1, 2, 3, 4, 7, 9, and 10:

- 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 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.
- 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.

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

## 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                                           | Reading                                                                                                                                                                                                                                                                                                     |
|--------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September 9  | Introduction                                    | No reading.                                                                                                                                                                                                                                                                                                 |
| September 16 | Gender Socialization and Social Constructionism | Osgood, J. & Robinson, K. H. (2019). Re-turns and dis/continuities of feminist thought in childhood research: indebtedness and entanglements. In J. Osgoode & K. H. Robinson's (Eds.) <i>Feminists Researching Gendered Childhoods: Generative Entanglements</i> . Bloomsbury Academic.                     |
| September 23 | Self-Surveillance and Discipline                | Raby, R. (2012). Regulating sexualized and gendered bodies. In R. Raby's <i>School Rules: Obedience, Discipline, and Elusive Democracy</i> . University of Toronto Press.                                                                                                                                   |
| September 30 | Body Modification and Adornment                 | Tazzyman, A. (2017). Learning womanhood: Body modification, girls and identity. In E. Rees (Ed.) <i>Talking Bodies: Interdisciplinary Perspectives on Embodiment, Gender, and Identity</i> .                                                                                                                |
| October 7    | Controlling Reproduction                        | Ryan, P. J. (2024). Eugenic Continuities: Youth, Sex, Disability, and the Rise of Liberal Eugenics in the Late Twentieth Century. <i>Journal of the History of Childhood and Youth</i> , 17(1), 104–126.<br><a href="https://doi.org/10.1353/hcy.2024.a916842">https://doi.org/10.1353/hcy.2024.a916842</a> |

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|----------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| October 14           | Reading Week                                                        | No readings ☺                                                                                                                                                                                                                                                                                                                                                                                                                              |
| October 21           | In-Class Essay                                                      | In-Class Essay Preparation Guide                                                                                                                                                                                                                                                                                                                                                                                                           |
| October 28           | Depictions of Romantic and Sexual Relationships in Media            | Aubrey, J. S., Dajches, L. & Teran, L. (2021). Media as a source of sexual socialization in emerging adults. In E. M. Morgan & M. H. M. van Dulmen's (Eds.) <i>Sexuality in Emerging Adulthood</i> . Oxford University Press.                                                                                                                                                                                                              |
| November 4           | Social, Cultural, and Criminal Justice Responses to Sexual Violence | Ussher, J. M., Hawkey, A., Perz, J., Liamputtong, P., Sekar, J., Marjadi, B., Schmied, V., Dune, T., & Brook, E. (2022). Crossing Boundaries and Fetishization: Experiences of Sexual Violence for Trans Women of Color. <i>Journal of Interpersonal Violence</i> , 37(5–6), NP3552–NP3584.<br><a href="https://doi.org/10.1177/0886260520949149">https://doi.org/10.1177/0886260520949149</a><br><br>R. v. McLeod, et al., 2025 ONSC 4319 |
| November 11          | Queer Girlhoods                                                     | Hoskin, R. A. (2020). “Femininity? It’s the Aesthetic of Subordination”: Examining Femmephobia, the Gender Binary, and Experiences of Oppression Among Sexual and Gender Minorities. <i>Archives of Sexual Behavior</i> , 49(7), 2319–2339.<br><a href="https://doi.org/10.1007/s10508-020-01641-x">https://doi.org/10.1007/s10508-020-01641-x</a>                                                                                         |
| November 18          | Disabled Girlhoods                                                  | Todd, A. (2024). <i>Crippling girlhood</i> (1st ed.). University of Michigan Press.                                                                                                                                                                                                                                                                                                                                                        |
| November 25          | Black Girlhoods                                                     | Epstein, R., Blake, J. J. & Gonzalez, T. (2017). Girlhood interrupted: The erasure of Black girls’ childhood. Centre on Poverty and Inequality, Georgetown Law.<br><a href="https://genderjusticeandopportunity.georgetown.edu/wp-content/uploads/2020/06/girlhood-interrupted.pdf">https://genderjusticeandopportunity.georgetown.edu/wp-content/uploads/2020/06/girlhood-interrupted.pdf</a>                                             |
| December 2           | Indigenous Girlhoods                                                | García-Del Moral, P. (2024). State Complicity: Settler Colonialism, Multisided Violence, and Missing and Murdered Indigenous Women and Girls in Canada. <i>Social Politics</i> .<br><a href="https://doi.org/10.1093/sp/jxae013">https://doi.org/10.1093/sp/jxae013</a>                                                                                                                                                                    |
| December 9           | Course Wrap Up                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| December Exam Period | Final Exam                                                          | In-Person Essay (as a final examination)<br>In-Person Final Essay Preparation Guide                                                                                                                                                                                                                                                                                                                                                        |

## Methods of Evaluation

| Assignment                                                                                                                                                                                                                      | Weight | Due Date |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------|
| <u>Course Engagement</u><br><br>Course engagement through reading, attendance, and participation is integral to your individual and our collective learning processes. You are expected to be an active learner by sharing your | 15%    | Weekly   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------|
| <p>perspectives on course material in small groups and class discussions.</p> <p>You will be evaluated on your contributions to class discussions and activities. Your grade will be based on the quality of your contribution rather than the quantity.</p>                                                                                                                                                                                                                                                                                       |     |                                   |
| <p><u>Critical Media Analysis</u></p> <p>In groups of 2-3, you will deliver a 10-12-minute presentation that connects a piece of media to the weekly topic. The goal of this assignment is to analyze how girlhood is represented, governed, and/or contested in everyday culture.</p> <p>Following your presentation, you will facilitate a reflective discussion about your piece of media.</p> <p>You can select from media sources like news articles, TV shows, movie scenes, social media content, podcasts, advertisements, books, etc.</p> | 15% | TBA                               |
| <p><u>In-Class Essay</u></p> <p>You will write an essay on sexual violence. You will be provided with a detailed preparation guide before the essay-writing date.</p>                                                                                                                                                                                                                                                                                                                                                                              | 35% | October 21                        |
| <p><u>In-Person Essay (final exam)</u></p> <p>You will write an essay on intersectional girlhoods. You will be provided with a detailed preparation guide before the essay-writing date.</p>                                                                                                                                                                                                                                                                                                                                                       | 35% | To be schedule during exam period |

### **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.

### **Academic Integrity**

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 can impact both your academic experience and your 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  
2026-27**

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## **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 assessment.
- If instructors have built flexibility into their assessments, this flexibility will already address consideration needs. (For example, if students need to submit X of Y assignments, this flexibility already provides consideration.)
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

For further information on the academic consideration policy, please see [https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](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

Western’s Mental Health Services site 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](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 ([health@uwo.ca](mailto: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 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://kings.uwo.ca/sites/2025/assets/files/campus/Kings\\_Code\\_of\\_Student\\_Conduct.pdf](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](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.