



Childhood and Youth Studies 3367F (570)
YOUTH, BORDERS, AND MIGRATION
Fall/ Winter 2026-2027

Instructor: B. Muller
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Course Information

Calendar Description:

A historical and contemporary inquiry into the law, policy, and practices of child and youth migration.

Prerequisite(s): 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

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 3367F S570: Youth, Borders & Migration

Once per week 3-hour seminar (in person)

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Website: www.biometricstate.com

Office Hours in-person or Zoom by appointment

COURSE DESCRIPTION

Through this seminar course, students will examine and challenge the ways in which media, literature, legislation, public policies, and everyday practices construct and deconstruct migrant childhoods, providing tools and insight for advocacy and engagement. Through interdisciplinary perspectives, the course will provide a comprehensive understanding of the socio-political, economic, and cultural influences on child migrants and borderlands childhoods.

LEARNING OBJECTIVES

1. Understand the primary developments and issues in the field of childhood studies and migration and borders.
2. Critically analyze the implications of migration and border policies and practices that differentiate, discipline, and enforce certain understandings and possibilities for children and childhood.
3. Develop, enhance, hone and apply tools and skills for educators, social workers, policy makers, and advocates that serve to empower immigrant children, enhance self-recognition, children's agency, and self-recognition.
4. Develop, enhance, hone, and apply critical thinking skills.
5. Develop, enhance, hone, and apply critical writing skills.
6. Develop, enhance, hone, and apply professional communication skills.

Additionally, CYS 3367F contributes to Program Learning Outcomes 3, 4, 6, 8 and 10:

- 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 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.
- 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 make critical use of scholarly reviews and primary sources.
- CYS Students respect the limits to their own knowledge. They appreciate how uncertainty, ambiguity, and limits to knowledge might influence analyses and interpretations.

GRADING

A+ >90%	Giddy up! This is excellent! Well Done.
A >80%	Extremely good. You're working hard and the work is paying off.
B 70-79%	Very Good work at this level of university; Mostly exceeds expectations.
C 60-69%	Satisfactory work; Average; You did what you had to do, but likely neither you nor I are not overly excited with it.
D 50-59%	Subpar. This is a big reason why I have office hours, so let's chat to facilitate improvement.
F <49%	Oops. It's obvious that there is a problem unless this was the result of a careless error in judgement. Let's work together to get you on track for success in your future assignments and assessments. Alternatively, Go on, Git!

Assignments *All assignments should be submitted through Brightspace*

Class Participation & Journal 15%	Book Review (Due 27 Oct) 25%
Jigsaw Exercises 10% (2x5%)	Issue Assessment (Due 1 Dec) 30%
Class Facilitation 20%	

Books [we will use significant portions of the following texts, as well as other sources. These are all available online and linked below, free of charge. Children Crossing Borders is open source, and the other two texts are available online through the Western Libraries.]

Children Crossing Borders: Latin American Migrant Childhoods, by Alejandra J. Josiowicz, Irasema Coronado: <https://open.uapress.arizona.edu/projects/children-crossing-borders>

Borders: A Very Short Introduction, by Alexander C. Diener and Joshua Hagen: <https://ebookcentral.proquest.com/lib/west/detail.action?docID=953195>

Children, Childhoods, and Global Politics, by J. Marshall Beier and Helen Berents: https://www.cambridge.org/core/books/children-childhoods-and-global-politics/0808A75B657634F5BC61DF98A5F0466F?utm_campaign=shareaholic&utm_medium=copy_link&utm_source=bookmark

PARTICIPATION & JOURNAL [15% OF FINAL GRADE]

Your participation grade is derived from several contributions. Participation is mandatory, and success in participation or in the course is not possible without full engagement with the material. Everyone has one "freebie", where your attendance/engagement in seminar or jigsaw will be overlooked. However, more than one absence – and in our environment, absence can also mean lack of engagement and not solely physical absence – will have negative results. You are encouraged to speak with your instructor about concerns at any time during the semester so we can create plans for your success and avoid problems, when and if we can. Life happens, I get it, but let's try and figure things out so you can thrive.

Marks will be awarded for raising questions and concerns pertinent to the assigned required readings, expressing cogent arguments, and general participation in the discussion that demonstrates some comprehension and critical engagement in the required material covered for that specific session. Talking to fill time and space will not result in positive marks. Before coming to class, students should read, view, and/or listen to the appropriate material listed in the syllabus, and consider the following before attending the seminar: what is the primary argument? What is particularly compelling and/ or relevant about the material? What kind of epistemological and ontological assumptions are made by the author(s)? Attempt to critically evaluate the internal and external logic of the argument(s) presented; reflect on the broader implications for the themes in our course; and raise at least two interesting and provocative discussion questions. **Students are required to upload a journal entry of no more than one page addressing some of the questions/issues above, and/or personal reflections, queries, clarifications, etc.**

CLASS FACILITATION [20% OF FINAL GRADE]

In groups of two or three, you are required to facilitate discussion focused on the assigned materials for one class. Sign up will take place on the first day of class, and the schedule will subsequently be posted on Brightspace. **Do not summarize the readings;** instead, critically engage the arguments presented and provide provocative and engaging questions and material to facilitate class discussion and offer your own insight. To help you and your peers prepare, you are required to upload EITHER a one-page study guide for the class not less than 24 hours prior to class, or a brief video or podcast study guide. This guide, whether in writing or audio/video, should be enticing and engaging, exciting students about the class ahead, and raise key points and questions that you intend to address.

JIGSAWS [10% OF FINAL GRADE – Dates for two jigsaws will be provided in Schedule]

This exercise encourages you to develop knowledge about a specific area, issue or debate surrounding the main themes discussed in class and to effectively and persuasively share this knowledge with your peers. Each jigsaw has three different topics. **Students will be assigned ONE JIGSAW topic and must come prepared to present this topic in 5 minutes to your group members;** the other members of your group will be assigned the other two topics, and they will each present their topics in turn. Each jigsaw exercise will be marked out of 5 through the completion of a self-evaluation document that must be submitted one-week after the Jigsaw exercise, and collectively Jigsaws are worth **10% of your final grade. All Jigsaw evaluations are subject to a grace period and will not be assessed until after the last class of the semester, meaning the last class is the absolute deadline without penalty for jigsaw submissions.**

BOOK REVIEW [25% of FINAL GRADE] you are required to choose one of the following:

Mexikid by Pedro Martin: <https://www.penguinrandomhouse.com/books/691514/mexikid-by-pedro-martin/>

Borders by Thomas King, Natasha Donovan: <https://www.harpercollins.ca/9781443460675/borders/>

Learning to Lead: Undocumented Students Mobilizing Education by Jennifer R. Najera: <https://www.dukeupress.edu/learning-to-lead>

Everything Sad is Untrue by Daniel Nayeri: <https://www.danielnayeri.com/everythingsadisuntrue>

A guideline entitled, *Critical Book Review Handout* along with a rubric will be provided in class and discussed. This information will also be posted online. The Book Review is a mandatory portion of the course and will be based on **one** of the texts linked above. This assignment should not exceed 1500 words and adhere to accepted academic citation styles. Further details and information will be included in the handout, and various style guides for MLA and Chicago Style are available online through the library portal.

Although this essay is based primarily on a single text, students are expected to raise course material in so far as it is relevant to the arguments and discussions presented. Students are also **strongly encouraged** to consult *The New York Review of Books* and *The London Review of Books* for samples of well written, engaging book review essays, of the sort expected for this assignment.

This assignment should not exceed 1500 words, is worth 25% of the final grade and is Due on 20 October 2026 at 11:59pm, but students will not receive penalty but will also receive less fulsome feedback if the assignment is submitted by 27 October 2026 at 11:59pm.

ISSUE ASSESSMENT [30% of FINAL GRADE]

Students will be provided with comprehensive essay guidelines after the reading break. This assignment will allow students to focus on a specific issue that we did (or did not) cover in our class related to the theme of Youth, Children and Borders and Migration. In consultation with the Professor, students are required to develop their own topic, **notifying the Professor in person or in writing NOT LATER THAN 10 NOVEMBER 2026**. The handout will provide not only instructions, but some potential topics, to which students are not restricted. *The final paper is due NOT LATER THAN 1 DECEMBER 2026 and should not exceed 2500 words.*

SUBMISSION GUIDELINES & LATE POLICY

There is no need to submit paper copies of any assignment, other than the final exam. All other assignments should be submitted in electronic form via Brightspace. Plagiarism detection software will be used. Please include your name, the course number, your section number. A title page is not necessary. **Word limits include references. APA or Harvard style referencing is necessary.** If you have questions or concerns about citations, please ask, and/or avail yourself of the excellent support at **The Write Place**. **Unless otherwise noted in the syllabus, late assignments will require official accommodations or an application of the academic considerations policy. There is plenty of flexibility in both types of assessment and submission deadlines; if this is insufficient, please speak with me.** ***PLEASE NOTE: All policies & handouts associated with this class are located on the course Brightspace page***

CYS Late Penalty Statement:

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.

CYS AI Prohibition Statement:

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.

FINAL NOTES

In this course, we will cover challenging and sometimes emotional material. This will demand your attention, commitment, patience, passion, and attentiveness. Along with a reasonable amount of reading and writing, I hope everyone learns to listen better, realizing how much more there is to know on any given topic, and move towards more clearly articulating your ideas. I can direct you to a series of policies and standards, and contacts for support, etc., which I will obviously make available on Brightspace. However, I want to emphasize a few important points here that I want you to keep in mind throughout the semester.

As someone whose research areas include technology, surveillance and security, I'm intimately aware of Artificial Intelligence: both its capabilities and its limitations. We will discuss this further in class, but the most essential question you need to ask yourself is: Why are you here and what you wish to gain from your experience at university? I will be with you for the entire semester, and I'm passionate about the material we cover in this course and committed to your engagement and success. I also realize it's not 1992, 1967, or 1885, so I'm conscious of the fact that technology is not something we can or ought to avoid or shut ourselves off from.

I hope that together, we can learn to manage and harness technology and be infected with a passion for the material we cover in the course – at least some of it or some aspects of it. Part of your job is to discover your specific passion. My purpose here is also to facilitate your success; Please try and remember this. If at any time material, assignments, etc. seem overwhelming, if you're having trouble, you're unclear about what we're doing, where we're headed, what the readings or assignments are

about, please reach out and speak with me. Challenges, problems, the temptation of ChatGPT, and a range of difficulties from in the classroom and beyond are a part of life and a part of an undergraduate education. My hope is that together we can navigate these challenges and have a rewarding and inspiring time together.

PLEASE NOTE: All other policies and handouts associated with this class are located on the course Brightspace page. As per University policies, the Professor also reserves the right to prevent students with poor attendance records from writing scheduled examinations.

**KING'S UNIVERSITY COLLEGE
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 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

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 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 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

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.