New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | Introduction to Girlhood |
| **Date** | 01/24/24 |
| **Major or Minor** | Major |
| **Proposer’s Name** | Dr. Renata Ferdinand/Dr. Mery Diaz |
| **Department** | AFR/Human Services |
| **Date of Departmental Meeting in which proposal was approved** | AFR: Oct. 6, 2022  HUS: Dec. 7, 2023 |
| **Department Chair Name** | Renata Ferdinand/Soyeon Cho |
| **Department Chair Signature and Date** | ***Dr. Renata Ferdinand Signed 02/05/2024 Dr. Soyeon Cho Signed 02/05/2024*** |
| **Academic Dean Name** | Dean Maureen Archer/Dean Justin Vazquez-Poritz |
| **Academic Dean Signature and Date 2/05/24** | **2/7/24** |
| **Brief Description of Proposal** (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | This proposal is for a new cross-listed course for AFR/HUS departments. It contains all required documents for new course proposals. |
| **Brief Rationale for Proposal** (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | This course is important to the department because it further explores the role of marginalized girls and complements the existing courses in AFR and HUS. It is important to the school and college because it keeps the school’s course options on par with other colleges and universities that have begun exploring girlhood as a serious academic inquiry. Note: Funding for this course was awarded through a BRESI grant (Black, Race, and Ethnic Studies Initiative grant). |

|  |  |
| --- | --- |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | **New submission** |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist. For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

### ALL PROPOSAL CHECK LIST

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | X |
| * Rationale for proposal | X |
| * Date of department meeting approving the modification | See dates |
| * Chair’s Signature | X |
| * Dean’s Signature | X |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | X |
| Documentation of Advisory Commission views (if applicable). |  |
| Completed [Chancellor’s Report Form.](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc) | X |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. |  |
| Detailed rationale for each modification (this includes minor modifications) |  |

**Quick Reference Guide to Preparing Chancellor’s University Reports**

#### Section AIV: New Course

**AIV.I. African American Studies/Human Services Course Number:** AFR/HUS 3200ID

**Title:** Introduction to Girlhood

#### Hours: 3

**Credits:** 3 Credits

**Prerequisites:** ENG 1101 and any previous AFR or HUS course

**Course Description:** Drawing from Girlhood Studies, this interdisciplinary course focuses on understanding girlhood experiences, identities, and well-being in the U.S. context from the late-twentieth century to today. Particular attention will be placed on marginalized girlhood.

**Rationale:** This course adds to the growing scholarship and academic inquiry in Girlhood Studies. It complements existing AFR courses in the department.

New York City College of Technology, CUNY NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) [Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | Introduction to Girlhood |
| **Proposal Date** | 01/24/24 |
| **Proposer’s Name** | Dr. Renata Ferdinand/Dr. Mery Diaz |
| **Course Number** | AFR/HUS 3200ID |
| **Course Credits, Hours** | 3, 3 |
| **Course Pre / Co-Requisites** | ENG 1101 and any previous AFR/HUS course |
| **Catalog Course Description** | Drawing from Girlhood Studies,  this interdisciplinary course focuses on understanding girlhood experiences, identities, and well-being in the U.S. context from the late- twentieth century to today. Particular attention will be placed on marginalized girlhood. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | This course is important to the department because it further explores the role of marginalized girls and complements the existing courses in AFR and HUS. It is important to the school and college because it keeps the school’s course options on par with other colleges and universities that have begun exploring girlhood as a serious academic inquiry. Note: Funding for this course was awarded through a BRESI grant (Black, Race, and Ethnic Studies Initiative grant). |
| **CUNY – Course Equivalencies** Provide information about equivalent courses within CUNY, if any. | Hunter College’s course, Growing Up Girl |

|  |  |
| --- | --- |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | Individual and Society |
| **For Interdisciplinary Courses:**   * Date submitted to ID Committee for review * Date ID recommendation received * Will all sections be offered as ID? Y/N | 01/25/24 |
|  |
| Y |
| **Intent to Submit as a Writing Intensive Course** | No |

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

### NEW COURSE PROPOSAL CHECK LIST

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description | X |
| * Brief Rationale | X |
| * CUNY – Course Equivalencies | X |
| Completed [Library Resources and Information Literacy Form](https://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form-rev3F16.doc) | X |
| **Course Outline**  Include within the outline the following. |  |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | X |
| Prerequisites/Co- requisites | X |
| Detailed Course Description | X |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | X |
| Example Weekly Course outline | X |
| Grade Policy and Procedure | X |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | X |
| Library resources and bibliography | X |
| **Course Need Assessment.**  Describe the need for this course. Include in your statement the following information. |  |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | Gender and Sexuality Studies, AFR, HUS |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | 20 |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | No |
| Where does this course overlap with other courses, both within and outside of the department? | Does not overlap |

|  |  |
| --- | --- |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | Yes |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | No |
| **Course Design**  Describe how this course is designed. |  |
| Course Context (e.g. required, elective, capstone) | X |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | X |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | X |
| How does this course support Programmatic Learning Outcomes? | X |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | X |
| **Additional Forms for Specific Course Categories** |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | X |
| Interdisciplinary Committee Recommendation (if applicable and if received)\*  \*Recommendation must be received before consideration by full Curriculum Committee |  |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) |  |
| Writing Intensive Form if course is intended to be a WIC (under development) |  |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. |  |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). |  |
| Established Timeline for Curricular Experiment |  |

### LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION

Please complete for **all** major curriculum modifications. This information will assist the library in planning for new courses/programs.

Consult with your library faculty subject specialist (<http://cityte.ch/dir>) **3 weeks before the proposal deadline**.

**Course proposer:** please complete boxes 1-4. **Library faculty subject specialist:** please complete box 5.

|  |  |  |
| --- | --- | --- |
| **1** | **Title of proposal**  Introduction to Girlhood | **Department/Program**  AFR/HUS |
| **Proposed by** (include email & phone) Dr. Renata Ferdinand ([Renata.Ferdinand92@citytech.cuny.edu](mailto:Renata.Ferdinand92@citytech.cuny.edu)  Dr. Mery Diaz [(Mery.Diaz32@citytech.cuny.edu](mailto:(Mery.Diaz32@citytech.cuny.edu) | **Expected date course(s) will be offered**  Fall 2024  **# of students 20** |

|  |  |
| --- | --- |
| **2** | **The library cannot purchase reserve textbooks for every course at the college, nor copies for all students. Consult our website (**[**http://cityte.ch/curriculum**](http://cityte.ch/curriculum)**) for articles and ebooks for your courses, or our open educational resources (OER) guide (**[**http://cityte.ch/oer**](http://cityte.ch/oer)**). Have you considered using a freely-available OER or an open textbook in this course?**  All readings will be Open Access or accessed through the Library Database. |

|  |  |
| --- | --- |
| **3** | **Beyond the required course materials, are City Tech library resources sufficient for course assignments? If additional resources are needed, please provide format details (e.g. ebook, journal, DVD, etc.), full citation (author, title, publisher, edition, date), price, and product link.**  Journal: *Girlhood Studies: https://*[*www.berghahnjournals.com/view/journals/girlhood-studies/girlhood-*](http://www.berghahnjournals.com/view/journals/girlhood-studies/girlhood-) *studies-overview.xml* |

|  |  |
| --- | --- |
| **4** | **Library faculty focus on strengthening students' information literacy skills in finding, critically evaluating, and ethically using information. We collaborate on** |

**developing assignments and customized instruction and research guides. When this course is offered, how do you plan to consult with the library faculty subject specialist for your area? Please elaborate.**

We will consult the library specialist for research sessions for midterm and final projects. We will also consult the library specialist for customized instruction sessions on conducting research and finding research materials.

|  |
| --- |
| **5** |
| **Library Faculty Subject Specialist Comments and Recommendations**  **Date 1/24/24** |

### NEW YORK CITY COLLEGE OF TECHNOLOGY THE CITY UNIVERSITY OF NEW YORK

**AFRICAN AMERICAN STUDIES DEPARTMENT- L634** **HUMAN SERVICES DEPARTMENT-805A ACADEMIC COMPLEX**

#### (718) 260-5135

**ID COURSE: Introduction to Girlhood Course Description**

Drawing from the field of Girlhood Studies, this interdisciplinary course will focus on understanding girls' diverse experiences, identities, and welfare in the United States from the late twentieth century to the present. Emphasis will be placed on exploring the experiences of marginalized girlhoods. Using diverse mediums such as literature, essays, scholarly articles, speeches, narratives, poetry, short stories, excerpts from plays, place- based learning, and audiovisual materials, this course encourages students to analyze how girls' social positionings—such as race, gender, class, sexuality, abilities, citizenship, and geography—intersect with larger societal influences like neoliberalism, transnationalism, and globalization, which significantly shape the lives, agency, and voices of girls.

Furthermore, students will examine girlhood as a socially constructed concept and a category perpetuated through societal structures and relationships (including schools, families, peer groups, popular culture, and political institutions). It will also examine social justice approaches that aim to rectify systemic disparities and enhance girls' overall well- being.

#### Course Objectives

* Examine how girlhood is a socially constructed category whose definition changes depending on forces of race, class, ethnic or national identity, gender identity, sexual orientation, geography, and historical era.
* Recognize how intersecting categories of identity influence girls’ and young women’s experiences at various life stages.
* Discover ways to empower girls and diminish the threats they face in their everyday lives.
* Examine how girls accommodate, negotiate, and/or resist prevailing ideas of “girlhood.”
* Examine the continuities and changes between girls’ social realities and girlhood as a cultural construction of gendered ideals.
* Examine the relationship between feminist discourses and theories about girls and girlhood.
* Examine girls' challenges and opportunities in education, health, and socio-political realms.
* Examine policies and practices that support the well-being of girls.
* Discuss the importance of advocacy, activism, and empowerment of girls.

**General Education Learning Goals**: Breath of Knowledge; Skills of Inquiry, Analysis, and Communication.

#### Credits: 3 Hours: 3

**Prerequisites: ENG 1101 and Any previous AFR or HUS course Required Reading:** Open Access Materials

#### Course Format

This course consists of group discussions, screenings, and in-class exercises, among other methods, designed to help you develop your critical reading, thinking skills, and oral and written communication abilities. You will be expected to stay current with the reading and attend class ready to participate in discussions actively. Additionally, you will be graded on your written work in reflections, in-class writing assignments, and a final presentation to the class. Expectations for classroom behavior include but are not limited to:

* Working, learning, and listening to each other
* Engaging in the thoughtful presentation of ideas, sharing the floor, and critically assessing each other ideas (no ridiculing or demeaning personal experiences and ideas)
* Respecting differing opinions

**Required Text:** All readings will be Open Access or accessed through the Library Database.

#### Center for Student Accessibility

The Center for Student Accessibility (CSA) is located in the Atrium Building (A-237) and provides accommodations for students with documented disabilities. For more information, please call (718) 260- 5143 or email John Currie at [jcurrie@citytech.cuny.edu.](mailto:jcurrie@citytech.cuny.edu) If you have an IEP or have received extra time on tests in the past, you need to coordinate with CSA early in the semester. Finally, please keep in mind throughout the semester that if any question, problem, or confusion should arise contact me so that we can address whatever may prevent you from completing this course.

#### Policy on Academic Integrity

New York City College of Technology Policy on Academic Integrity Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited at The City University of New York and at the New York City College of Technology. It is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog. Students are expected to be familiar with the accepted academic principles regarding plagiarism. If ANY section, no matter how small of your work, is plagiarized, you will get a ZERO for that paper, with no rewrites.

#### Course Assignments and Grading

Assignments are due on time. Request for extensions must be made before the due date and will ONLY be given in extenuating circumstances and may require documentation (e.g. doctor’s note). Please notify the instructor immediately if a problem arises. **Late work is not accepted**.

* ***(Final) Digital Girlhood Assignment*:** A picture is worth a thousand words, as the old saying goes, but with more than 400 million users, half of whom are under 30, the photo-sharing platform Instagram can be worth a lot more than a thousand words if you are a teacher. Students will work to develop an Instagram Story from one of the readings. This assignment seeks to educate users on any aspect of Girlhood studied in the class. This project is meant to introduce the importance of Girlhood to a larger audience. Details and guidelines for this assignment will be provided.
* ***Beyond the Classroom Experience***: All students must complete two Beyond the Classroom Experiences. These experiences include visiting an approved site for further exploration. Each must be written up in an essay using the rubric provided. These are due within 14 days of the activity. More information will be provided.
* ***Girlhood Representations Analysis Paper***: Students are asked to reflect on and analyze a representation of girls and girlhoods from contemporary media and popular culture. Papers should be approximately 1500 words (4-5 double-spaced pages) and include at least ONE course reading and TWO additional academic sources. Your paper must be properly cited, including a complete bibliography. For this paper, students must reflect on a representation of girls (individual characters) or girlhoods (depiction of girl culture) in a film, television series, or book. Papers should include a short description or summary of the character/film/series/book you have chosen (no more than 350 words) and a critical reflection on how girls and girlhoods are constructed, understood, and represented in a specific context.

#### Participation

* ***Class Discussion Leadership*:** Each student (independently or in pairs) will lead a discussion of the readings during one class meeting (for about 30 minutes). Students will submit any slides, materials, or written questions before class time. Students will sign up for the class they will lead during the first week of class.
* ***Discussion Question*:** Each student will submit ONE discussion question based on an assigned course reading and a response to the question posed (i.e., how would you answer the question?). A good discussion question will take up an aspect of the reading (one of the author’s main points, a key concept, etc.), offer a brief explanation, and pose a question or series of related questions. Questions should be phrased to invite detailed responses rather than simply “yes” or “no” answers. At the beginning of the term, students will sign up to submit a discussion question on a given date throughout the term. Discussion questions are due by 11:59 p.m. the day before your assigned class. Your questions will then be posed to the class during the discussion.
* ***Participation- Think, Through, Write, & Do*:** Students will be evaluated on their participation in the course, which includes but is not limited to responding and engaging with peers in class discussion, a written response connected to a reading or discussion topic, group work to discuss and analyze articles/blog posts/videos/etc. and related to that week’s topic.

**Course Outline and Weekly Schedule (*All readings must be completed before class)***

#### Week 1: Introduction: The Rationale of Girlhood Studies.

* Class Business: Sign up for leadership assignments and discussion questions.
* Read Kearney, Mary Celeste, “Coalescing: The Development of Girls’ Studies”

*National Women’s Studies Association: A Journal*, Vol. 21 No. 1 (Spring 2009)

* Read Lipkin, Elline “Learning to Be a Girl, Learning to Be a Woman,” pgs. 1-39 in Girls’ Studies.
* Listen: https://podcasts.apple.com/us/podcast/young-girls-in-advanced- education/id1397485436?i=1000488663206

#### In-class Assignment: Write a six-word memoir. Be prepared to discuss. Week 2: Theorizing and Conceptualizing Girlhood

* Driscoll, Catherine, “Girls Today: Girls, Girl Culture and Girl Studies” *Girlhood Studies* Vol 1(1), pgs. 13-32.
* Brown, Ruth Nicole, “Theorizing Narrative Discrepancies of Black Girlhood,” Black Girlhood Collective, pgs. 31-40.

#### In-class assignment: Develop a bibliography of 5 different sources: books, movies, music, and art, representative of who you are and your experiences. Be prepared to discuss this in class.

**Week 3: What is the meaning of ‘Girl’?**

* Read Crenshaw, Kimberle Williams, “Black Girls Matter: Pushed Out, Overpoliced and Under-protected,” African American Policy Forum (2015)
* Read Valdivia, Angharad, “This Tween Bridge Over My Latina Girl Back: The U.S. Mainstream Negotiates Identity” (2011) from Mediated Girlhood: New Explorations of Girls’ Media Culture.
* Queering Girlhood Barbara Jane Brickman https://[www.berghahnjournals.com/view/journals/girlhood-](http://www.berghahnjournals.com/view/journals/girlhood-) studies/12/1/ghs120102.xml?rskey=mh2OJS&result=1
* Listen: [https://podcasts.apple.com/us/podcast/defining-girls-](https://podcasts.apple.com/us/podcast/defining-girls-girlhood/id1397485436?i=1000529445968) [girlhood/id1397485436?i=1000529445968](https://podcasts.apple.com/us/podcast/defining-girls-girlhood/id1397485436?i=1000529445968)

*\*Guest Lecturer: (ENG) Laura Westengard, “What does it mean to be a girl?”*

#### Week 4: Gender, Space, Play, and Work

* Read Wohlwend, Karen E. “Damsels in Discourse: Girls Consuming and Producing Identity Texts Through Disney Princess Play.” Reading Research Quarterly, Vol. 44(1), pgs. 57-83.
* Read Lester, Neal “Disney’s The Princess and the Frog: The Pride, the Pressure, and the Politics of Being a First,” The Journal of American Culture 33(4), pgs. 294- 308.
* Besen-Cassino, Y. “Race, Class, and Gender Inequality”: An Intersectional Approach. *The Cost of Being a Girl*.” P. 103-126.

#### Week 5: Girls and Media Representations

* *Group Participation Day*: Read Kirsch, Alexandra C., Murnen, Sarah K. “Hot Girls’ and Cool Dudes’: Examining the Prevalence of the Heterosexual Script in American Children’s Television Media.” Psychology of Popular Media Culture, Vol 4(1), pgs. 18-30.
* Read Lipkin, Elline, “Getting and Making the Message: Girls and Media” pp. 125- 166 in Girls’ Studies.

*\*Guest Lecturer: (ENG) Ruth Garcia, “Girls, Media, and the Representation of Girlhood”*

#### Assignment Due: Representational Analysis Pape

**Week 6: School Experiences**

* Read, Epstein, Rebecca, Blake, Jamilia, and Thalia Gonzalez, “Girlhood Interrupted: The Erasure of Black Girls’ Childhood.” Center on Poverty and Inequality, Georgetown Law.
* Read Carillo, Juan F and Esmeralda Rodriquez, “She Doesn’t Even Act Mexican: Smartness Trespassing in the New South,” Race Ethnicity and Education (2016).
* [Co-constructing testimonios: Critical narratives of Latinx student college success.](https://scholar.google.com/scholar?oi=bibs&cluster=6508154984492130584&btnI=1&hl=en) MF Diaz, I Cruz, K Legarreta, M Lopez, B Vazquez - The Routledge International Handbook of Autoethnography in Educational Research 2022.
* Liste: https://podcasts.apple.com/us/podcast/young-girls-in-advanced- education/id1397485436?i=1000488663206

*\*Guest Lecturer: (HUS) Mery Diaz Narratives of Girlhood School Experiences*

#### Assignment Due: \*\*\*1st Beyond the Classroom Should Be Submitted by this week

**Week 7: The Cost of Being a Girl**

* S Goodkind (2009). [“You can be anything you want, but you have to believe it”:](https://scholar.google.com/scholar?oi=bibs&cluster=12257626122375210692&btnI=1&hl=en) [Commercialized feminism in gender-specific programs for girls.](https://scholar.google.com/scholar?oi=bibs&cluster=12257626122375210692&btnI=1&hl=en) - Signs: Journal of Women in Culture and Society, 2009.
* Brown, M. (2016). The Sad, the Mad, and the Bad: Co-Existing Discourses of Girlhood Child Youth Care Forum (2011) 40:107–120 DOI 10.1007/s10566-010- 9115-5
* Savannah Shange. 2019. “Black Girl Ordinary: Flesh, Carcerality, and the Refusal of Ethnography.” Transforming Anthropology 27 (1): 3-21.
* **Listen:** https://podcasters.spotify.com/pod/show/sgwi-innovation- station/episodes/57--Innovations-in-Climate-Storytelling-e2c7her

#### Week 8: Girls and Mental Health

* Olympia L K Campbell, David Bann, Praveetha Patalay,(2021) The gender gap in adolescent mental health: A cross-national investigation of 566,829 adolescents

across 73 countries, SSM - Population Health, Volume 13, 2021, 100742, ISSN

2352-8273,

* U.S. Teen Girls Experiencing Increased Sadness and Violencehttps://[www.cdc.gov/media/releases/2023/p0213-yrbs.html](http://www.cdc.gov/media/releases/2023/p0213-yrbs.html)
* Yoon, Eisenstadt, M., Lereya, S. T., & Deighton, J. (2022). Gender difference changes adolescents’ mental health and subjective well-being trajectories. European Child & Adolescent Psychiatry, 32(9), 1569–1578. [https://doi.org/10.1007/s00787-](https://doi.org/10.1007/s00787-022-01961-4) [022-01961-4](https://doi.org/10.1007/s00787-022-01961-4)
* Listen https://tradeoffs.org/2023/09/14/girls-mental-health/

*\*Guest Lecturer: (HUS) Mery Diaz On Girls and Mental Health*

#### Week 9: Gender Violence and Resistance

* *Group Participation Day*: Read Pomerantz, Shauna, Raby, Rebecca, and Stefanik, Andrea, “Girls Run the World?: Caught Between Sexism and Post-feminism in School” in Gender & Society, Vol. 27(2), pgs. 185-207.
* Read Tolman, Deborah L & Higgens, Tracy “How Being a ‘Good Girl’ Can be Bad for Girls” pgs. 205-225” in Bad Girls/Good Girls: Women, Sex and Power in the Nineties.
* Read Gonick, Marina, Renold, E., Ringrose, J., and Weems, L. “Rethinking Agency and Resistance: What Comes After Girl Power? Girlhood Studies 2(2), pgs. 1-9.
* Mélanie Grué, “Trauma and Survival in Dorothy Allison’s Bastard Out of Carolina, or the Power of Alternative Stories,” from Trauma Narratives and Herstory, 2013.
* Lilli Loveday (she/her/hers), Jenny Rivett (she/her/hers) & Rosie Walters (she/her/hers) (2023) Understanding girls’ everyday acts of resistance: evidence from a longitudinal study in nine countries, International Feminist Journal of Politics, 25:2, 244-265, DOI: [10.1080/14616742.2021.1996258](https://doi.org/10.1080/14616742.2021.1996258)
* Gonick, M., Vanner, C., Mitchell, C., & Dugal, A. (2021). ‘We Want Freedom Not Just Safety’: Biography of a Girlfesto as a Strategic Tool in Youth

Activism. *YOUNG*, *29*(2), 101-118. <https://doi.org/10.1177/1103308820937598>

#### Week 10: Love and Sexuality

* Hussett-Richardson, S., Gabriel, C., & Opara, I. (2022). The Dreamer Girls Project Policy Report. Available here: [www.oparalab.org](http://www.oparalab.org/) https://oparalab.org/wp- content/uploads/2023/05/Dreamer-Girls-Project-2022-Policy-Report.pdf
* Pfeiffer EJ. Narratives on Reproductive Justice Among Black Adolescent Girls in Clinical Research in the US. Med Anthropol. 2023 Apr 3;42(3):222-235. doi: 10.1080/01459740.2023.2185145. Epub 2023 Mar 2. PMID: 36862834; PMCID: PMC10133191.
* Christina Carney, Anya Wallace, Jillian Hernandez. 2016. “Sexual Knowledge and Practiced Feminisms: On moral panic, Black girlhoods, and Hip Hop.” Journal of Popular Music Studies 28: 412-426.
* https://[www.ncbi.nlm.nih.gov/pmc/articles/PMC8881290/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC8881290/)
* bell hooks, Communion: The Female Search for Love

*\*Guest Lecturer: (HUM) Sandra Cheng, “Reproductive Health and Girls”*

#### Week 11: Decolonizing Girlhood, Activism, & Social Change

* Read Keller, Jessalyn Marie, “Virtual Feminisms: Girls’ Blogging Communities, Feminist Activism and Participatory Politics,” in Information, Communication and Society Vol. 15(3), pgs. 429-447.
* [Battle, Nishaun T. 2021. “Black Girls and the Beauty Salon: Fostering a Safe Space](https://journals.sagepub.com/doi/full/10.1177/08912432211027258) [for Collective Self-Care.” *Gender and Society* 35 (4): 557-566.](https://journals.sagepub.com/doi/full/10.1177/08912432211027258)
* Terriquez, Veronica and Ruth Milkman. 2021. “Immigrant and Refugee Youth Organizing in Solidarity With the Movement for Black Lives.” Gender and Society 35 (4): 577-587.
* Robinson, Lindsay. "Troubling Girl Power Environmentalism: Indigenous Girls, Climate Change Activism, and a Relational Ethic of Responsibility". *Children, Childhoods, and Global Politics*, edited by J. Marshall Beier and Helen Berents, Bristol, UK: Bristol University Press, 2023, pp. 167-

179. <https://doi.org/10.56687/9781529232332-015>

* Reimagining Girlhood in White Settler-Carceral States by S de Finney · 2019 girlhood-studies-ghs120302.pdf

\*\*\*\*Discussion of Digital Girlhood Assignment

#### Assignment Due:\*\*\*1st Beyond the Classroom Should Be Submitted by this week

**Week 12: Critical Listening Week**

To engage more deeply, this week, we will analyze musical selections that center, represent, or reflect girls and girlhood. Some questions we will address to help shape our discussions are:

* What stands out beyond the lyricism of the musical text? What do you hear?
* What catches your attention? How does what the track sounds like impact the story/narrative being read?
* If this is your first time listening to this musical selection, what state of mind does it put you in? If this is not your first time, what has changed/caught your attention since the first time you heard it?

**Week 13: Final Project In-class workshop Week 14: Student Presentations**

**Week 15: Student Presentations**

**Bibliography**

Aronowitz, Teri, and Ethel Agbeshie. “Nature of Communication: Voices of 11–14 Year- Old African-American Girls and Their Mothers in Regard to Talking About Sex.” *Issues in Comprehensive Pediatric Nursing 35*, no. *2* (2012): 75–89.

Barrie, Rabiatu E., Kimberly Langrehr, Gihane Jeremie-Brink, Nickecia Alder, Amber Hewitt, and Anita Thomas. “Stereotypical Beliefs and Psychological Well-Being of African American Adolescent Girls: Collective Self-Esteem as a Moderator.” *Counselling Psychology Quarterly 29*, no. *4* (2016): 423–442.

Besen-Cassino, Y. “Race, Class, and Gender Inequality”: An Intersectional Approach. Brown, Ruth Nicole, “Theorizing Narrative Discrepancies of Black Girlhood,” Black Girlhood Collective, pgs. 31-40.

Brooks, Wanda and Jonda McNair. “‘Combing’ through Representations of Black Girls’ Hair in African American Children’s Literature.” *Children’s Literature in Education 46* (2015): 296–307.

Burk, Brooke N. “Black Girls’ Perceptions of Health and Ideal Body Types.” *Journal of Gender Studies 24*, no. *5* (2015): 496–511.

Butler-Barnes, Sheretta T., Pamela P. Martin, Elan C. Hope, Nikeea Copeland-Linder, and Marquisha Lawrence Scott. “Religiosity and Coping: Racial Stigma and Psychological Well-Being among African American Girls.” *Journal of Religious Health 57* (2018): 1980– 1995.

Brown, Ruth Nicole. *Hear Our Truths: The Creative Potential of Black Girlhood*. Urbana, IL: University of Illinois Press, 2013.

Carillo, Juan F and Esmeralda Rodriquez, “She Doesn’t Even Act Mexican: Smartness Trespassing in the New South,” Race Ethnicity and Education (2016).

Carter, Rona, Cleopatra Howard Caldwell, Niki Matusko, and Toni Antonucci. “Ethnicity, Perceived Pubertal Timing, Externalizing Behaviors, and Depressive Symptoms among Black Adolescent Girls.” *Journal of Youth and Adolescence 40* (2011): 1394–1406.

Crenshaw, Kimberle Williams, “Black Girls Matter: Pushed Out, Overpoliced and Under- protected,” African American Policy Forum (2015).

Davis-Maye, Denise and Tonya Perry. “Momma’s Girl: The Significance of Maternal Figure Support in the Development of Hope for African-American Girls.” *Journal of Human Behavior in the Social Environment 15*, no. *2–3* (2007): 307–328.

Danticat, Edwidge. “Message to My Daughters.” In *The Fire This Time: A New Generation Speaks About Race*, edited by Jesmyn Ward, 205–215. New York: Routledge, 2016.

Driscoll, Catherine, “Girls Today: Girls, Girl Culture and Girl Studies” *Girlhood Studies*

Vol 1(1), pgs. 13-32.

Davis-Maye, Denise, and Tonya E. Perry. “Momma’s Girl: The Significance of Maternal Figure Support in the Development of Hope for African-American Girls.” *African American Behavior in the Social Environment 15*, no. *2* (2007): 307–327.

Diaz M., & Shepard, B. (2019). Narrating Practice with Childrend and Adolescence. Columbia University Press: New York.

Epstein, Rebecca, Jamilia Blake, and Thalia Gonzalez. “*Girlhood Interrupted: The Erasure of Black Girls’ Childhood*.” Center on Poverty and Inequality. Georgetown Law, August 14, 2017, 1–19. [www.law.georgetown.edu/poverty-inequality-center/wp-](http://www.law.georgetown.edu/poverty-inequality-center/wp-) content/uploads/sites/14/2017/08/girlhood-interrupted.pdf.

Evans-Winters, Venus, and Girls of Gender Equity. “Flipping the Script: The Dangerous Bodies of Girls of Color.” *Cultural Studies, Critical Methodologies 17*, no. *5* (2017): 415– 423.

French, Bryana H. “More Than Jezebels and Freaks: Exploring How Black Girls Navigate Sexual Coercion and Sexual Scripts.” *Journal of African American Studies 17* (2013): 35– 50.

Gonick, Marina, Renold, E., Ringrose, J., and Weems, L. “Rethinking Agency and Resistance: What Comes After Girl Power? Girlhood Studies 2(2), pgs. 1-9.

Hall, Camille J. “Mother–Daughter Relationships, Self-Esteem, and Problem Solving: Do Socialization Practices Matter?” *Journal of Human Behavior in the Social Environment 25* (2015): 137–146.

Hannah-Jones, Nikole. “Choosing a School for My Daughter in a Segregated City: How One School Became a Battleground over Which Children Benefit from a Separate and Unequal System.” *The New York Times Magazine*, June 12, 2016. [www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-](http://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-) segregated-city.html.

Harris, Anita, “The ‘Can-Do’ Girl Versus the ‘At-Risk’ Girl” pgs. 13-36 in Future Girl: Young Women in the 21st Century.

Hill, Dominique C. “Blackgirl, One Word: Necessary Transgressions in the Name of Imagining Black Girlhood.” *Cultural Studies, Critical Methodologies 19*, no. *4* (2019): 275–283.

Hussett-Richardson, S., Gabriel, C., & Opara, I. (2022). The Dreamer Girls Project Policy Report. Available here: [www.oparalab.org](http://www.oparalab.org/) https://oparalab.org/wp- content/uploads/2023/05/Dreamer-Girls-Project-2022-Policy-Report.pdf

Kearney, Mary Celeste, “Coalescing: The Development of Girls’ Studies” *National Women’s Studies Association: A Journal*, Vol. 21 No. 1 (Spring 2009)

Kirsch, Alexandra C., Murnen, Sarah K. “Hot Girls’ and Cool Dudes’: Examining the Prevalence of the Heterosexual Script in American Children’s Television Media.” Psychology of Popular Media Culture, Vol 4(1), pgs. 18-30.

Kehily, Mary Jane, “Contextualizing the Sexualization of Girls Debate: Innocence, Experience and Young Female Sexuality,” Gender and Education, Vol 24(3), pgs. 255-268.

Keller, Jessalyn Marie, “Virtual Feminisms: Girls’ Blogging Communities, Feminist Activism and Participatory Politics,” in Information, Communication and Society Vol. 15(3), pgs. 429-447.

Lindsey, Treva. “Ain’t Nobody Got Time for That: Anti-Black Girl Violence in the Era of #SayHerName.” *Urban Education 53*, no. *2* (2018): 162–175.

Lipkin, Elline “Learning to Be a Girl, Learning to Be a Woman,” pgs. 1-39 in Girls’ Studies.

Lipkin, Elline, “Getting and Making the Message: Girls and Media” pp. 125-166 in Girls’ Studies.

Lipkin, Elline, “Girls Bodies, Girls’ Selves: Body Image, Identity and Sexuality” pgs. 41- 89 in Girls’ Studies.

Lester, Neal. “Disney’s The Princess and the Frog: The Pride, the Pressure, and the Politics of Being a First.” *The Journal of American Culture 33*, no. *4* (2010): 294–308.

Lewis, Marva L. “Getting the Parts Straight: The Psychology of Hair Combing Interaction Between African-American Mothers and Daughters.” In *Black Motherhood(s): Contours, Contexts and Considerations*, edited by Karen T. Craddock, 204–220. Bradford, Ontario: Demeter Press, 2015.

Lindsey, Treva. “‘One Time for My Girls’: African-American Girlhood, Empowerment, and Popular Visual Culture.” *Journal of African American Studies 17* (2012): 22–34.

Lipford Sanders, Jo-Ann, and Bradley, Carla. “Multiple-lens paradigm: Evaluating African American girls and their development.” *Journal of Counseling and Development 83* (2005): 299–304.

Morris, Monique. *Pushout: The Criminalization of Black Girls in School*. New York: The New Press, 2016.

Morrison, Toni. *The Bluest Eye*. New York: Vintage Books, 2007.

Muhammad, Gholnecsar E., and Sherell A. McArthur. “‘Styled by Their Perceptions’: Black Adolescent Girls Interpret Representations of Black Females in Popular Culture.” *Multicultural Perspectives 17*, no. *3* (2015): 133–140.

Nichols, Tracy, and Regina McCoy. “Black Mothers’ Messages of Pride to Their Adolescent Daughters.” In *Black Motherhood(s): Contours, Contexts and Considerations*, edited by Karen Craddock, 185–203. Bradford, Ontario: Demeter Press, 2015.

Noble, Safiya. “Google Has a Striking History of Bias Against Black Girls.” *Time.com*. March 26, 2018. https://time.com/5209144/google-search-engine-algorithm-bias-racism/.

Phelps-Ward, Robin J., and Crystal T. Laura. “Talking Back in Cyberspace: Self-love, Hair Care, and Counter Narratives in Black Adolescent Girls’ YouTube vlogs.” *Gender and Education 28*, no. *6* (2016): 807–820.

Plybon, Laura E., Heidi Holmer, Alexis Hunter, Charity Sheffield, Christopher Stephens, and Lucas Cavolo. “The Impact of Body Image and Afrocentric Appearance on Sexual Refusal Self-Efficacy in Early Adolescent African American Girls.” *Sex Education 9*, no. *4* (2009): 437–448.

Pomerantz, Shauna, Raby, Rebecca, and Stefanik, Andrea, “Girls Run the World?: Caught Between Sexism and Post-feminism in School” in Gender & Society, Vol. 27(2), pgs. 185- 207.

Pratt-Clarke, Menah. “A Radical Reconstruction of Resistance Strategies: Black Girls and Black Women Reclaiming Our Power Using Transdisciplinary Applied Social Justice, Ma’at, and Rites of Passage.” *Journal of African American Studies 17* (2013): 99–114.

Richardson, Elaine. “Developing Critical Hip Hop Feminist Literacies: Centrality and Subversion of Sexuality in the Lives of Black Girls.” *Equity and Excellence in Education 46*, no. *3* (2013): 327–341.

Ridolfo, Heather, Valerie Chepp, and Melissa Milkie. “Race and Girls’ Self-Evaluation: How Mothering Matters.” *Sex Roles 68* (2013): 496–509.

Shiftman, Pamela and Nakisha Lewis. “Minority Women and Girls are in Dire Straits, So Don’t Focus Solely on Males.” *The Chronicle of Philanthropy*, August 2014.

Talpade, Medha, and Salil Talpade. “Early Puberty in African-American Girls: Nutrition Past and Present.” *Adolescence 36*, no. *144* (2001): 789–794.

Terriquez, Veronica and Ruth Milkman. 2021. “Immigrant and Refugee Youth Organizing in Solidarity With the Movement for Black Lives.” Gender and Society 35 (4): 577-587.

Tolman, Deborah L & Higgens, Tracy “How Being a ‘Good Girl’ Can be Bad for Girls” pgs. 205-225” in Bad Girls/Good Girls: Women, Sex and Power in the Nineties.

Turnage, Barbara. “The Global Self-Esteem of an African American Adolescent Female and Her Relationship with Her Mother.” In *Mothers and Daughters: Connection, Empowerment, and Transformation*, edited by Andrea O’Reilly and Sharon Abbey, 175–

187. Lanham, MD: Rowman & Littlefield, 2000.

Valdivia, Angharad, “This Tween Bridge Over My Latina Girl Back: The U.S. Mainstream Negotiates Identity” (2011) from Mediated Girlhood: New Explorations of Girls’ Media Culture.

Wall, Cheryl A. “On Dolls, Presidents, and Little Black Girls.” *Signs: Journal of Women in Culture and Society 35*, no. *4* (2010): 796–801.

Wohlwend, Karen E. “Damsels in Discourse: Girls Consuming and Producing Identity Texts Through Disney Princess Play.” Reading Research Quarterly, Vol. 44(1), pgs. 57-83.

#### Course Need Assessment:

This course is needed at City Tech because it will greatly enhance the interdisciplinary nature of the African American Studies and Human Services department through collaboration with other departments. The course’s focus on girlhood in particular reflects an emerging area of popular study within African American Studies, Women and Gender Studies, and American Studies departments around the country, which illustrate the fascinating connections between seemingly different domains. Developing this course enables City Tech to offer an education on par with other educational institutions that are beginning to offer courses in this area, especially those geared toward Black and Latinx Girlhood. We aim to follow the emerging trend at other universities where engagement with Black and Latinx students has led to the creation of additional courses and programs. In fact, there are now specific academic courses offered at various colleges and universities, including Girlhood: Feminist Perspective offered by York University; Girlhood Studies offered by Indiana University of Pennsylvania, and Girls, Girl Culture, and Girlhood Studies offered at New Jersey City University. Amherst College and Cornell University both offer a course in Black Girlhood Studies. Additionally, *Girlhood Studies: An Interdisciplinary Journal*, established in 2008, along with other journals focused on childhood experiences, demonstrate the growing interest in this area of scholarship and activism. Currently, CUNY courses centering Black and Latinx Girlhood are few, aside from Hunter College’s course, Growing Up Girl. Although the CUNY Graduate Center offers a Women’s Studies Certificate Program and an M.A. in Women and Gender Studies, no courses specifically focus on Black and Latinx Girlhood.

The target students will be those who are interested in Women and Gender Studies, African American Studies, and Human Services. The projected headcount would be 20 students in the daytime meeting once or twice a week. Physical resources needed to properly implement this class include a projector and internet connection. Such resources will allow instructors to consistently expose the students to between 12-20 slides per classroom discussion. A student can use another African American Studies course or HUS course as a prerequisite for this ID course. This prerequisite will offer a strong grounding in a general understanding of African American Studies or Human Services. Several members of the AFR Department can teach the course; however, central faculty members include Dr. Renata Ferdinand and Dr. Mery Diaz from Human Services. This course will not be team taught; instead, it will use the guest lecturer format. In addition, as an ID course, the syllabus can be altered by other members of the full-time faculty in order to reflect how their specializations intersects with girlhood studies.

#### Course Design:

This course features selected articles, movies, guest lectures, and possible virtual/in person field trips. It is offered as a lecture format with a heavy discussion component. The pedagogical strategies include team group discussions during the class, online blackboard discussions among students, and in class lectures, discussions, and assignments. It supports the Programmatic Learning Outcomes by allowing students to think critically about a combination of ideas and discourses that will be new to them. It also allows them to recognize a variety of perspectives, and the ways in which these perspectives are often

informed by history, identity, access, and different disciplinary approaches. Students will consider how education, media, politics, families, and friendships shape girls'

identities. Students will also explore problems pressing upon girls' lives with respect to their lived experiences of work, sexuality, and education and illuminate the strategies needed to address specific problems and concerns. They will be asked to examine gender in a wider context: how our culture characterizes, analyzes, and treats girls centers the possibilities of perspective on wider cultural assumptions about ideas like power and weakness, purity and defilement, seriousness and play. Our learning will involve thinking through and embodying theories and practices—emancipatory, humanizing, radical acts, including ethnography, autoethnography, and participatory action research. Because this course will specifically focus on Black and Latinx girlhood, it relies on the discipline-based knowledge of race, class, and gender from a humanistic perspective. This knowledge will be connected and integrated with analytical studies from psychological, sociological, childhood, and health studies. This course is designed to be taught in person or online.

#### Evaluation Framework:

Strategies and resources that would be implemented to facilitate student’s ability to make connections across the respective academic disciplines includes guest lecturers from different departments as well as a reliance of resources from academic databases, including Social Science, Psychology, Human Services, Humanities, and English. Other methods include discussions, exams, and research.

Specific methods of evaluation include:

* ***(Final) Digital Girlhood Assignment*:** A picture is worth a thousand words, as the old saying goes, but with more than 400 million users, half of whom are under 30, the photo-sharing platform Instagram can be worth a lot more than a thousand words if you are a teacher. Students will work to develop an Instagram Story from one of the readings. This assignment seeks to educate users on any aspect of Girlhood studied in the class. This project is meant to introduce the importance of Girlhood to a larger audience. Details and guidelines for this assignment will be provided.
* ***Beyond the Classroom Experience***: All students must complete two Beyond the Classroom Experiences. These experiences include visiting an approved site for further exploration. Each must be written up in an essay using the rubric provided. These are due within 14 days of the activity. More information will be provided.
* ***Girlhood Representations Analysis Paper***: Students are asked to reflect on and analyze a representation of girls and girlhoods from contemporary media and popular culture. Papers should be approximately 1500 words (4-5 double-spaced pages) and include at least ONE course reading and TWO additional academic sources. Your paper must be properly cited, including a complete bibliography. For this paper, students must reflect on a representation of girls (individual characters) or girlhoods (depiction of girl culture) in a film, television series, or book. Papers should include a short description or summary of the character/film/series/book you

have chosen (no more than 350 words) and a critical reflection on how girls and girlhoods are constructed, understood, and represented in a specific context.

#### Participation

* ***Class Discussion Leadership*:** Each student (independently or in pairs) will lead a discussion of the readings during one class meeting (for about 30 minutes). Students will submit any slides, materials, or written questions before class time. Students will sign up for the class they will lead during the first week of class.
* ***Discussion Question*:** Each student will submit ONE discussion question based on an assigned course reading and a response to the question posed (i.e., how would you answer the question?). A good discussion question will take up an aspect of the reading (one of the author’s main points, a key concept, etc.), offer a brief explanation, and pose a question or series of related questions. Questions should be phrased to invite detailed responses rather than simply “yes” or “no” answers. At the beginning of the term, students will sign up to submit a discussion question on a given date throughout the term. Discussion questions are due by 11:59 p.m. the day before your assigned class. Your questions will then be posed to the class during the discussion.
* ***Participation- Think, Through, Write, & Do*:** Students will be evaluated on their participation in the course, which includes but is not limited to responding and engaging with peers in class discussion, a written response connected to a reading or discussion topic, group work to discuss and analyze articles/blog posts/videos/etc. and related to that week’s topic.

**New York City College of Technology Interdisciplinary Committee**

**Criteria for an Interdisciplinary Course**

1. **Interdisciplinary Studies Definition**

Interdisciplinary studies involve two or more academic disciplines or fields of study organized around synthesizing distinct perspectives, knowledge, and skills.

Interdisciplinary study focuses on questions, problems, and topics too complex or too broad for a single discipline or field to encompass adequately; such studies thrive on drawing connections between seemingly exclusive domains. Usually theme-based, interdisciplinary courses intentionally address issues that require meaningful engagement of multiple academic disciplines. Pedagogical strategies focus on, but are not limited to, inquiry or problem-based learning.

Although many academic disciplines, such as African American Studies and Engineering, are inherently interdisciplinary, to be considered an interdisciplinary course at City Tech the course must be team-taught[1](#bookmark0) by more than one faculty member from two or more departments[2](#bookmark1) in the College. An interdisciplinary course, by definition, has an interdisciplinary theme as its nucleus. In its essence, such a course brings the analytic methods of two or more academic disciplines to bear on a specific problem or question. Thus, a course in Music History is not likely to be considered interdisciplinary, but a course in Music History from an economist’s perspective might very well lead to such a course.

The application of different methods and concepts is the key to assessing whether a course is or is not interdisciplinary. The term interdisciplinary is occasionally used to identify individual projects or assignments, but these, though possibly commendable, fall short in the necessary scope for learning experiences that demand in-depth exposure to the methodologies of distinct intellectual disciplines, and the creative application of these methodologies to specific problems.

Studies show that interdisciplinary courses improve student learning (Elrod & Roth, 2012; Klein, 2010; Lattuca, 2001; Lattuca, Voigt, & Fath, 2004; Project Kaleidoscope, 2011). To foster interdisciplinary learning, the Interdisciplinary Committee has identified goals and outcomes that students taking interdisciplinary courses should be able to achieve.

#### Learning Outcomes of Interdisciplinary Courses

Students will be able to:

* Purposefully connect and integrate across-discipline knowledge and skills to solve problems
* Synthesize and transfer knowledge across disciplinary boundaries
* Comprehend factors inherent in complex problems

1 See “Application for Interdisciplinary Course Designation” question 9b for team-teaching options.

2 Exceptions are made for Departments that provide a home for multiple disciplines, such as Humanities and Social Science.

* Apply integrative thinking to problem-solving in ethically and socially responsible ways
* Recognize varied perspectives
* Gain comfort with complexity and uncertainty
* Think critically, communicate effectively, and work collaboratively
* Become flexible thinkers

**New York City College of Technology Interdisciplinary Committee**

**Application for Interdisciplinary Course Designation**

**Date \_01/24/24**

**Submitted by**: Renata Ferdinand and Mery Diaz

#### Department(s): African American Studies and Human Services

1. **Proposal to Offer an Interdisciplinary Course**
2. Identify the course type and title:
   * An existing course

X A new course Introduction to Girlhood

* + A course under development

1. Provide a course description

Drawing from Girlhood Studies, this interdisciplinary course will focus on understanding girlhood experiences, identities, and well-being in the U.S. context from the late-twentieth century to today. Particular attention will be placed on marginalized girlhood. Through literature, essays, academic articles, speeches/talks, narratives, poetry, short stories, play excerpts, and audio/visual sources, students will examine the historical, social, economic, geopolitical, racial, and cultural/societal forces that shape girls’ lived experiences, agency, and voices.

Further, students will explore girlhood as a social construct and category reproduced through social structures and social relations (schools, families, peer relationships, popular culture, and political institutions) and social justice frameworks to address systemic equities across their lived experiences and improve their overall well- being.

1. How many credits will the course comprise? 3 How many hours?

3

1. What prerequisite(s) would students need to complete before registering for the course? Co- requisite(s)?

ENG 1101 and Any previous AFR or HUS course

1. Explain briefly why this is an interdisciplinary course. This course examines interdisciplinary theories, methods, and analytical approaches to define and study girlhood and approaches that support the well-being of girls. As an interdisciplinary course, it promotes a discursively expansive mode of knowledge production that explores the subject of girlhood as a social construct from multiple perspectives and disciplines and encourages students to examine individual experiences, socially constructed definitions, and cultural representations of girlhood from interdisciplinary perspectives. Furthermore, the course explores socio-cultural-geopolitical, economic, & environmental influences on girls’ experiences, development, health outcomes, for students interested in this area of work.
2. What is the proposed theme of the course? What complex central problem or question will it address? What disciplinary methods will be evoked and applied?
3. The theme of this course is girlhood, with a special emphasis on Black and Latinx girlhood. Students will consider how education, media, politics, families, and friendships shape girls' identities. Students will also explore problems pressing upon girls' lives with respect to their lived experiences of work, sexuality, and education and illuminate the strategies needed to address specific problems and concerns. Students will be asked to examine gender in a wider context: how our culture characterizes, analyzes and treats girls centers the possibilities of perspective on wider cultural assumptions about ideas like power and weakness, purity and defilement, seriousness and play. Our learning will involve thinking through and embodying theories and practices— emancipatory, humanizing, radical acts including ethnography and autoethnography.
4. Which general learning outcomes of an interdisciplinary course does this course address?

Please explain how the course will fulfill the bolded mandatory learning outcome below. In addition, select and explain at least three additional outcomes.

#### Purposefully connect and integrate across-discipline knowledge and skills to solve problems

Because this course will have a specific focus on Black and Latinx girlhood, this course will rely on the discipline-based knowledge of race, class, and gender from a humanistic perspective. This knowledge will be connected and integrated with analytical studies from psychological, sociological, childhood, and health studies. This approach will give students a fuller understanding of the problems affecting

girls and explore diverse approaches to support their well-being.

#### Synthesize and transfer knowledge across disciplinary boundaries

This course will synthesize and transfer knowledge across disciplinary boundaries by incorporating narratives, novels, essays, scholarly articles, and (auto)ethnographic studies as a foundation for connecting other disciplines and topics, Humanities, Human Services, English, etc.

#### Comprehend factors inherent in complex problems

This course will examine how girls accommodate, negotiate, and/or resist prevailing ideas of “girlhood.” Because there are many factors that influence a girl’s identity and wellbeing, this is a complex problem that requires intense investigation. One way of exploring this is to examine how girls face the challenges in girlhood.

#### Apply integrative thinking to problem-solving in ethically and socially responsible ways

Discover ways to empower girls and to diminish the threats they face in their everyday lives. This asks students to identify the problem, then explore possible solutions. What are the ways that girls could safely exists and resist?

* + Recognize varied perspectives

This course will engage students in different and various ways of engagement by encouraging students to work, learn, and listening to each other and to engage in the thoughtful presentation of ideas by sharing and critically assessing each other ideas while respecting differing opinions.

* + Gain comfort with complexity and uncertainty
  + Think critically, communicate effectively, and work collaboratively
  + Become flexible thinkers

Examine the continuities and changes between girls’ social realities and girlhood as a social construct of gendered ideals. This asks students to be unconventional in their thinking, even considering the minute details that go into shaping girls’ realities. In this way, students are able to consider how the projected image of girlhood aligns or does not align with the lived reality, and to consider where the spaces for transformative change could exists.

* + Other

This course will examine the relationship between feminist discourses and theories about girls and girlhood and highlight girls' challenges and opportunities in education, health, and socio-political realms. In this way, it will open the realm of possibilities of exploring the lives of girls and by further examining policies and practices that support the well-being of girls. The importance of advocacy, activism, and empowerment of girls will be a constant theme throughout the course.

#### General Education Learning Goals for City Tech Students

* **Knowledge:** Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.
* **Skills:** Acquire and use the tools needed for communication, inquiry, creativity, analysis, and productive work.
* **Integration**: Work productively within and across disciplines.

#### Values, Ethics, and Relationships:

Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.

1. How does this course address the general education learning goals for City Tech students?

This course covers a broad range of topics and themes, all of which centers the experiences of girls and girlhood. It relies on knowledge and skills from various disciplines to offer a more abundant way of thinking about gender as a social construct. In this way, it is not only a course on girlhood, but a course that explores larger social dynamics of society. As a result, it meets the General Education

Learning Goals described above.

1. Which department would house this course[3](#bookmark2)? cross-listed in both AFR and HUS

Would all sections of the course be interdisciplinary?  No X Yes

1. Would the course be cross-listed in two or more departments?  No X Yes Explain.

This course will be cross-listed in both AFR and HUS, as the two proposers of this course represent these varied disciplines and both bring a plethora of knowledge to the course. This will also allow the course to continue to run even if one of the proposers is unavailable. The department chairs of both

departments have agreed to work together to offer the course when needed.

1. How will the course be team-taught[4](#bookmark3)?  Co-taught X Guest lecturers  Learning community

If co-taught, what is the proposed workload hour distribution?

 Shared credits  Trading credits

If guest lecturers, for what approximate percentage of the course? X Minimum 20%[5](#bookmark4)

* other: %

Please attach the evaluation framework used to assess the interdisciplinarity of the

3 An interdisciplinary course for the College Option requirement may be housed in a department that is not liberal arts.

4 Attach evidence of consultation with all affected departments.

5 While an interdisciplinary course must be team-taught, there is no formal percentage requirement, but this minimum is a guideline.

course.[6](#bookmark5)

1. What strategies/resources would be implemented to facilitate students’ ability to make connections across the respective academic disciplines?

Strategies and resources that would be implemented to facilitate student’s ability to make connections across the respective academic disciplines includes guest lecturers from different departments as well as a reliance of resources from academic databases, including Social Science, Psychology, Human Services, Humanities, and English. Other methods include, discussions, exams, and

research.

Specific Assignments include:

* + ***(Final) Digital Girlhood Assignment*:** A picture is worth a thousand words, as the old saying goes, but with more than 400 million users, half of whom are under 30, the photo-sharing platform Instagram can be worth a lot more than a thousand words if you are a teacher. Students will work to develop an Instagram Story from one of the readings. This assignment seeks to educate users on any aspect of Girlhood studied in the class. This project is meant to introduce the importance of Girlhood to a larger audience. Details and guidelines for this assignment will be provided.
  + ***Beyond the Classroom Experience***: All students must complete two Beyond the Classroom Experiences. These experiences include visiting an approved site for further exploration. Each must be written up in an essay using the rubric provided. These are due within 14 days of the activity. More information will be provided.
  + ***Girlhood Representations Analysis Paper***: Students are asked to reflect on and analyze a representation of girls and girlhoods from contemporary media and popular culture. Papers should be approximately 1500 words (4-5 double-spaced pages) and include at least ONE course reading and TWO additional academic sources. Your paper must be properly cited, including a complete bibliography. For this paper, students must reflect on a representation of girls (individual characters) or girlhoods (depiction of girl culture) in a film, television series, or book. Papers should include a short description or summary of the character/film/series/book you have chosen (no more than 350 words) and a critical reflection on how girls and girlhoods are constructed, understood, and represented in a specific context.

#### Participation

6 In the case that a course is equally taught, include proposed plans for faculty classroom observation and student evaluation of teaching.

* + ***Class Discussion Leadership*:** Each student (independently or in pairs) will lead a discussion of the readings during one class meeting (for about 30 minutes). Students will submit any slides, materials, or written questions before class time. Students will sign up for the class they will lead during the first week of class.
  + ***Discussion Question*:** Each student will submit ONE discussion question based on an assigned course reading and a response to the question posed (i.e., how would you answer the question?). A good discussion question will take up an aspect of the reading (one of the author’s main points, a key concept, etc.), offer a brief explanation, and pose a question or series of related questions. Questions should be phrased to invite detailed responses rather than simply “yes” or “no” answers. At the beginning of the term, students will sign up to submit a discussion question on a given date throughout the term. Discussion questions are due by 11:59 p.m. the day before your assigned class. Your questions will then be posed to the class during the discussion.
  + ***Participation- Think, Through, Write, & Do*:** Students will be evaluated on their participation in the course, which includes but is not limited to responding and engaging with peers in class discussion, a written response connected to a reading or discussion topic, group work to discuss and analyze articles/blog posts/videos/etc. and related to that week’s topic.

1. Would the course be designated as:

X a College Option requirement[7](#bookmark6)?  an elective?  a Capstone course[8](#bookmark7)?  other? Explain.

7 To qualify for the College Option, such a course must also meet the New York State definition of a liberal arts and sciences course.

<http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm>

8 A course proposed as a Capstone course must be separately approved by the Capstone Experience Committee.

# Program Support

## Re: Girlhood Studies Approval

Soyeon Cho <[SOYEON.CHO45@citytech.cuny.edu](mailto:SOYEON.CHO45@citytech.cuny.edu)>

Wed 1/24/2024 11:49 AM

Renata Ferdinand <[RFerdinand@CityTech.Cuny.Edu>](mailto:RFerdinand@CityTech.Cuny.Edu);Laura Westengard

<[LWestengard@CityTech.Cuny.Edu](mailto:LWestengard@CityTech.Cuny.Edu)>

Dear Renata,

I support this course.

This course is relevant to the Human Services department because it explores the unique roles and experiences of marginalized girls- often ignored- and the social-cultural context that shapes their experiences. The course further examines social justice frameworks and practices that address systemic inequities across their lived experiences to improve their overall well-being.

Best, Soyeon

**---------------------------**

**Soyeon Cho, Ph.D. Associate Professor, Chair** Human Services Department

New York City College of Technology/CUNY 285 Jay Street, A805, Brooklyn, NY 11201 718-260-5135

Email: [Soyeon.Cho45@citytech.cuny.edu](mailto:Soyeon.Cho45@citytech.cuny.edu) Website: [http://citytech.cuny.edu/human-services/](https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fcitytech.cuny.edu%2Fhuman-services%2F&data=05%7C02%7CRFerdinand%40CityTech.Cuny.Edu%7Ca7ff66016ada4f335bd308dc1cfc7091%7C6f60f0b35f064e099715989dba8cc7d8%7C0%7C0%7C638417117741941098%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=VF5eLkJzo7r9dPE3wTftYSRyPkQOLGxfPbJ3j%2FSrwHs%3D&reserved=0)

## Re: Girlhood Studies Approval

Laura Westengard <[LWestengard@CityTech.Cuny.Edu](mailto:LWestengard@CityTech.Cuny.Edu)>

Tue 1/23/2024 5:04 PM

Renata Ferdinand <[RFerdinand@CityTech.Cuny.Edu>](mailto:RFerdinand@CityTech.Cuny.Edu)

Dear Dr. Ferdinand,

I support the creation of a new interdisciplinary class in Girlhood Studies. This class will cover an important aspect of gender studies not currently covered by our existing curricular offerings and will be an asset to both the Academic Minor in Gender & Sexuality Studies and to the Common Core at the college in general.

Specifically, the Girlhood Studies course will support the following programmatic learning outcomes for the Minor in Gender & Sexuality Studies:

* Critically analyze, interpret, and communicate about one’s complex subject position and social location in relation to gender and sexuality norms
* Identify expectations, assumptions, and effects of social constructions of gender and sexuality, including an awareness of how gender, race, class, ethnicity, ability, and sexual orientation intersect and how these intersections influence constructions of human identity in historical, cultural, and geographic contexts

My best,

Laura Westengard

**From:** Renata Ferdinand <[RFerdinand@CityTech.Cuny.Edu](mailto:RFerdinand@CityTech.Cuny.Edu)>

**Sent:** Tuesday, January 23, 2024 1:51 PM

**To:** Soyeon Cho <[SOYEON.CHO45@citytech.cuny.edu](mailto:SOYEON.CHO45@citytech.cuny.edu)>; Laura Westengard

<[LWestengard@CityTech.Cuny.Edu](mailto:LWestengard@CityTech.Cuny.Edu)>

**Subject:** Girlhood Studies Approval

Hi Soyeon and Laura,

I'm preparing to submit the Girlhood Studies ID course and need your support.

Could you please respond to this email indicating that you support this course going forward and how it is beneficial to your department or program.

Thank you!

# Guest Lecturer Acknowledgment

## Re: acknowledgment of guest lecturer

Ruth Garcia <[RGarcia@citytech.cuny.edu](mailto:RGarcia@citytech.cuny.edu)>

Wed 1/24/2024 9:32 AM

Mery Diaz <[MDiaz@CityTech.Cuny.Edu](mailto:MDiaz@CityTech.Cuny.Edu)>

Sandra Cheng <[SANDRA.CHENG12@citytech.cuny.edu](mailto:SANDRA.CHENG12@citytech.cuny.edu)>;Renata Ferdinand

<[RFerdinand@CityTech.Cuny.Edu](mailto:RFerdinand@CityTech.Cuny.Edu)>;Laura Westengard <[LWestengard@CityTech.Cuny.Edu>](mailto:LWestengard@CityTech.Cuny.Edu)

Dear Dr. Ferdinand,

I confirm that I will be a guest lecturer for the new ID course. Sincerely,

Ruth

Ruth G. Garcia, Ph.D.

Associate Professor of English

Writing Across the Curriculum (WAC) Co-Coordinator New York City College of Technology

The City University of New York 300 Jay Street, Namm 503

Brooklyn, NY 11201

## Re: acknowledgment of guest lecturer

Mery Diaz <[MDiaz@CityTech.Cuny.Edu>](mailto:MDiaz@CityTech.Cuny.Edu)

Wed 1/24/2024 8:50 AM

Sandra Cheng <[SANDRA.CHENG12@citytech.cuny.edu](mailto:SANDRA.CHENG12@citytech.cuny.edu)>;Renata Ferdinand

<[RFerdinand@CityTech.Cuny.Edu](mailto:RFerdinand@CityTech.Cuny.Edu)>;Ruth Garcia [<RGa](mailto:RGarcia@CityTech.Cuny.Edu)r[cia@CityTech.Cuny.Edu](mailto:RGarcia@CityTech.Cuny.Edu)>;Laura Westengard <[LWestengard@CityTech.Cuny.Edu>](mailto:LWestengard@CityTech.Cuny.Edu)

Dear Dr. Ferdinand,

I confirm that I will be a guest lecturer for the new ID course. best,

Mery

**Mery F. Diaz, DSW, LCSW** (she/her/ella; hablo español) Professor, Human Services Department

Faculty Liaison, CREAR Futuros Mentor Program

Co-Editor in Chief of Affilia: Feminist Inquiry in Social Work New York City College of Technology/CUNY

285 Jay Street, A805, Brooklyn, NY 11201

## Re: acknowledgment of guest lecturer

Sandra Cheng <[SANDRA.CHENG12@citytech.cuny.edu](mailto:SANDRA.CHENG12@citytech.cuny.edu)>

Tue 1/23/2024 9:40 PM

Renata Ferdinand <[RFerdinand@CityTech.Cuny.Edu>;](mailto:RFerdinand@CityTech.Cuny.Edu)Mery Diaz <[MDiaz@CityTech.Cuny.Edu](mailto:MDiaz@CityTech.Cuny.Edu)>; Ruth Garcia <[RGarcia@CityTech.Cuny.Edu](mailto:RGarcia@CityTech.Cuny.Edu)>;Laura Westengard

<[LWestengard@CityTech.Cuny.Edu](mailto:LWestengard@CityTech.Cuny.Edu)>

Dear Dr. Ferdinand,

I confirm that I will be a guest lecturer for the new ID course. best,

Sandra Cheng

## Re: acknowledgment of guest lecturer

Laura Westengard <[LWestengard@CityTech.Cuny.Edu](mailto:LWestengard@CityTech.Cuny.Edu)>

Tue 1/23/2024 5:06 PM

Renata Ferdinand <[RFerdinand@CityTech.Cuny.Edu>](mailto:RFerdinand@CityTech.Cuny.Edu)

Dear Dr. Ferdinand,

I agree to serve as a guest lecturer in the proposed interdisciplinary Girlhood Studies course.

My best,

Laura Westengard

**From:** Renata Ferdinand <[RFerdinand@CityTech.Cuny.Edu](mailto:RFerdinand@CityTech.Cuny.Edu)>

**Sent:** Tuesday, January 23, 2024 1:39 PM

**To:** Mery Diaz <[MDiaz@CityTech.Cuny.Edu](mailto:MDiaz@CityTech.Cuny.Edu)>; Sandra Cheng

<[SANDRA.CHENG12@citytech.cuny.edu](mailto:SANDRA.CHENG12@citytech.cuny.edu)>; Ruth Garcia <[RGarcia@CityTech.Cuny.Edu](mailto:RGarcia@CityTech.Cuny.Edu)>; Laura Westengard [<L](mailto:LWestengard@CityTech.Cuny.Edu)W[estengard@CityTech.Cuny.Edu](mailto:LWestengard@CityTech.Cuny.Edu)>

**Subject:** acknowledgment of guest lecturer

Hi Mery, Sandra, Ruth, and Laura,

I'm preparing to submit the Intro to Girlhood ID course. I need you each to acknowledge that you will be a guest lecturer in this course.

Please reply to this email with confirmation. Thank you!

Dr. Renata Ferdinand Chair and Full Professor

Department of African American Studies

New York City College of Technology (CUNY) 300 Jay Street, L634

Brooklyn, NY 11201 [Renata.Ferdinand92@citytech.cuny.edu](mailto:Renata.Ferdinand92@citytech.cuny.edu)