**DATE**: November 15, 2024

**TO**: Elizabeth Milonas, Chair of the College Council Curriculum Committee

**FROM**: Curriculum Subcommittee

 Sanjoy Chakraborty (Chair), Chen Xu

**RE**: Final Report for Proposal 24-07: Introduction to Girlhood

**PROPOSAL OVERVIEW:**

This proposal is for a new interdisciplinary, writing-intensive course, cross-listed in the AFR and HUS departments, which examines girls' diverse experiences, identities, and well-being in the United States from the late twentieth century to the present, focusing on marginalized girlhoods. Students will explore how race, gender, class, sexuality, ability, citizenship, and geography intersect with societal forces such as neoliberalism, transnationalism, and globalization to shape girls’ lives and their voices. The course analyzes the social construction of girlhood and its reinforcement through institutions like schools, families, peer groups, and popular culture. It uses literature, essays, poetry, narratives, audiovisual materials, and place-based learning. It also considers social justice strategies to address systemic inequities and enhance girls’ welfare.

**RATIONALE:**

This course is vital to the AFR and HUS departments as it deepens the exploration of marginalized girlhoods and complements the existing curriculum. It is equally significant for the college to align its course offerings with other institutions recognizing girlhood as a critical area of academic study. By addressing contemporary issues related to gender, equality, and inclusion, this course provides students with essential insights into a shifting gender landscape. The course benefits students by allowing them to navigate and contribute to diverse and inclusive workplaces, making them more career-ready. Importantly, this initiative is supported by funding through the BRESI (Black, Race, and Ethnic Studies Initiative) grant, underscoring its relevance and alignment with institutional priorities.

**STRENGTHS:**

* Interdisciplinary Focus: Combines diverse fields and mediums to explore girlhood from multiple perspectives.
* Alignment with Institutional Goals: Meets general education objectives while addressing contemporary societal challenges.
* Emphasis on Marginalized Voices: Highlights underrepresented experiences and social inequities.
* Practical Relevance: Addresses real-world issues like advocacy, policy, and empowerment.
* Diverse Learning Methods: Engages students through literature, audiovisual materials, and place-based learning.
* Career Preparation: Develop a critical understanding of gender dynamics and inclusion in diverse workplaces.

**WEAKNESS:**

None noted.

**ISSUES AND CONCERNS DISCUSSED:**

A few modifications were suggested in the review conducted by the subcommittee and at the subsequent meeting with the provost’s office. These included using precise taxonomy to define learning outcomes and prerequisites, clarifying the rationale for the proposed course, detailing grading policies, and emphasizing academic integrity policies because it is a writing-intensive course. Additionally, it was suggested that the course be officially listed as a writing-intensive course to help students fulfill their requirements. The proposers diligently addressed each piece of feedback, implementing the suggested changes and providing necessary clarifications.

**SUBCOMMITTEE ACTIVITIES:**

The proposal for the Introduction to Girlhood, an ID course, was assigned to the subcommittee on September 26, 2024. The subcommittee convened on September 30, 2024, to finalize their feedback and recommendations, which were subsequently sent to the proposer on October 10, 2024. The revised proposal was received on October 30, 2024. The members of the subcommittee met with Provost Pamela Brown, Associate Provost Reginald Blake, Kim Cardasia (Provost’s Office), Dean Justin Vasquez-Poritz, Dean Maureen Archer-Fiesta (joined on Zoom), Prof. Renata Ferdinand to discuss the revisions on November 7, 2024. The final revised version was received on November 17, 2024.