**Introduction to Girlhood ID Course Application**

**Response to Reviewers**

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

**Dear Committee Members,**

We have carefully reviewed the committee’s feedback about our proposed ID course Introduction to Girlhood. Below we have detailed our responses and clarifications addressing the reviewer’s concerns, questions, and comments.

**Reviewer Clyde:** No identified issues were raised.

**Reviewer: Gwen Cohen Brown, Isis Marsh:**

**Feedback 1**: “However, the course format necessitates some clarity in the description/explanation of an interdisciplinary course with guest speakers as on week 6 and 8 in the syllabus Mery Diaz is listed as a guest lecturer. Is this allowable since the course has been co-proposed by Prof. Diaz. “

**Response**:

As an interdisciplinary course, Introduction to Girlhood is designed to include instructors from diverse fields who can examine discourse, cultural representations, lived experiences and frameworks for intervention and supporting well-being. In this light, instruction can be delivered through guest lecturers across departments in the social sciences, humanities, and health professions. To be exact, when Dr. Ferdinand teaches the course, the course will draw expertise from HUS, ENG, and HUM. When Dr. Diaz teaches the course, the course will draw expertise from AFR, ENG, and HUM.

**Feedback 2:** “Missing are learning outcomes unless we are considering the learning outcomes and course objectives to be the same. In this case learning outcomes should be clarified. For example, instead of the proposed objective, “discuss the importance of advocacy, activism, and empowerment of girls.” Should this be modified to fit the objectives for specific lectures/topics.”

**Response:** Thank you for your feedback. We will include the following Learning Outcomes of Interdisciplinary Courses in the syllabus.

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

· 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 thinker

**Reviewer Olufemi Sodeinde**

**Feedback 1:** “The proposers further state that as an interdisciplinary course, the course promotes a discursively expansive mode of knowledge production that explores the subject of girlhood as a social construct from multiple perspectives and disciplines (e.g., humanities, social sciences, and psychology) and encourages students to examine individual experiences, socially constructed definitions, and cultural representations of girlhood from interdisciplinary perspectives. The course is undoubtedly one that will benefit tremendously from drawing on interdisciplinary perspectives, and it does. It will be good to directly name the other disciplines to be drawn on.”

**Response:** Thank you for your feedback. We will incorporate example disciplines as noted by the reviewer in the course objective description.

**Feedback 3**: “. The proposers noted that *“ 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.”* They have included guest lecturers from English and Humanities. While not questioning the choice of guest lecturers, the course is begging for the inclusion of at least one guest lecturer from the social sciences with an interest in the course’s discourse.”

**Response:** Thank you for your feedback. The identified Human Services instructor will meet this aim. Human Services is a discipline under the social sciences, as the field is informed by psychology, sociology, social work, and health disciplines.

**Feedback 2**: The ID Learning Outcomes enumerated in the proposal are not included in the course syllabus. This needs to be done.

**Response:** Thank you for your feedback. We will include the following Learning Outcomes of Interdisciplinary Courses in the syllabus

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

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**Feedback 3: “**Second, the proposed structure is not clear. If guest lecturers handle 20% of the output, who handles the remaining 80% as only the names of guest lecturers are indicated for each Weekly exercise in the course outline/syllabus. More guest lecturers need to be added. The structure needs to be clarified, and who tackles what each week apart from guest lecturers would be best indicated on the syllabus.”

**Response:** The course will alternate between AFR and HUS. For example, if the course runs in the Fall 2024, Dr. Ferdinand will serve as primary instructor and will deliver 80% of the content. 20% will be delivered from guest lecturers. When the course is offered to Dr. Diaz, Dr. Diaz will serve as the primary instructor and will deliver 80% of the content. 20% will be delivered from guest lecturers.

**Feedback 4**. “The prerequisite listed on the course outline/syllabus is only ENG 1101 whereas in the proposal it is stated that in addition to ENG 1101 a prospective student must also have taken a course in AFR or HUS. As the latter requirement will exclude interested students who have not taken courses in either department, this needs to be clarified. Is it ENG 1101 only which will open the course to a wider spectrum of students, or is it the latter requirement?”

**Response:** ENG 1101 is the only prerequisite. We will be sure to correct this on course documents.