



IGDS

THE INSTITUTE FOR GENDER
AND DEVELOPMENT STUDIES (RCO)

GRADUATE HANDBOOK

RESEARCH, ACTIVISM, COMMUNITY ENGAGEMENT, EDUCATION

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UWI MISSION STATEMENT

UWI's mission is to unlock West Indian potential for economic and cultural growth by high quality teaching and research aimed at meeting critical regional needs, by providing West Indian society with an active intellectual centre and by linking the West Indian community with distinguished centres of research and teaching in the Caribbean and overseas.

UWI recognises that as a regional university supported by the West Indian peoples, and as the sole local organ equipped to meet local requirements and to relate its own developmental programmes to them, it should give priority to regional needs.

The Vision of the UWI

To be an excellent global university rooted in the Caribbean.

IGDS Mission

To produce and disseminate knowledge to transform gender relations in the Caribbean in support of the UWI's mission to enhance regional and international development

IGDS VISION

All UWI Graduates are committed to social justice and the promotion of gender-responsive human relations and development

NOTE ON TEACHING AND LEARNING DURING COVID 19

The IGDS RCO remains committed to the safety and security of its staff and students and will be engaged in a blended approach to instruction, with a heavy focus on online classes via zoom platform with occasional face to face seminars and workshops. Changes in the mode of instruction will be communicated to students with ample notice.



MESSAGE FROM THE UNIVERSITY DIRECTOR: PROFESSOR OPAL PALMER-ADISA

I am particularly delighted to welcome you to the Institute for Gender and Development Studies (IGDS).

Over our twenty-five years of establishment, the IGDS has been the leading research institute in the Caribbean on issues of gender and development, equity, diversity and inclusion. From advocacy for adolescent rights to ending xenophobia and everything in between, the teaching, research and outreach work of the IGDS has assisted in generating knowledge towards an understanding of our Caribbean realities.

We have helped to direct regional policy towards social transformation; we have trained and developed a cadre of women and men who are well equipped to enhance sustainability, social equity and Gender Justice in the Caribbean and beyond.

Our current ideological approach focuses on RACE: Research, Activism, Community Engagement and Education, an integral component of which is the fight for Gender Justice. With the recently launched UWI Gender Policy, the relevance of the work of the IGDS is illuminated. We are working to ensure that gender, religion, sexuality, age, class and other diversities that make for a rich and exciting society are at the forefront of all that we do.

I urge you to get involved in the projects of the IGDS so that together, we can work towards sustainable development and Gender Justice.

Opal Palmer Adisa

ABOUT THE INSTITUTE FOR GENDER AND DEVELOPMENT STUDIES

The Institute for Gender and Development Studies (IGDS) is a dynamic Institute within The University of the West Indies that is engaged in a programme of teaching, research and outreach in the areas of gender, feminism, sexuality studies and masculinity studies in the Caribbean. The mission of IGDS is to produce and disseminate knowledge to transform gender relations in the Caribbean in support of The UWI's mission to enhance regional and international development. IGDS was originally established as the Centre for Gender and Development Studies (CGDS) in 1993, arising out of the initiatives of the Women and Development Group. CGDS was later institutionalized through an outgrowth of the path-breaking work of the Women and Development Studies Group and a Project of Cooperation in Teaching and Research in Women and Development Studies between the University of the West Indies (UWI) and the Institute of Social Studies at the Hague. The IGDS includes three (3) campus based Units: the Nita Barrow Unit at Cave Hill, Mona Unit, and the St Augustine Unit as well as the Regional Coordinating Office based at the Regional Headquarters of the UWI in Jamaica.

In 2008, the Centre for Gender and Development Studies attained Institute status and was renamed the Institute for Gender and Development Studies. Gender and Development Studies (GDS) as a discipline seeks to understand the complexity of Caribbean gender relations and systems and its interactions with economic, social, political and cultural systems, in other words the subsystems that constitute Caribbean political economy and society. More specifically, the teaching of the IGDS is guided by feminist theories and gender & development perspectives, principles and practices, research and publications that investigate societal issues and challenges from a gender perspective. The activities of the IGDS include public service, outreach and activism that transform gender relations and promote social justice, as well as building partnerships and mobilizing resources to facilitate the above.

ABOUT THE REGIONAL COORDINATING OFFICE

The Regional Coordinating Office (RCO) is one of four (4) IGDS Units and is based at the Regional Headquarters at Mona in Jamaica. The RCO is also the administrative hub for all the IGDS Units and is headed by the University Director and is responsible for the Graduate Programme while the Mona Unit delivers Undergraduate Gender and Development Programme. In addition, the RCO works closely with funding agencies to acquire grants related to research that has a wide scope and impact across the region and globally. The RCO falls under the Vice Chancellery of the University of the West Indies and reports works closely with the office of the Pro-Vice Chancellor for Graduate Studies and Research, as well as the Office of the Vice Chancellor.

Guided by an ideological approach, which focuses on RACE: Research, Activism, Community Engagement and Education, the RCO is committed to:

1. Teaching guided by feminist theories and gender & development perspectives, principles and practices
2. Research and publications that investigate societal issues and challenges from a gender perspective
3. Public service, outreach and activism that transform gender relations and promote social justice



Staff of the RCO celebrate IWD 2018 under the theme #PressforProgress

RCO FACULTY AND STAFF



PROFESSOR OPAL PALMER ADISA

UNIVERSITY DIRECTOR

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977-6345 EXT. 8797

Professor Adisa is an internationally recognised writer, educator, cultural activist and diversity trainer who works with institutions on issues of inclusion and fairness. She holds a BA in Communications/Educational Media from Hunter College of the City University of New York, an MA in English/Creative Writing as well as an MA in Theatre/Directing from San Francisco State University in California and PhD in Ethnic Studies/Literature from the University of California, Berkeley. Prior to taking up the directorship of the IGDS, Professor Adisa was a Distinguished Professor of the Master of Fine Arts Programme in Writing and Diversity Studies, Graduate Faculty Mentor, Faculty Advisor for the Diversity Studies Programme and Supervising Faculty Member of the Undergraduate Writing and Literature Programme at California College of the Arts since 1993. She has also served as an Associate Professor and Chair of the college's Diversity Studies Programme and worked as a visiting Professor at University of California, Berkeley in the African American Studies Department and other universities including, Stanford and the University of the Virgin Islands.



DR. DALEA BEAN

LECTURER AND GRADUATE COORDINATOR

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Dr Bean has been a Lecturer and Graduate Coordinator at the Institute for Gender and Development Studies, Regional Coordinating Office at the University of the West Indies for 10 years. Before working with the IGDS, she taught in the Department of History at UWI in the areas of women's history and Caribbean history. She pursued a Bachelor of Arts at UWI in African and Caribbean History and Political Science and graduated with a first class honours in 2002. She then completed her PhD in History on the topic "Jamaican Women and World Wars I and II". Her general research interests include women and gender justice in Caribbean history, women in conflict situations, and gender relations in the Caribbean hotel industry. She has written book chapters, journal articles and has presented lectures internationally on these and other topics. She has also conducted gender equity and gender mainstreaming training regionally and has been engaged in research with the IGDS that facilitates gender mainstreaming in education, history writing, and masculinity studies. Her first single authored book: "Jamaican Women and the World Wars: On the Front Lines of Change" was released in 2017 by Palgrave MacMillan.



DR. NATASHA MORTLEY

LECTURER

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Dr Mortley has been a Lecturer at the RCO since 2013. She is a Sociologist and Research Methodologist with a BSc in Sociology, MPhil in Sociology of Development and PhD in Migration and Diaspora Studies. In 2006 she was the recipient of the Commonwealth Split Site Award, and in 2010 the GDN Award for research on Migration and Development. Natasha Mortley has extensive experience in the field of Development Studies, having been engaged in a multi-disciplinary approach to key developmental challenges of particular relevance to the Caribbean region. Her research work has focused on: migration & diaspora studies; migration, health & development; medical tourism; diaspora tourism; sports tourism; gender & leadership; gender & entrepreneurship; gender & climate change; and contemporary Caribbean masculinities. Her disciplinary focus over the past fifteen (15) years has been dedicated to integrating a gender perspective to Caribbean social development and policy issues. She therefore considers herself a social developmentalist working in the area of gender and development studies. Dr. Mortley lectures GEND6601; GEND6102; GEND6502; GEND6101, and is particularly passionate about empowering, training and building the research capacity of young Caribbean academics as they contribute to sustainable and inclusive development and policy.



DR. IMANI TAFARI-AMA

RESEARCH FELLOW

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Dr. Imani Tafari-Ama was recently appointed Research Fellow (2018-21) in the Regional Coordinating Office (RCO) of the Institute for Gender and Development Studies (IGDS), following a year as Fulbright Scholar-in-Residence in the Anthropology Department at Bridgewater State University for the 2017-18 academic year. With a Ph.D. in Development Studies and Masters degree in Women and Development Studies, Dr. Imani Tafari-Ama has lectured across a broad range of disciplines and on a number of topics including: Feminist Methodology and Epistemology; Participatory Action Research and the Policy Process; the Culture of Rastafari; African Religious Retentions in the Caribbean; Thought and

Action in the African Diaspora; Dancehall, Sex and religious ideology; Culture and Community Development, as well as being invited to give special lectures on Rastafari, colonial history, violence, gender and development issues at institutions around the world. Dr. Tafari-Ama is the author of: *Blood, Bullets and Bodies: Sexual Politics Below Jamaica's Poverty Line*, *Up For Air: This Half Has Never Been Told* (an award-winning novel and *Lead in the Veins* (poetry) as well as several book chapters and articles.



MRS. BRONTY LIVERPOOL-WILLIAMS

ADMINISTRATIVE OFFICER

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Bronty Liverpool-Williams: is currently employed at the Regional Coordinating Office (IGDS, RCO) as Administrative Officer. She previously served as Deputy Chief Inspector of the National Education Inspector in Jamaica and Deputy Headmistress of the St. Vincent Girls' High School. She has an MPhil and BA (First Class Honours) in History from The University of the West Indies (St. Augustine campus), as well as a Postgraduate Diploma in Educational Management from University of Technology (UTECH). She has also successfully completed the certificate in Principles and Practices of Project Management (Mona School of Business) and holds a Yellow Belt in Lean Six Sigma Excellence. She is presently pursuing the Doctorate in Educational Leadership (EdD) with The UWI Open Campus. Awards include: Neville Hall Prize for History (UWI), Prize for African Diaspora (UWI) and Gandhi Prize for South Asian History (UWI).



MRS KADINE MARSHALL WILLIAMS

SENIOR SECRETARY

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Mrs Kadine Marshall Williams, is a Certified Professional Secretary and is currently the Senior Secretary at the IGDS-RCO. She provides administrative support to the overall functions of the RCO. She is pursuing a Bachelors of Science degree in Gender and Development Studies. Ms Marshall has a passion for Gender and advocacy; she hopes to one day travel the world as a travel blogger.



MRS. MARGARET ROWE HUNTER

SENIOR OFFICE ATTENDANT

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Margaret Rowe-Hunter has been an Office Attendant at the RCO, for over 21 years. In 2016 she was promoted to Senior Office Attendant. Her quest for personal development led her to attend several workshops and seminars that were related to her field of work. She also attended several HEART/NTA/TVET courses at The University of the West Indies, Mona and also some courses at The UWI Open Campus. Her dedication is what sets her apart in her field. Recently, she has been performing the duties of receptionist/customer service representative in the Department, a job that she performs well.

RCO ADJUNCT FACULTY



DR KEINO SENIOR

Dr. Senior is the Dean of the School of Arts Management and Humanities (SAMH) at the Edna Manley College of the Visual and Performing Arts (EMCVPA), Jamaica and serves on the College Board of Management as Faculty Representative. He is also the co-chair of the Rex Nettleford Arts Conference since its inception in 2011; chairperson and co-editor of the Jonkonnu Arts Journal; Founder and Chair of the Annual Gender and Development Lecture; Former Chair and co-founder of Celebrating Research in the Arts; and Gender Focal Point at EMCVPA. Dr. Senior's academic pursuits, culminating in a Doctor of Philosophy (Ph.D.) with High Commendation in Gender and Development Studies, have expanded his knowledge and practice-base on philosophy, culture, educational leadership and development.

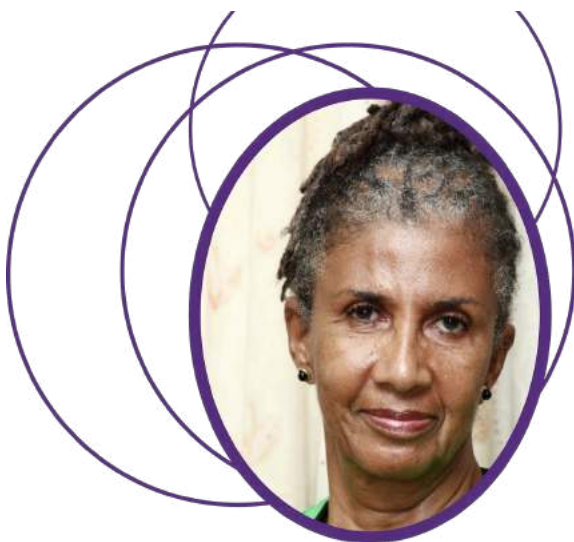


MS JOAN FRENCH

Joan French has promoted feminist action in the Caribbean since the late 1960s. Joan has been a leading member of the Sistren Theatre Collective, has been associated with the Women's Resource and Outreach Centre since its inception, and is a founding member of the Caribbean Association for Feminist Research and Action which led the struggle for the recognition of Caribbean feminism in the 1980s. As President of the National Union of Democratic Teachers she led the struggle for maternity leave for female teachers, regardless of their marital status, thus challenging the status quo. She has worked as a lecturer in the Department of Modern Languages at the UWI, and at the Institute of Gender and Development Studies (IGDS). In 1991 she became the first Coordinator of the Caribbean Policy Development Centre, charged with engaging with structures such as CARICOM in order to advance people-centred policies on behalf of regional civil society organisations.

In 1995 Joan joined the United Nations Children's Fund (UNICEF) and continued her work for the rights of women and girls through the United Nations. As global Chief of Gender for UNICEF from 1998 to 2003 she led the thrust for inclusion of gender analysis and action in every area of UNICEF programming. In Burkina Faso, where she served

as UNICEF Resident Representative from 2003 to 2007, she is especially remembered for the outstanding part she played in advancing girls' education. Joan holds a Masters Degree in History and International Relations and a Bachelor of Arts Honours Degree in Spanish Language and Literature from the University of London, as well as Diploma in Education from the University of the West Indies. Joan is the author of articles, popular education materials and publications covering women's history, the impact international economics and politics on the Caribbean, the political and economic significance, manipulation and impact on societies of the under-valuing of women's domestic and care labour, and the fundamental importance of transformation in this area for people-centred development and the fight against crime and poverty in Caribbean societies. Joan has been the recipient of awards of recognition from SISTREN, CAFRA, PLAN INTERNATIONAL, the Pan-African Organisation of Women and the United Nations representation in the Caribbean.



MS JUDITH WEDDERBURN

Judith Wedderburn is the recently retired Director of Friedrich Ebert Stiftung, (FES) Jamaica and the Eastern Caribbean, and for over 30 years, has been an advocate in the field of gender and development in Jamaica and the wider Caribbean. Ms. Wedderburn was responsible for the conceptual development of education and training programmes, and the design and implementation of diverse "learning experiences", which involved the use of conventional as well as participatory methodologies. These programmes were developed in collaboration with a diverse range of partners in civil society, the public sector, trade unions and the academic community, nationally and regionally. Her main research areas and related publications include, but are not limited to: impact of the globalization process on the foreign policy of Jamaica; globalization and governance, social reproduction and unpaid work, gender and the Economic Partnership Agreement (EPA); gender, trade liberalization and the CARICOM Single Market and Economy; gender and governance; gender-aware policy-making in the Caribbean; gender and trade union development in the Anglophone Caribbean; and climate change, gender and persons with disabilities in small island developing states (SIDS). Ms. Wedderburn is currently the Jamaica Country Expert for the Bertelsmann Transformation Index published by the Bertelsmann Stiftung, Germany.



MR WARREN THOMPSON

Warren Thompson is currently Jamaica's Deputy Children's Registrar. In this position, he manages the National Children's Registry - an office established by the Child Care & Protection Act (2004) and currently operating within the Child Protection & Family Services Agency (CPFSA). Mr. Thompson has over ten years' experience in human services; he has worked as programmes director and project manager at a number of local non-governmental organisations, as an educator at the secondary and tertiary level, and as a development consultant where he has significant experience in designing projects, writing grants, and conducting research. He has presented papers at international conferences and published in academic journals such as the Caribbean Journal of Social Work and the Caribbean Review of Gender Studies. Warren is currently completing his PhD at the IGDS RCO.

SNAPSHOTS OF GRADUATE LIFE AT THE RCO



Mrs Merlyn Hyde Riley and Dr Jacqueline Hall: 2017 Recipients of the Loraine Emmanuel Award



Graduation 2017- Presenting Dr Jacqueline Hall- PhD with High Commendation



**MSc Graduates Merlyn Hyde-Riley
and Stacy-Ann Gavin with Dr
Bean**



**The RCO's first male PhD Graduate,
Dr Keino Senior with supervisor Dr
Annecka Marshall**



**IGDS Students get a photo op
with Hon Portia Simpson Miller**



**Havana, Cuba 2018- Staff and Students
participate in IGDS Study Tour and CSA
Conference**

BRIDGING THEORY AND PRAXIS: PROJECTS AND ACTIVISM AT THE RCO

At the RCO our graduate students have many opportunities to participate and contribute to a wide range of research projects, events and outreach activities. They participate as student assistants, research assistants and as part of gender training and practice for their courses. Senior graduate students at the MPhil and PhD level have also lead discussion panels, and RCO Brown Bag discussion for a.

Some key projects and events which have included graduate students include:

- Positive fathering
- Research on the history of the Gibson Relays
- Caribsave research on gender and climate change
- Masculinity, manhood and crime study in Jamaica
- Groundings project: Conversations with Men at UWI
- IGDS Public Seminars and Events (Violence against men forum, Pressing for Progress in Policy, International Women’s Day Symposia, IDEVAW Brown Bag events)
- IGDS High School Tour against Gender Based Violence
- UWI Gender Policy research and launch



MPhil/PhD candidates Nadeen Spence, Lauren Marsh and Carol Watson-Williams lead a panel discussion on International Women's Day



MSc Candidates Dexxan Rose and Taurean Williams spreading the word about IDEVAW

LINKS TO IMPORTANT UNIVERSITY DOCUMENTS

While this handbook is intended to guide staff and students through graduate life at the IGDS RCO, it is important to place the programme in the wider context of graduate studies at the UWI. Therefore, take some time to be aware of the rules and regulations that guide graduate studies at UWI

Regulations for Graduate Diplomas and Degrees:

<http://uwi.edu/sf-docs/default-source/graduatestudeiespolicyandprocedures/regulations-for-graduate-certificates-diplomas-and-degrees-2018.pdf?sfvrsn=6>

UWI Policy and Procedures on Research Ethics

<https://www.mona.uwi.edu/postgrad/sites/default/files/postgrad/uploads/UWI%20Policy%20on%20Research%20Ethics%20OCT%202010%20%282%29%20%281%29.pdf>

UWI Thesis Guide

<https://www.mona.uwi.edu/postgrad/sites/default/files/postgrad/uploads/Revised-thesis-guide.pdf>

University Regulations on Plagiarism Graduate Diplomas and Degrees

<https://www.mona.uwi.edu/postgrad/sites/default/files/postgrad/uploads/Policy%20on%20Graduate%20Student%20Plagiarism.pdf>

UWI Gender Policy

<https://www.mona.uwi.edu/sites/default/files/uwi/FGP%28M%29P.28%20-%20UWI%20GENDER%20POLICY%208.pdf>



Gender Policy Launch 2018

The UWI through the support of the IGDS, developed a Gender Policy to formalise its commitment to gender justice and establish a framework for its implementation. The policy was launched on May 22 at the UWI Regional Headquarters in Kingston. The launch of this policy, led by the University's Institute for Gender and Development Studies (IGDS), is intended to act as the framework to inform changes necessary at the various levels of the regional University towards the promotion of gender justice, and addresses issues of equity, sensitivity and resource allocation. It is also a blueprint to incorporate the issues of gender and development and to express the fundamental principles that are deemed vital to sustainable growth and development throughout the Caribbean.

GENERAL INFORMATION FOR GRADUATE STUDIES

<p>How to register</p>	<p>Follow the instructions given by the Office of Graduate Studies and Research at: https://www.mona.uwi.edu/postgrad/sites/default/files/postgrad/uploads/2018%20Guide%20to%20registration%20brochure.pdf</p>
<p>When to register</p>	<p>Registration for courses should take place within the first week of each semester until the degree is awarded. The registration process can continue until the 3rd week of the semester. Registration is a 2 part process 1) choosing courses on SAS 2) paying fees generated by the Mona Bursary</p> <p>Note that if a student registers for the Research Paper and does not complete this in the first semester of registration, regulations require him/ her to re-register every subsequent semester until the Paper has been submitted and graded. Similarly, MPhil and PhD candidates who have completed courses are mandated to register for their thesis each academic year as well as all seminars done in the relevant semesters.</p>
<p>Withdrawal</p>	<p>If at the end of the published registration period, records show that a student has not completed a registration, and that student is not on approved Leave of Absence, he/ she will be deemed to have Withdrawn from the programme and his/ her name will be removed from the student register. To be considered for re-entry to a programme after withdrawal requires re-application to the programme.</p>
<p>Examination Regulations</p>	<p>Candidates at the graduate level are required to pass both coursework and exam components of each course to be deemed as passing the course.</p> <p>Candidates are required to pass in both written examinations and coursework at the first attempt. In respect of any candidate who fails the coursework or written examination at the first attempt, the Board of Examiners will recommend to Campus Committee whether a second attempt should be permitted. If such a recommendation is approved, the student will be awarded a failing grade of FE (failed exam) or FC (failed coursework). This indicates that permission has been granted to re-sit the examination / re-submit coursework for that course the next time it is offered.</p> <p>General information regarding the conduct of UWI examinations can be accessed at: https://www.mona.uwi.edu/exams/</p>

Number of failures per semester:	Candidates will be asked to withdraw if they fail more than 50% of courses in any semester in accordance with UWI graduate regulations
Re-sit Examinations:	Candidates are allowed to re-sit examinations and exam components of courses in accordance with UWI graduate regulations
Assessment procedures for courses, coursework, fieldwork, internships, or other:	Assessment will include coursework, including class presentations, group work assignments, fieldwork exercises; and examinations.
Assessment procedures for Research Project (as appropriate):	Research Projects and Theses examination follows the OGSR Regulations
Referencing style	The IGDS uses APA referencing style for all papers and assignments. Guidelines can be found at: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
Time limits for completion:	Diploma – 3 semesters, 2 years max. MSc – Two (2) Academic Years, 4 years max. MPhil 3 years full time 5 years part time PhD 5 years full time 7 years part time
Distinction	To be eligible for the award of the MSc degree with Distinction the candidate must pass all courses at the first sitting and the average mark of all courses must be 70% or more. The candidate must also achieve a mark of 70% or over in the Research Paper.
Scholarships and Prizes	Available scholarships and bursaries are advertised on the Office of Graduate Studies and Research’s website, Campus Pipeline as well as the Notice Boards across campus. The RCO has also recently launched the <i>Catherine James Scholarship</i> , which will offer part tuition to a successful MSc candidate. The <i>Louraine Emmanuel Graduate Award in Gender and Development Studies</i> is also presented to top performing graduate students each year. The award

	<p>is based on academic excellence in written English and oral expression and honours Louraine Emmanuel, stalwart of the IGDS. It includes a book prize and small cash award.</p> <p>In addition, the RCO offers small travel grants (when possible) to students who will be presenting in conferences, or participating in approved study tours.</p>
<p>Late submission of assignments</p>	<p>The IGDS RCO's policy on late assignments is as follows: Five (5) marks will be deducted for each day late up to five (5) days for the assignment. After one week the assignment will not be accepted.</p>

IGDS GRADUATE PROGRAMME STRUCTURE

POSTGRADUATE DIPLOMA IN GENDER AND DEVELOPMENT STUDIES (24 CREDITS)

PROGRAMME GOALS

1. To improve the quality of gender-based analysis in development processes in the public, private and NGOs sectors;
2. To demonstrate the relevance of a gender perspective in Caribbean development;
3. To provide interested persons with enhanced capacities to address issues of gender and development in a globalized world;
4. To support the National Policy for Gender Equality by developing a cadre of well-trained gender and development specialists and gender focal point persons

ADMISSION REQUIREMENTS:

Applicants should have a first degree with at least a lower 2nd Class Honours (minimum GPA 2.5) or its equivalent. Preference will be given to students with some prior expose/experience in gender studies. This could include the UWI Major or Minor in Gender and Development or its equivalent.

OR

Persons without the required entry degree, but who have governmental/NGO experience in the field of gender and development will be considered on a case-by-case basis in keeping with University of the West Indies regulations.

Applicants will also be required to include a personal statement/essay of 800-1000 words explaining their interest in and knowledge of contemporary gender and development issues.

Cost:

USD \$3500 (for the entire duration of the programme) in addition to UWIs miscellaneous fees which are paid annually.

PROGRAMME STRUCTURE

The programme is constructed a full-time one year programme or a two year part-time programme during which time the candidate will have completed twenty-four credits (24), consisting of:

- 5 compulsory core courses (20 credits)
 1. GEND 6001: Contemporary Feminist Theorizing
 2. GEND 6601: Key Theories and Debates in Gender and Development
 3. GEND 6101: Introduction to Research Methods for Gender and Development
 4. GEND 6502: Gender Analysis for Development Policy and Planning
 5. GEND 6402: Gender, Political Activism and Mobilisation
- 1 elective course (4 credits)
- Participation in 1 research seminar (non-credit)

M.SC. GENDER AND DEVELOPMENT (36 CREDITS) [2 TRACKS AVAILABLE]

PROGRAMME GOALS

1. To improve the quality of gender-based analysis and gender mainstreaming in development processes and policy development in the public, private and NGOs sectors;
2. To demonstrate the relevance of a gender perspective in Caribbean development;
3. To provide interested persons with enhanced capacities to address issues of gender and developmental in a globalized world;
4. To support the National Policy for Gender Equality by developing a cadre of well-trained gender and development specialists and gender focal point persons
5. To strengthen the pool of academic institutions, civil society advocates and practitioners that train, teach or work in the area of women's/gender and development studies at different levels;

6. To facilitate gender-based research and publication in diverse subject areas;

ADMISSION REQUIREMENTS

Applicants should have a first degree with at least lower 2nd Class Honours (minimum GPA 2.5) or its equivalent. Preference will be given to students with some prior training in gender studies.

This could include the UWI Major or Minor in Gender and Development or its equivalent. Persons who have completed the Post-Graduate Diploma in Gender and Development Studies can seek admission into the MSc within a three year period but will be required to do one additional courses (4 credits) and the research project/internship (8 credits).

OR

Persons without the required degree, but who have governmental/ NGO experience in the field of gender and development will be considered on a case by case basis in keeping with University of the West Indies regulations. Applicants will also be required to include a personal statement/essay of 800-1000 words explaining their interest in and knowledge of contemporary gender and development issues.

Cost: USD \$4500 (for the entire duration of the programme) in addition to UWIs miscellaneous fees (paid annually)

PROGRAMME STRUCTURE

The M.Sc. programme is constructed as an 18-month full-time programme or 2.5 years part-time programme during which time the candidate will have completed thirty-six credits (36).

Masters (With Research) Track:

- 5 core courses:

1. GEND 6001: Contemporary Feminist Theorizing
2. GEND 6601: Key Theories and Debates in Gender and Development
3. GEND 6101: Introduction to Research Methods for Gender and Development
4. GEND 6502: Gender Analysis for Development Policy and Planning
5. GEND 6102: Feminist Epistemology and Gender Research

- 2 electives
- Research Paper (20,000 words)

- Participation in 1 research seminar (non-credit)

Masters (With Internship) Track:

- 5 core courses
 1. GEND 6001: Contemporary Feminist Theorizing
 2. GEND 6601: Key Theories and Debates in Gender and Development
 3. GEND 6101: Introduction to Research Methods for Gender and Development
 4. GEND 6502: Gender Analysis for Development Policy and Planning
 5. GEND 6402: Gender, Political Activism and Mobilisation
- 2 electives
- 2-3 month Internship and Report (12,000 words)

CORE COURSES			
Course Code	Semester	Credit weighting (4 credits)	
Contemporary Feminist Theorizing	GEND 6001	1	50% course work/ 50% examination
Introduction to Research Methods for Gender and Development	GEND 6101	1	100% in course assessment
Feminist Epistemology and Gender Research [Core for MSc research track]	GEND 6102	2	100% in course assessment
Key Theories and Debates in Gender and Development	GEND 6601	1	50% course work/ 50% examination
Gender Analysis for Development Policy and Planning	GEND6502	2	100% in course assessment
Gender, Political Activism and Mobilisation [Core for MSc internship track]	GEND 6402	1	50% course work/ 50% examination
ELECTIVES			
Men and Masculinities in the Caribbean	GEND 6602	1	50% course work/ 50% examination
Gender, Political Activism and Mobilisation (Elective for research track)	GEND 6402	1	50% course work/ 50% examination
Gender in Conflict Situations	GEND 6105	2	50% course work/ 50% examination

Feminist Epistemology and Gender Research <i>(Formerly Foundations of Feminist Methodology and Epistemology)</i> [Elective for for MSc internship track]	GEND 6102	2	100% in course assessment
Sexuality Bodies and Power in Society	GEND 6201	2	50% course work/ 50% examination
Candidates are also allowed to enroll in electives offered by other departments of the UWI			

MSc Research Paper (8 credits) GEND 6801

Students who choose the MSc with research option must complete, under academic supervision, a written research project based on primary research data or using secondary data sources on a subject chosen by the candidate in consultation with IGDS Faculty. Topics for the research paper must be submitted to the IGDS by the end of the second semester of year one and must be related to the general subject area of Gender and Development and approved by the Graduate Studies Coordinator.

Upon approval of their topics, students will be assigned supervisors who will subsequently work with them to determine the procedures to be followed for preparation of the research project, for oral presentations (research seminars) and submission of proposals for ethics review where necessary.

The research project (maximum 20,000 words, exclusive of notes, references, appendices) is to be submitted by the end of June of their second year. The Research Project must be written in accordance with the University's Regulations. The final research project will be examined by the supervisor and another selected internal UWI examiner.

Components of the Research Project:

- Introduction 10 marks
- Literature Review 10 marks
- Conceptual Framework 10 marks
- Methodology and Methods 20 marks
- Presentation and Analysis of Data 30 marks
- Conclusions and Recommendations 10 marks
- Bibliography and Appendices 10 marks

Guidelines for grading	Excellent	Good/Satisfactory	Weak/Poor
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<p>Introduction (10 marks)</p> <ul style="list-style-type: none"> - Introduction to the study has a clear statement of the problem, demonstrating how topic is significant to your area of study and Caribbean feminist scholarship - Introduction situates specific problem within an historical perspective and broader context. - The research questions are stated clearly. - Assumptions, limitations, justification and bounds of the study are clearly stated. - Important terms are defined conceptually and operationalised. - Introduction is engaging and well written 	8-10 marks	4-7 marks	0-3 marks
<p>Literature Review (10 marks)</p> <ul style="list-style-type: none"> - Coverage of the literature is adequate and within scope of problem - Literature review is well organized, well written and demonstrates logical sequencing and structure around major ideas or themes. - The content of the review is drawn from the most relevant published knowledge and current research on the topic under investigation. 	8-10 marks	4-7 marks	0-3 marks

<ul style="list-style-type: none"> - Scholarly sources appropriate to the issue or problem are chosen for study. - The literature review makes explicit connections between prior knowledge and research and the issue or problem under investigation. - Detailed conclusions are reached from the evidence offered which are useful to following chapters. - Information is properly cited using APA style 			
<p>Conceptual Framework (10 marks)</p> <ul style="list-style-type: none"> - Research questions are directly connected to the conceptual framework. - The conceptual framework delineates the ideas or concepts that are being applied to the issue or problem under investigation. - The conceptual framework engages with relevant feminist theoretical approaches and concepts - The conceptual framework is engaging and well written 	8-10 marks	4-7 marks	0-3 marks
<p>Methodology and Methods (20 marks)</p>	15-20 marks	9-14 marks	0-8 marks

<ul style="list-style-type: none"> - The research design is appropriate and described fully - There is an appropriate and well written discussion of feminist methodology and methods. - The role of the researcher is clearly explained. - The research setting is described and justified. - Population, sample, criteria for selecting sample/ participants, and access to subjects/participants are appropriate and described in adequate detail. - Data gathering methods and procedures are appropriate and clearly described. - Measures for ethical protections and rights of participants are adequate. 			
<p>Presentation and Analysis of Data (30 Marks)</p> <ul style="list-style-type: none"> - Findings and results are clearly and comprehensively described and analysed - The findings and results build logically from the problem and research design and are presented in a manner that addresses the research questions or hypotheses. 	22-30 marks	12-21 marks	0-11 marks

<ul style="list-style-type: none"> - Analysis of findings applies feminist theories and concepts. - Analysis of findings is well linked to research questions and literature review - Data chapters are well written and engaging 			
<p>Conclusions and Recommendations (10 marks)</p> <ul style="list-style-type: none"> - The chapter begins with a brief overview of how and why the study was done, reviewing the questions or issues addressed and a summary of the findings and results. - The interpretation of findings and results includes conclusions that address all the research questions or hypotheses. - Recommendations for action flow logically from the conclusions and include steps for action - Recommendations for further study point to topics that require closer examination. - The work concludes with a strong, wellwritten closing statement with regard to Caribbean feminist scholarship and knowledge creation. 	8-10 marks	4-7 marks	0-3 marks

<p>Bibliography and Appendices (5 marks)</p> <ul style="list-style-type: none"> - Bibliography includes an appropriate number of relevant sources. - Citations follow APA Manual Style - Appendices are well written and appropriate. 	4-5 marks	2-3 marks	0-1 marks
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MSC INTERNSHIP GUIDELINES

RATIONALE

Internships provide students with the opportunity for hands-on practical learning and application of the research and theories which they have encountered in the classroom. It is an experience that allows them to put theory into practice and to think critically about participating in gender related social activism. Additionally, it helps students to develop and hone valuable skills in a feminist or gender and development work setting. The internship period should assist with developing a deeper understanding of the ways in which gender studies informs institutional structures and individual experiences. Internships which are most useful and in which the most learning takes place are those in which students have an opportunity to participate actively in the work of the organization by contributing to a specific programme or project. While it is important for the intern to fit into the structure and remit of the host organisation, where possible, it is also important for the intern to infuse the skills and knowledge garnered in the taught portion of the MSc into projects being done at the organisation. Regional and International placement has been facilitated through external partners, but it is expected that most internships will take place in organisations in Jamaica.

LIST OF POSSIBLE ORGANISATIONS	
1. Association of Women's Organisations of Jamaica	2. Jamaicans for Justice

3. Jamaica Women's Political Caucus	4. Hope for Children
5. Women's Media Watch Jamaica	6. Fathers Inc
7. Father's Incorporated	8. Planning Institute of Jamaica
9. Women's Resource and Outreach Centre	10. Child Development Agency
11. Bureau of Women's Affairs:	12. Victim Support Unit, MOJ
13. Jamaica Household Workers Association	14. WE Change
15. the Council for Voluntary Social Services	16. Women's Centre (various offices island-wide)
17. DAWN Caribbean Secretariat	18. FAMPLAN (St Ann)
19. UNFPA	20. Mothers in Crisis
21. Peace Management Initiative	22. Violence Prevention Alliance
23. Dispute Resolution Foundation	24. Women's Resource and Outreach Centre (WROC)
25. UNDP Partners for Peace	26. Pregnancy Resource Centre (Montego Bay)
27. WomanInc	28. Dispute Resolution Foundation

ASSIGNMENT

- All interns will be assigned in such a way that relates their academic work to practice and captures their work experience thus far.
- The intern will be involved in the organization's events such as staff meetings, workshops and seminars and allow opportunities for networking and informational interviewing with key personnel.

Each intern is required to complete:

- Approximately two to three months of work (no less than 150 contact hours) in an organisation approved by the IGDS RCU.
- A project report, which provides details on the organization, your participation and contributions to the organization, and an analysis of the intersection of your coursework and the work of the organization.
- An intern evaluation report rating the experience

SUPERVISION

- Supervision will be provided by the IGDS and an on-site supervisor in the host organization.

INTERNSHIP OPERATIONAL GUIDELINES

The organization, the UWI supervisor and the intern will create mutually agreed upon learning objectives and these will be well documented learning objectives that will provide a clear direction and targeted goals for the intern.

IGDS internship documents include:

- internship job descriptions
- eligibility and application requirements

- supervisory roles, and supervisor/intern evaluations or internship reports
- Supervisor's evaluation form
- Internship Report guidelines

ASSESSMENT

- The intern will be assessed mainly on the written report. This accounts for 75% of the final grade. This report is subject to the rules of the UWI governing research papers.
- The candidate will also be assessed on their work in the field. This 25% of the final grade will be determined by the on-site supervisor in conjunction with the IGDS supervisor.

INTERNSHIP REPORT GUIDELINES

The report (8,000 - 12,000 words) should contain the sections below and will be graded on the basis of reporting along these lines:

GENERAL STRUCTURE:

- Type-written in Times New Roman font, size 12, double spaced, 1 inch margins
- Bibliography with at least 10 academic citations
- University and Institute names
- Name of company/firm/organization (for internship)
- Student's name, ID, email address and semester • Internship start and finish dates, number of internship weeks and hours
- Date of submission
- Supervisor's name (at the place of internship), title, phone and email address
- Academic supervisor's name, title, phone (optional) and email address

TABLE OF CONTENTS SHOULD INCLUDE:

- Section and subsection headings
- Page Numbering

- List of tables/graph/charts/appendices

PROJECT SUMMARY

- A brief summary should present an overview of the complete report to help the reader have a quick glance at the report before reading it in detail. It should outline the subject of the report and the contents of the analyses.

COMPANY/AGENCY OVERVIEW

Research the company/agency to get an understanding of who they are and their functions. Your overview should include:

- Brief description of the organization – population they serve, needs being filled, financial support of the services provided
- Organizational structure – hierarchy/collective, departmentalization, chain of command within departments, span of control, work specializations
- Scope of / description of major activities and intended outputs; key alliances/partnerships in the governmental and non-governmental sectors

INTERNSHIP ACTIVITIES

This section should present the activities performed during the internship period and should include details/descriptions of

- Your position title, supervisor and other team members/co-workers
- The departments/branch activities/operations you worked in during the internship with period spent in each department.
- Working conditions and functions
- Responsibilities assigned to you as an intern and experiences gained
- Details of tasks completed, project undertaken or training programme attended (if any)
- Research completed during the internship

- Difficulties and challenges experienced
- Positive outcomes

EVALUATION AND ANALYSIS – RELATIONSHIP OF INTERNSHIP TO COURSE MATERIAL

In this section, you relate your experience to the material covered in your gender studies courses. You must contextualize your internship experience in relation to the practical skills you learned as well as in relation to theoretical knowledge from the classroom. The following questions/statements may be used to guide your writing of this section.

- How did the course material that you covered in your programme relate to the work done in your internship?
- How did your course work help you to analyse your work/experience at the organization?
- Compare between theory (what you learned at IGDS) and practice (the things you did and/or observed at the organization).
- Did the internship meet your expectations? Explain.
- What skills and qualifications do you think you have gained from the internship?
- External circumstances/trends/opportunities that favour the organization in achieving their targets.
- Any external threats/challenges that will decrease the organization's effectiveness and productivity.
- Identification of main problems.

RECOMMENDATIONS/CONCLUSIONS

Discuss in this section your key conclusions from your internship experience and provide recommendations for the organization based on what you have learned at the site, and the application of your theoretical knowledge to the setting. You may also highlight the most valuable aspects of the experience and your impressions of the organization and its impact on its target audience.

Learning Outcomes (Should be 3-4 pages long) Focus most of your cognitive abilities on this section.

- What was accomplished through the affiliation? (through your internship)
- The facets of your responsibilities that you liked/disliked and why?
- How efficiently did you apply the theoretical knowledge gleaned from your courses to the practical situations confronted during internship?
- How was this internship destined to impact your career advancement?
- Any other comments you would deem appropriate and relevant.

Upon completion of their internship, students should:

- be able to explain how feminist theory informs practice, and vice versa in the specific context;
- be able to analyze work places and policies as they relate to issues of gender, race, class, and sexuality;
- have developed skills and strategies for communicating with supervisors and colleagues;
- have developed skills and strategies for reflecting on individual responsibilities and ethics in a workplace situation;
- have gained work experience from which to draw when making future career and/or educational choices.

REFERENCES/BIBLIOGRAPHY

The sources for the data and other information used in the report should be acknowledged in this section by citing references within the text of the report using APA referencing style.

SCHEMA FOR FIELDWORK

Item	Marks allocated	Supervisor's Grade
Overall Quality of Assignments completed	8	
Knowledge of Gender and Development effectively applied to tasks	8	

Attendance, Punctuality and Professional Demeanor	5	
Ability to communicate verbally and in writing	4	
TOTAL	25	

Experience	Rating	Comments
<p>Work Attitude:</p> <p>The intern had a positive attitude to the internship activities and was willing to participate in various tasks/activities</p>		
<p>The intern was able to finish required tasks in the time allocated</p>		
<p>Knowledge of Gender and Development and the work of the organization</p> <p>The intern was able to apply relevant theories pertaining to Gender and Development to tasks given</p>		

<p>The intern was knowledgeable about the work of the organization</p>		
<p>Relationship to Supervisor/peers</p> <p>The intern worked well with staff at the organization</p>		
<p>The intern had a good working relationship with the internship supervisor</p>		
<p>General Department</p> <p>The intern was punctual</p>		
<p>The intern attended meetings/events being hosted by the organization</p>		
<p>The intern's dress and decorum were appropriate while working in the organization</p>		

Mark Scheme for Written Report

Project Summary	5
Company/Agency Overview	5
Internship activities	10
Evaluation and analysis – relationship of internship to course material	30
Recommendations/Conclusions	15
References/Bibliography and presentation	10

Total: 75

Guidelines for grading	Excellent	Good/Satisfactory	Weak/Poor
Project Summary (5 marks) <ul style="list-style-type: none"> - Work done and tasks undertaken at the institution are well articulated and conceptualised - Summary of main achievements and challenges are well expressed 	4-5 marks	2-3 marks	0-1 marks
Company/Agency Overview (5 marks) <ul style="list-style-type: none"> - The work of the company/agency are well expressed within a wider context of gender and development studies 	4-5 marks	2-3 marks	0-1 marks

<ul style="list-style-type: none"> - Reasons for attachment/interest in the agency are properly contextualised 			
<p>Evaluation and analysis (30 marks)</p> <ul style="list-style-type: none"> - Personal reflection on tasks done is meaningful and situated in the context of personal aims - Relationship of internship tasks to course material is well established - Relevant strengths/weaknesses in courses in relation to internship activities is thoroughly assessed - Work of the agency is assessed within the context of gender and development literature, policy frameworks and relevant theories - Analysis of work done applies feminist theories and concepts. - Gaps or shortcomings in the work of the agency are well expressed and conceptualised 	22-30 marks	15-21 marks	0-14 marks
<p>Recommendations/Conclusions 15 marks</p> <ul style="list-style-type: none"> - Candidate's recommendations are well grounded in relevant scholarship and policies related to the work of the agency 	10-15 marks	5-9 marks	0-4 marks

<ul style="list-style-type: none"> - Recommendations for action flow logically from the conclusions and include steps for action - Recommendations are practical and potentially implementable by host agency - The work concludes with a strong, well written closing statement with regard to the work of the agency within the context of Caribbean gender scholarship and knowledge creation. 			
<p>References/Bibliography and presentation (10 marks)</p> <ul style="list-style-type: none"> - Bibliography includes an appropriate number of relevant sources. - Overall presentation of the report indicates attention to detail in grammar and spelling - Citations follow APA Manual Style 	8-10 marks	4-7 marks	0-3 marks

MPHIL/PHD IN GENDER AND DEVELOPMENT STUDIES (16 CREDITS)

The research programmes are directed at students who are interested in a research-oriented degree, grounded in feminist theorising and activism. MPhil Candidates should have the capacity to engage in independent work required for a research degree (evidenced by suitable referees in the field of research and a proposal detailing a selected field of study) and be capable of developing and completing an original research thesis.

PROGRAMME GOALS

The goals of this programme are:

1. To improve the quality of gender-based analysis in development processes in the public, private and NGOs sectors;
2. To demonstrate the relevance of gender in Caribbean development;
3. To build capacity in a new generation of experts and specialists in the area of gender/development and feminist studies;
4. To promote innovative research and publications in the area of Caribbean feminisms, gender, sexuality and masculinities
5. To expand the knowledge base from which to draw for academics and researchers.
6. To strengthen research skills and capacities for using gender as a tool of analysis.
7. To increase the cadre of gender specialists who can engage in policy formulation and development planning.

ADMISSION REQUIREMENTS

Applicants should have a first degree with at least 2nd Class Honours (minimum GPA 3.0) or its equivalent or a postgraduate degree from a recognized tertiary institution. Preference will be given to students who have pursued the undergraduate Major/Minor in Gender and Development Studies and/or the MSc. in Gender and Development Studies.

Cost: JMD \$275,763 (FT) JMD\$137,882 (PT) per year

MPhil/PhD Candidates should:

1. Have the capacity to engage in independent work required for a research degree (evidenced by suitable referees in the field of research and a proposal detailing a selected field of study)
2. Be capable of carrying out a rigorous research project

PROGRAMME STRUCTURE

The MPhil programme is offered as a 3 years full time programme or a 5 years part-time programme while the Ph.D. programme is a 5 years full time programme or a 7 year part-time programme.

Candidates will be required to complete a minimum of 14 credits of coursework

- 1 core course (4 credits)
- 2 research methods courses (8 credits)
- 1 online research ethics graduate course (2 credits)
- 1 research workshop course (2 credits)
- Participation in 2 (MPhil) 3 (PhD) research seminars (non-credit)
- MPhil Thesis (50,000 words) PhD Thesis (80,000 words)

Candidates will be required to present and defend a **Thesis Proposal** at the end of the first year for those required to complete two research fields.

Candidates enrolled in the MPhil programme may apply for an upgrade to PhD in accordance with the regulations for upgrading approved by the Board of Graduate Studies and Research.

Graduates:

The RCO has taken pride in its six (6) research degrees awarded in the last five (5) years. The IGDS was also recognized in 2014/2015 for Outstanding Performance in the Development of Research Students by the Office of Graduate Studies and Research. Research graduates include:

- Faith Innerarity: “Gender Dimensions of Social Protection and Labour Market Participation” PhD 2012 (Posthumously awarded)
- Violet Sutherland: “Assessing Institutional Capacity to Mainstream Gender in Crime Prevention Programmes: The Case of the Women’s Resource and Outreach Centre in Jamaica” MPhil 2014
- Yvonne Blagrove Smith: “The Intersectionality of History and Political Reality in the Representation of Black Women in Post-Colonial Anglophone Fiction” MPhil 2014.
- Winsome Townsend: “The Integration of Gender in Water Resource Management (WRM) in a Rural Community” PhD 2014

- Keino Senior: “Untold Stories of Abortion: Masculinities and Fatherhood” PhD 2015 with High Commendation
- Jacqueline Hall: Women in the “House”: An Assessment of the Impact of Female Legislators on Pro-Women Policies in the Houses of Parliament in Jamaica PhD 2017 with High Commendation

FROM REGISTRATION TO GRADUATION: THE RESEARCH DEGREE PROCESS

Below is a recommended plan for full time MPhil and PhD students, but can vary according to the needs of students in terms of electives and recommendations from Supervisors and Advisory Committees. All students are advised to discuss these details with your Supervisor and to follow the course availability of IGDS offerings. Each semester, IGDS will send out an email to all graduate students with course offerings and registration information.

Year	MPhil - Full Time	MPhil - Part Time	PhD Full Time	PhD Part Time
Year 1	3 Core Courses	3 Core Courses	3 Core Courses	3 Core Courses
Year 2	Year Long Core Course Research Seminar 1 Research Ethics Course Submit to Ethics Committee	Year Long Core Course Research Seminar 1 Research Ethics Course Submit to Ethics Committee	Year Long Core Course Research Seminar 1 Research Ethics Course Submit to Ethics Committee	Year Long Core Course Research Seminar 1 Research Ethics Course Submit to Ethics Committee
Year 3	Research Seminar 2 Complete Field Work Draft of Thesis Prepare to submit Thesis	Commence Field Work Commence upgrade process of upgrading to PhD	Commence Field Work	Commence Field Work

	OR Complete upgrade if upgrading to PhD			
Year 4		Field work Research Seminar 2	Research Seminar 2 Field Work Draft of Thesis	Research Seminar 2 Field Work
Year 5		Complete draft of Thesis Prepare to submit thesis OR Complete upgrade process if upgrading to PhD	Research Seminar 3 Prepare to Submit Thesis	Commence Writing Thesis Draft
Year 6				Research Seminar 3 Produce Full draft of Thesis
Year 7				Complete Thesis Prepare for submission of thesis

RESEARCH SEMINARS

Research seminars are public presentations of postgraduate student research, which include a written and oral component. They are organised by the IGDS. These seminars provide research students with the opportunity to share their work with their advisory committee and the wider university community during the course of their research. Students should decide with their supervisor when to register and

complete the research seminars, and the IGDS Graduate Studies Coordinator and Administrative Assistant should also be informed in order to schedule and plan seminars accordingly. MPhil candidates are required to complete TWO research seminars and PhD candidates are required to complete THREE research seminars.

The supervisor and student should decide together what is best to present for each required seminar and the advisory committee might be consulted and asked to offer feedback during this process. The written component should be around 20-30 pages depending on where the student is in their research process and the level of programme (MPhil or PhD). Students are expected to submit the written component (i.e. seminar paper) at least **two weeks** before the scheduled seminar oral presentation.

TRANSITION BETWEEN PROGRAMME LEVELS (IN ACCORDANCE WITH UWI GRADUATE REGULATIONS)

1. MSc to Diploma: In consultation with their Supervisor and IGDS Graduate Studies Coordinator, students can request to transition to the Postgraduate Diploma while in the MSc Programme – if they cannot complete the research project, internship, or if the research project or internship is unsuccessful. To transition, the candidate would have to complete all the Diploma core and elective requirements.

2. MPhil/PhD to MSc: In consultation with Supervisor and IGDS Graduate Studies Coordinator, students can request to transition to the MSc while in the MPhil or PhD programme – if they are unable to complete the thesis or if the thesis was unsuccessful. To transition from the MPhil/PhD to the MSc., the candidate must complete all the core courses required for the MSc., along with electives and the research project or internship.

3. MSc to MPhil: Applicants who have completed the IGDS MSc in Gender and Development Studies, have an excellent record of scholarship can apply to the MPhil or programme. If accepted (through the OGSR upon recommendation of the IGDS), they would be required to complete the required research seminar(s), online research ethics course, and the research thesis for the MPhil programme. Supervisors may recommend that students take additional courses across faculties as needed for their research areas. Students may be exempted from course work on a case-by-case basis.

4. Upgrade from MPhil to PhD: MPhil students can apply to upgrade to the PhD in their second year after successful completion of an upgrade seminar based on the quality of a substantial paper presented at a seminar of staff and students and assessed by three approved assessors. Applications are approved by the OGSR on the recommendation of the IGDS. Students may be exempted from coursework on a case-by-case basis. Recommendations for transfer to the PhD will be initiated by the candidate's Supervisor based on an assessment of the scope, depth and originality of the research in progress. Such recommendation will not normally be made before the beginning of the second year of registration. If the recommendation to transfer is approved by the OGSR, the candidate's registration for the MPhil will terminate and the PhD registration will be dated from the date of the initial registration of the MPhil.

5. Direct Entry to PhD: Applicants who have completed graduate degrees with a substantial research component and who have an excellent record of training and scholarship in the field of Women's or Gender

Studies (or in related fields within the Social Sciences and Humanities) may apply for direct entry to the PhD programme. This must be approved by the OGSR on the recommendation of the IGDS. Supervisors may recommend that students take additional courses within IGDS and across faculties as needed for their research areas. Students may be exempted from coursework on a case-by-case basis

DETAILED COURSE DESCRIPTIONS

GEND6601 KEY THEORIES AND DEBATES IN GENDER AND DEVELOPMENT

Four (4) Credits

This course is designed to expose students to development paradigms, theories and issues and how they have evolved over time. Using a gender lens, it examines traditional and current perspectives of development and their relevance for Caribbean countries. A gender based analysis of development issues such as governance, education, labour markets, migration and health is done with the aim of ascertaining the ways in which they are being (or can be) transformed to entities that exhibit and promote equity, gender and social justice towards inclusive and sustainable development. The course also critically assesses the major social institutions as they exist in the Caribbean from a gender perspective to assess the extent to which these institutions reinforce or reproduce systemic and structural inequalities within the wider society/region, while exploring strategies for action and social change.

This is the only course within our *Gender and Development* programme which gives a comprehensive look at development theories and how they have evolved. The course goes further to interrogate traditional and current development theories using a gender lens. The course also appeals to other students of development studies such as Sociology of Development, International Development, Government and International Relations students.

At the end of this course, students should be able to:

1. To discuss traditional and current development theories (including radical Caribbean thinkers and WID, WAD, GAD approaches)
2. To assess the impact of development theories and models on Caribbean societies and their institutions
3. To examine the extent to which social transformation is occurring within the Caribbean with the aim of promoting sustainable and inclusive development.
4. To assess the extent to which structures of governance in the Caribbean are promoting a rights based gendered approach towards human rights and social justice
5. To examine the intersectionality of class, race, ethnicity and gender in existing inequalities in education systems and the implications for Caribbean development.
6. To analyze the gender dimensions of the Caribbean labour market structure
7. To contextualize the health issues of Caribbean men and women in relation to Caribbean sustainable development.

Assessment 50% coursework 50% exam

GEND 6001: CONTEMPORARY FEMINIST THEORIZING

Four (4) Credits

Philosophy and language have been two of the most powerful creators and reflectors of the ways in which we understand and are able to analyse ourselves, our worlds and the roles and functions that we are assigned therein. These knowledge systems have, in large measure, been used to validate hierarchical systems that have created and maintained the dominance and authority of selected groups of people over others. Feminism is an activist and academic project which deliberately sets out to interrogate and destabilise these knowledges and knowledge systems. Consequently, the feminist challenge is to detect and expose sexist concepts and then reconceptualise, reconstruct and analyse the realities that these structures purport to describe and categorise.

This course looks at the strategies employed by philosophy and language in defining and constructing the category woman and womanhood as 'other', diseased and incomplete, in other words, a product of various pathologies. It must be noted here that 'otherness' is not only created on the basis of biological sex or social gender; it is also created on the basis of geopolitics and, to that extent, the course will deliberately affirm the Caribbean experience as a valid standpoint from which to interrogate and theorise. Hence, our own personal and collective Caribbean experience, as well as relevant Caribbean scholarship, will be an integral part of this course.

The course is integrated in the programme as one of the core and initial courses that students must take. Included in the course is not only the foundation of the feminist challenge to mainstream philosophy, but an introduction to critical concepts in gender and development. In addition, the challenges and critiques associated with feminist theorizing are covered, which creates a space for debate and interrogation of feminism before students move on to other courses related to gender and development studies.

At the end of this course, students should be able to:

1. Employ gender as another category of social analysis in our understanding and interpretation of the present and past human society
2. Review the development of the main perspectives in feminist theory
3. Develop an appreciation of the intellectual diversity of evolving scholarship within feminist thinking
4. Evaluate the relevance of the ideas of feminist theory to an understanding of the status and position of women and men in Caribbean society.
5. Expand their epistemological vocabulary on Caribbean ways of knowing and production of knowledge as it relates to gender, sex and sexuality.
6. Elaborate on Caribbean Feminist philosophy, its questions, assumptions and assertions.

Assessment 50% coursework 50% exam

GEND 6101: INTRODUCTION TO RESEARCH METHODS FOR GENDER AND DEVELOPMENT

Four (4) Credits

This course is designed to give students an introduction to the world of social research and a comprehensive understanding of the research process. It focuses on both quantitative and qualitative research approaches and the philosophies guiding both. Further, students will learn how both quantitative and qualitative research approaches are relevant to, and can be used in doing research on a gender topic or issue.

Students will also gain a better understanding of the mixed method approach, which is often used in gender studies, to enhance the quality of the research and to interrogate social problems and issues using a gender lens.

The course adopts both learning as you go and incremental learning approaches where the course assessments will allow students to apply knowledge gained from this course in the development of their research proposal. The course is designed in such a way that learning each week will lead to student reflection and thus incremental design of a research study and the related research proposal on a selected topic in the area of gender and development studies.

At the end of the course students are expected to be able to formulate a research design, and produce a complete research proposal reflecting a strong gender perspective and in keeping with UWI ethical standards for social research.

At the end of this course, students should be able to:

1. To assess the philosophical underpinnings of social science research (Positivism and Constructivism)
2. To demonstrate a comprehensive understanding of both quantitative and qualitative approaches and its relevance to gender research
3. To examine the methodological congruence in mixed methods approach in the completion of feminist/gender research
4. To demonstrate the ability to select a gender topic and formulate a related problem statement
5. To evaluate the various methods and techniques appropriate for collecting, analyzing and presenting data/information on a gender research topic
6. To design a research proposal around topics pertinent to Gender and Development Studies (in the Caribbean).

Assessment 100% continuous assessment

GEND 6102: FEMINIST EPISTEMOLOGY AND GENDER RESEARCH

Four (4) Credits

Quantitative researchers contend that how research is conducted and knowledge constructed is an objective exercise. They go on to argue that social research results have no bias and merely contribute empirical evidence for building theory, adding to the body of knowledge in particular subject areas and informing programmes and policies which should contribute to development and social growth. On the other hand, qualitative researchers suggest that who we are (subjective researcher) affects what we do (our methods) and determines what we produce (the results). From this approach, the feminist perspective invites us to consider that how we are as men and women can affect research methodology and epistemology.

Feminist methodology is mainly concerned with the way that knowledge is produced about the social life and how it can be connected to the social realities of women. Sandra Harding (2012) contends that studying and knowing the perspectives of women, accepting the researcher as part of the research subject and appreciating the beliefs of the researcher guides the feminist research process.

This course is the second semester research course within the programme and follows from GEND6102 (semester I). It examines the challenge of feminist ontology and epistemology to traditional social science research. It exposes the myth of objectivity and clarifies concepts of feminist epistemology. This leads to an engagement of alternative perspectives in relation to the social sciences. It involves an analysis of social science research to evaluate sexist and ethnocentric bias in research design, data collection and analysis and reporting. It also addresses the differential female and male experiences as data sources.

At the end of this course, students should be able to:

1. Assess the contending paradigms of qualitative and quantitative research methodologies in social science research
2. Identify the fundamental principles of feminist ontology and epistemology
3. Evaluate sexist and ethnocentric bias in social science research using the feminist/gender lens
4. Evaluate the various research methods and techniques suited to feminist research
5. Apply feminist epistemology and theory to a participatory action research (PAR) study.

Assessment: 100% coursework

GEND 6502: GENDER ANALYSIS FOR DEVELOPMENT POLICY AND PLANNING

Four (4) Credits

When it comes to development, women and men have different challenges and unique needs, which require varying approaches that promote gender equality and gender equity. Gender analysis and gender mainstreaming means understanding and incorporating these gender differentials in needs, access and opportunities when designing policies, plans and programmes for development. In this course, students will be equipped with the tools to carry out gender analysis and gender mainstreaming and will be taught key development planning frameworks that can be used to guide these two processes.

The course is integrated into the programme as one of the core development courses. It follows from the first semester course Key Theories and Debates in Gender and Development. Having gone through the various

theories/perspectives of development and the evolution of gender into development theories, students in this course will learn why and how gender must be integrated into the practice of development through development programmes, projects and policies. The course therefore focuses on the planning processes and practices of development.

At the end of this course, students should be able to:

1. To identify the global and regional context within which gender analysis emerged in development policy and planning;
2. To conduct a gender analysis
3. To use the various gender planning frameworks
4. To identify, assess and recommend ways to mainstream gender into programmes and policies
5. To conduct M&E (as part of gender analysis process)
6. To identify the key features of the policy process
7. To evaluate a policy paper using gender lens
8. To critique existing policy documents (from various countries) in relation to a gender mainstreaming approach.

Assessment 100% coursework

GEND 6402: GENDER, POLITICAL ACTIVISM AND MOBILIZATION

Four (4)

This course aims to provide insights and develop understandings concerning the conditions that drive activism with specific reference to women's agency and collective organizing in the Caribbean. The course focuses on the different ways in which the socio-economic conditions, party politics, governance and patriarchy may provide the basis for women's activist interests. It examines women's political leadership from a historical perspective with a view to determine whether the gender of leadership/governance has a profound impact in influencing or improving the social conditions of Caribbean women's lives.

The course also explores the social and political constraints that challenge the achievement of women's activism, as well as the extent to which women have managed to take advantage of the different windows of opportunity to influence social change through various creative means. The course will highlight the ways in which the legacies of the past have been consolidated into contemporary times.

The sessions outlined aim to provide graduate students with an understanding and analysis of Caribbean initiatives in women's organising at different historical periods, focusing on selected cases. It will introduce students to the dynamics of race, class, gender realities, national and global politics involved. Strategies will be examined taking into account the dynamics between national, regional and international/global politics, women's organising, and gender equality initiatives in defining the challenges as well as achieving the gains. The context, strategies, outcomes, limitations, and current opportunities will be addressed.

At the end of this course students should be able to:

1. Critically examine the work of leading personalities as well as those 'behind the scenes' who were engaged in activism especially if the actions that were taken resulted in significant gains for women.
2. Discuss the work of women involved in politics and the substantive representation of women by women.
3. Explain the extent to which the strategic positioning of women within the structures of governance facilitates feminist actions and how community women can gain from this kind of activism.
4. Assess how policies have been influenced by the actions of individual women and from the collective organizing of women.
5. Critique the issues of power, gender, governance, patriarchy, Caribbean socio-economic situation in the context of how those issues affect the living conditions of women.
6. Critique the gender of leadership and its impact on the leadership of gender from an activist perspective.

Assessment: 50% coursework 50% exam

GEND 6602 MEN AND MASCULINITIES IN THE CARIBBEAN

Four (4) Credits

This course interrogates the issues of men and masculinities in the Caribbean context, with a keen examination on the impact of patriarchy on all genders. The meanings of manhood in the Caribbean as well as social definitions of what it is to be a man, are also explored. The historical, social, economic and political constructions of Caribbean masculinities are also assessed. This course is necessary to increase understanding of the characteristics of hegemonic, subordinated and marginalized ideals of manliness and the extent to which these constructs impact other genders. The course will explore the main theoretical approaches to the study of male identities, and debate the extent to which hegemonic masculinity and heteronormativity is reinforced by praxis such as popular culture, the military, religion institutions, schools and mass media. How socialization influences the priorities of young men as well as the meanings and social impact of fatherhood are also considered as well as an analysis of men in the LGBT community crime, gender-based violence and the responses of the Men's Movement to societal factors which affect men.

The course is essential to the fuller understanding of gender issues in the Caribbean milieu. Within and outside the framework of feminist theorizing are spaces for the interrogation of masculinity to improve policy, planning and interventions to deal with various crises among men and between men and other genders. There is also the need to examine how the gendered social order influences men's actions and the way men perceive themselves, other men, women, and social situations. Through this course, the IGDS also aims to contribute to the creation of the ideal UWI graduate who is socially conscious, regionally responsive and committed to the elimination of harmful gender stereotypes.

At the end of this course, students should be able to:

1. Understand how knowledge of gender issues can provide them with fresh insights about their personal lives.
2. Demonstrate an understanding of the social construction of Caribbean masculinities

3. Identify the ways in which patriarchy affects the lives various groups in society
4. Discuss the relationship between feminist theorising and masculinity studies
5. Assess the development of the men's movement in the Caribbean
6. Evaluate the status of Caribbean men in the 21st century

Assessment: 50% coursework 50% exam

GEND 6105: GENDER AND CONFLICT SITUATIONS

Four (4)

This course explores key theories and issues of gender and conflict situations in global as well as regional contexts. It also investigates how gender, violence and war impact upon development. The course conceptualizes various forms of conflict situations in relation to gender ranging from total war and genocide to gender based violence in the private sphere. The course makes the link between prevailing gender inequalities and gender based violence, and also facilitates a gendered approach to the study of peace and justice initiatives.

There are clear links between conflict situations and gender and in recent time there has been an upsurge of international initiatives and programmes surrounding these issues. However there has been less done on this topic from the perspective of the Caribbean, which is no less exposed to conflict situations that are inherently gendered. There is need to expose graduate level students, through a focused course, to the topical issue of regional and global conflicts using gender as an analytical category and to facilitate discussion on strategies for peace and justice within the Caribbean context.

At the end of this course students should be able to:

1. Explain how militarism, war, conflict and peace processes are gendered globally and regionally
2. Assess the link between gender based conflict and development in the Caribbean
3. Analyze the causes and impact of gender based violence in the Caribbean context
4. Critique traditional and contemporary feminist approaches to conflict and peace building

Assessment 50% coursework 50% exams

GEND 6201: SEXUALITY BODIES AND POWER IN SOCIETY

Four (4)

The course exposes students to theoretical debates about the historical, ideological, social and psychological regulation of sexuality. It explores the importance of diverse sexual identities in controlling and ordering the structure of societies. This course is grounded in the theoretical, methodological and empirical realities of how sexuality functions as a distinguishing category of hierarchy and privilege. It examines the antagonism

between bodies as natural, biological and socially controlled within the context of power and knowledge relations.

Feminist analyses of the extent to which cultural messages about the ways that appropriate and transgressive masculinities, femininities and third gender categories are passively assimilated or actively resisted or debated. The importance of reproductive health care and safe sex campaigns and interventions to increase the rights of lesbian, gay, bisexual and transgender (LGBT) are discussed. The implications for social policies to improve the socio-sexual status of men, women and sexual minorities are also addressed in relation to wider power inequalities such as race, ethnicity, class and disability.

The course examines theories of sex, sexuality, bodies, and gender as they are debated, negotiated, and lived, with a special focus on the Caribbean. In this way, it encourages students to see how sources of knowledge emerge from western and non-western centres, and the extent to which Western theories of sexuality and gender are both useful and problematic in understanding Caribbean realities. The course introduces students to foundational writings in the study of sexualities, gender and the body, as well as feminist, postcolonial, and queer theories as they relate to these topics. It asks students to consider future directions in the study of sexualities and bodies as scholarship on gendered power relations continues to grow.

Students should be able to:

1. Critically examine feminist theories on sexuality
2. Discuss the range of expressions of sexualities and the debates surrounding these issues
3. Analyse the extent to which sexuality is used as a tool for social control in the wider Caribbean
4. Examine the politics of citizenship, social movements and sexuality
5. Exhibit an awareness of the socio-economic dimensions of sexuality (sex work, sex tourism, sex trafficking, HIV / AIDS, STDs etc).

Assessment 50% coursework 50% exam

GEND 6103 WORKSHOP SERIES ON RESEARCH PROTOCOLS AND PROCESSES (MPHIL AND PHD CANDIDATES ONLY)

Two (2) Credits

This course is designed in the workshop format targeting students who are in their second year of their MPhil/PhD programmes. It builds on the theoretical and epistemological aspects of the core research courses and focuses on specific protocols and processes within the research process, especially related to field work. While students have a good understanding of the conceptual and theoretical frameworks, as well as the overall research design for their planned studies, they often are not adequately prepared to deal with the challenges encountered in the field. There is a gap between familiarization with the theory of research methodology and the application of that theory to conceptualizing and operationalizing graduate research projects. To fill this gap, this course also provides practical hands-on applications of theory in research methodologies. Finally the course will teach students the importance of professionalism and observing good ethical practice for their projects, as well as techniques for self-reflection and evaluation of their written work.

Through this course, the IGDS also aims to contribute to the creation of the ideal research student with the ability to be professional, observe good ethical practice in research, to engage with the scholarship in his/her research area and to monitor and evaluate his/her research progress in a conscientious and reflective manner.

On successful completion of this course, students should be able to:

1. Describe the ethical standards for good research practice
2. Identify the criteria and formulate proposal for approval from UWI Ethics Board
3. Design appropriate instruments or relevant data collection methods
4. Determine various sampling techniques
5. Evaluate the soundness of their own methodologies
6. Discuss strategies for overcoming challenges in the field
7. Assess their draft chapters in terms of fulfilment of research objectives, critical engagement with the literature, development of argument and concepts
8. Reflect on their written work and progress
9. Assess good practice for networking, presentations and publications

Assessment: 100% continuous assessment



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