



THE UNIVERSITY
OF THE
WEST INDIES
CAVE HILL CAMPUS
BARBADOS, WEST INDIES



FACULTY OF HUMANITIES & EDUCATION

POSTGRADUATE STUDENT HANDBOOK 2025-2026



On the Cover

Annually the Faculty of Humanities and Education celebrates the outstanding academic achievements of its undergraduate and postgraduate students. Featured on the cover are postgraduate scholars from the School of Education, who graduated in 2022-2023 academic year.

THE UNIVERSITY OF THE WEST INDIES
CAVE HILL CAMPUS
BARBADOS

FACULTY OF HUMANITIES AND EDUCATION

POSTGRADUATE PROGRAMME REGULATIONS AND SYLLABUSES

2025-2026

WWW.CAVEHILL.UWI.EDU/GRADSTUDIES

Every attempt has been made to ensure that the information in this booklet is accurate at the time of printing. It is intended for students entering programmes in academic year 2023 to 2025

Continuing students must refer to the programme regulations in force in their year of entry

Students should consult their Programme Coordinator where clarification is required.



THE UNIVERSITY OF THE WEST INDIES

CAVE HILL CAMPUS - BARBADOS

OUR VISION

To be an excellent global university rooted in the Caribbean

OUR MISSION

To advance learning, create knowledge and foster innovation for the positive transformation of the Caribbean and the wider world.

OUR CORE VALUES

° **Integrity:** The UWI will perform in an honest, caring, ethical and trustworthy manner, and will create a culture of accountability in its management practices to ensure that these values are sustained.

° **Excellence:** The UWI will serve its internal and external stakeholders by delivering consistently high-quality and relevant service, benchmarked against international standards and operational best practices.

° **Gender Justice:** The UWI will actively create and sustain, as a core value, a social, academic, and administrative culture that supports and promotes gender equality and justice within its environments. This policy will require systematic research into its effectiveness with a view to taking appropriate actions of a corrective nature.

° **Diversity:** The UWI will foster a culture and work/study environment that is open and welcoming to different ideas and perspectives, acknowledges and values diversity, is inclusive of and affirms the dignity of all persons regardless of race, socio-economic status, age, sex, gender identity and expression, physical and mental ability, sexual orientation, family or marital status, national origin, language, political or religious persuasion, health status, and other characteristics that make its constituents unique.

° **Student Centredness:** The UWI will ensure that its policies, governance and daily operations are geared towards the delivery of an exceptional teaching and learning experience for all students.

° **Financial Sustainability:** The UWI will seek to fulfil its financial obligation to all its internal and external stakeholders without compromising its ability to meet future operational and strategic obligations.

The Faculty of
Humanities and Education



Faculty of Humanities and Education

Our Graduate Programmes at a Glance

We offer:

7 MAs | 9 MPhil/PhDs | 1 MSc | MEd

& the Postgraduate Diploma in Education (Secondary)

Choose a **Master of Arts (MA)** in:

Caribbean Studies (Department of Language, Linguistics and Literature)

Global African Studies (Institute for Global African Affairs)

Heritage Studies (Department of History and Philosophy)

History (Department of History & Philosophy)

Linguistics (Department of Language, Linguistics and Literature)

Reparatory Justice (Department of History and Philosophy)

Theology (Codrington College)

OR

A Master of Education (MEd)

Education (School of Education)

OR

A Master of Philosophy (MPhil) or Doctoral Degree (PhD) in:

Education (School of Education)

French (Department of Language, Linguistics and Literature)

History (Department of History and Philosophy)

Linguistics (Department of Language, Linguistics and Literature)

Literatures in English (Department of Language, Linguistics and Literature)

Philosophy (Department of History, Philosophy and Psychology)

Psychology (Department of History, Philosophy and Psychology)

Spanish (Department of Language, Linguistics and Literature)

Theology (Codrington College)



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Have Questions?

Tel: 246-417-4385

Email: humanities@cavehill.uwi.edu



<http://www.cavehill.uwi.edu/fhe>



Why Use this Handbook

Welcome to this new and exciting journey as you pursue your Graduate programme with the Faculty of Humanities and Education at The University of the West Indies, Cave Hill Campus, Barbados. This handbook is the guide to your course requirements and the regulations governing your degree. It is intended for students entering the Faculty from academic year 2023-2024. Continuing students should refer to the programme regulations in force in their year of entry. The archive of Handbooks is available on the School for Graduate Studies and Research website. Students should consult the Graduate Programme Coordinator or Dean where clarification is required.

All students should read this booklet very carefully in conjunction with the relevant faculty and departmental websites. These are a major source of detailed information pertaining to the courses and programmes offered each semester.

DISCLAIMER

Every attempt has been made to ensure that the information in this booklet is accurate at the time of publishing. Subsequent publications may therefore reflect updated information. Students should consult their Dean where clarification is required.

DISCLAIMER - PROGRAMMES & COURSES

Notwithstanding the contents of Faculty Handbooks, course outlines or any other course materials provided by the University, the University reserves the right at any time to altogether withdraw or modify programmes or courses as it deems necessary.

The University reserves the right to make such changes to the contents of this publication as may be deemed necessary.



Welcome to the Faculty of Humanities and Education, one of the oldest faculties at The UWI Cave Hill Campus. Over the last 60 years, it has been a shining beacon, providing critical human resources that have assisted in the development of Caribbean territories.

In choosing to study in our Faculty, you have chosen to place yourself within an academic community that deals with perhaps the most important questions that face us as human beings.

As a Faculty, we endeavour to comprehend messages found in History, Psychology, Philosophy, Theology, Modern Languages (Spanish, French, and Chinese-Mandarin), Literature in English, Linguistics, and Education.

These critical disciplines offered within the Faculty will provide you with a solid foundation that prepares you for life and work in a rapidly changing world.

Besides offering Bachelor's degrees leading to Majors in the disciplines named above, we offer some Minors in several other disciplines including: Music, Communications Studies, and, Cultural Studies. Students will find a number of engaging co-curricular options, including Sports, Leadership Service, Debating, and Singing.

Persons intending to pursue a graduate studies programme will also be able to pursue an MA, M.Ed, MPhil, or PhD degree in one of the

disciplines identified above.

The Faculty of Humanities and Education is a place where students and scholars have excellent opportunities to participate in internships, fellowships, overseas study tours, documentaries, radio programmes and address pressing questions of the past, present, and future.

In the Faculty of Humanities and Education, we aim to develop our students to become creative, inquisitive and learned individuals in their discipline of choice and to equip and prepare them for the challenges inherent in our dynamic environment. We aim to enhance the overall student experience in the Faculty and maintain close links with our graduates. We prepare our graduates well to serve the community, both locally and internationally. It is also our aim to empower all faculty members to develop to their fullest potential as academics and researchers in order to guide and mentor students and fulfil the mission of the University.

Sincerely,

Dean, Faculty of Humanities and Education
Dr. Henderson Carter, PhD

Meet the Faculty & Staff

DEAN'S OFFICE

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Dean

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BA (Hons), MPhil., CUTL, PhD (The UWI)

Deputy Dean (Planning)

Dr Verna Knight
B.Ed, PhD (The UWI)

Deputy Dean (Outreach)

Mr Terrence Inniss
BA (UWI), MIB (Grenoble), Dip Ed (UWI)

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Coordinator, History Graduate Programme & Oral History Project

Dr Cleve Scott
CERT. ED, BA, PhD

Coordinator of MA Heritage Studies

Ms Andrea Richards
BA, MA.

Coordinator of MA/ MSc Reparatory Justice

Dr Rodney Worrell
BA, MPhil, PhD (The UWI)

DEPARTMENT OF LANGUAGE, LINGUISTICS & LITERATURE

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Head of Department

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Director

Dr Laurette Bristol
PhD - (Sheffield UK), Post Graduate Certificate in Higher Education - (Sheffield), M. Ed — (Sheffield UK),

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Dr Jason Marshall
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CODRINGTON COLLEGE

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Principal

Michael Clarke
B.Sc., BA (UWI), D.Min. (Toronto)

Coordinator (Postgraduate Programmes)

Rev'd Canon Kirkley Sands
L.Th (UWI); BD, AKC (London), PhD (Edinburgh)

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Paradise Park, Lazaretto, Black Rock, St. Michael

Tel: (246) 417-4910 | Email: gradstudies@cavehill.uwi.edu

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About the Faculty

The Faculty of Humanities and Education evolved out of the original Faculty of Arts established in 1950 and the Faculty of Arts and General Studies which was started in 1964 to co-ordinate the teaching of General Degree studies instituted in 1963. At the time of its establishment, the Faculty of Arts and General Studies was an inter-campus body with branches at all three campuses: Cave Hill in Barbados, Mona in Jamaica, and St. Augustine in Trinidad and Tobago.

In 1996, the Faculty of Arts and General Studies was merged with the Faculty of Education. As a result of this restructuring, the new entity at Cave Hill was renamed the Faculty of Humanities. (At St. Augustine it was renamed the Faculty of Humanities and Education, while at Mona, the Faculty of Arts and Education.) The Faculty at Cave Hill continues to maintain close links with its counterparts on the other two campuses.

In 2002, the Faculty of Humanities was renamed the Faculty of Humanities and Education.





Graduate Regulations

The official [Regulations Handbook](http://www.cavehill.uwi.edu/gradstudies) for all Graduate Diplomas and Degrees is found online on the School for Graduate Studies and Research website at www.cavehill.uwi.edu/gradstudies. Students should download the Handbook and familiarise themselves with the regulations. Some of the regulations governing the graduate degrees are highlighted here, as well as some important administrative information.

Registration

Every student is required to register within the first week of **every** semester until his/her degree has been awarded. Changes in registration are permitted to the end of the third week of the semester.

Registration is a two-part process:

1. The selection of courses on-line through Cave Hill On-Line (CHOL), and
2. The payment to the Bursary of all fees for the semester.

Registration for Thesis/Research Paper/Practicum

The requirement to register every semester continues while students are doing and writing up the Thesis/Research Paper/Practicum programme element. Note that if a student registers for the Research Paper/Practicum and does not complete this in the first semester of registration, regulations require him/her **to register** every subsequent semester until the Paper/Report has been submitted and graded.

If a student experiences any difficulty registering it is his/her responsibility to inform the School of Graduate Studies and Research office within the first 3 weeks of the semester by email to gradstudies@cavehill.uwi.edu so that problems can be resolved.

Withdrawal

If at the end of the published registration period our 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.

Electives

All programme electives are **NOT** offered every academic year and students are required to select from those on offer. Visit [Cave Hill On Line](http://www.cavehill.uwi.edu/gradstudies) (CHOL) and browse the class schedule for a list of available courses each semester.

Examinations

Unless otherwise stated, examinations for courses in all programmes will be held at the end of the semester in which the courses were taught.

Examination re-sits or re-submission of coursework

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.

In such cases an **Examinations Only** registration must be done administratively and students will need to contact the School of Graduate Studies and Research office within the first week of the relevant semester by email to gradstudies@cavehill.uwi.edu with details of the course for which they are to be registered. Students must not attempt to self-register for courses where Examination Only or Coursework Only registration have been approved.

This repeat registration attracts a per-credit fee.

Re-taking a failed course

Any student who has received a grade F in any course and has been permitted a second opportunity to take that course, is required to take the course in FULL. Such students must self-register using CHOL the next time the course is offered.

Requirement to withdraw

Any candidate who receives a second failing grade in any compulsory course is required to withdraw from the programme. Applications for re-entry from students who were *Required to Withdraw* are not normally considered until a period of **two years** has elapsed.

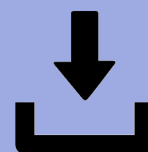
Faculty Regulation Concerning the Requirement to Withdraw

Any candidate in any programme who fails two or more courses in any semester will normally be required to withdraw from that programme.

Eligibility for Award based on Grade Point Average

In order to be eligible for the award of a Graduate Certificate, Diploma, Taught Masters, or Professional Doctorate, a student must have a minimum Grade Point Average of 2.00. Click [here](#) for information on the GPA Scheme. The scheme to be used for the conversion of numerical marks to letter grades is as follows:

Passing Grades and Quality Points		
Grade	Quality Point	% Range
A+	4.30	90-100
A	4.00	80-89
A-	3.70	75-79
B+	3.30	70-74
B	3.00	65-69
B-	2.70	60-64
C+	2.30	55-59
C	2.00	50-54



Download

THE OFFICIAL HANDBOOK
[REGULATIONS FOR GRADUATE](#)
[DEGREES AND DIPLOMAS](#)



HISTORY, PHILOSOPHY & PSYCHOLOGY



Graduate Programmes in History & Philosophy

MA Heritage Studies

Introduction/ Objectives

The MA Heritage Studies programme continues to create marketable graduates in the field of cultural heritage and deepen and diversify students' knowledge base in this area. An emphasis on innovative types of experiential learning means that graduates can immediately apply their skills across all sectors of the heritage industry, including tourism, museums, archives, government, and the built environment.

The aim of this programme is to create heritage specialists who can develop and manage the cultural and heritage resources of Barbados and the wider Caribbean, while working within global standards for the heritage industry.

Entry Requirements

The minimum requirement for admission is at least a Second Class Honours degree or equivalent in a heritage-related field.

Duration

The MA Heritage Studies is offered either on a full-time basis over one academic year or on a part-time basis over two academic years.

Programme Structure/Course of Study

Students should successfully complete 42 credits as follows:

- six 5-credit courses (5 compulsory and 1 elective), and
- One Research Paper of between 10,000 and 15,000 words (exclusive of bibliography and notes), on a topic within their area of specialisation and approved by the Department.

Career Options

Heritage Management
Sustainable Tourism
Archives and Information Management

COURSE LIST

Compulsory (all 5 credits except where otherwise noted)

HIST 6711 Caribbean History and Heritage
HIST 6721 Principles and Practices of Archives
HIST 6720 Museum Development, Management and Curatorship
HIST 6803 Landscape History of the Eastern Caribbean
HIST 6810 Cultural Resource Management for Heritage Sites
HIST 6199 Research paper (12 credits)

Select 1 elective from

HIST 6704 Oral History: Sources and Methods
HIST 6710 Audio-visual in History
HIST 6802 Reading Material Culture

[Link to Course Descriptions](#)

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MA History

Introduction/Objective

The main objective of the MA History Degree Programme is to offer specialized training in the nature and practice of the discipline, especially for teachers in the higher levels of the secondary schools.

Entry Requirements

The minimum entry requirement for admission is a Second Class Honours degree or equivalent in History or a related discipline.

Duration

This programme is currently offered either on a full-time basis over one academic year or on a part-time basis over two academic years.

Programme Structure/Course of Study

Students should successfully complete a minimum of 30 credits as follows:

- six courses (as agreed with Programme Coordinator), and
- one Research Paper of between 10,000 and 15,000 words (exclusive of bibliography and notes), on a topic within their area of specialisation and approved by the Department.



COURSE LIST

Select 6 courses from

- HIST 6001 The Emergence of West Indian History (3 credits)
- HIST 6302 Nation Building in Western Africa (3 credits)
- HIST 6704 Oral History: Sources and Methods (5 credits)
- HIST 6705 Family History and Historical Biography (5 credits)
- HIST 6710 Audio-Visual in History (5 credits)
- HIST 6711 Caribbean History and Heritage (5 credits)
- HIST 6714 Current Debates in History (3 credits)
- HIST 6716 Advanced Methods in History (3 credits)
- HIST 6720 Museum Development, Management and Curatorship (5 credits)
- HIST 6721 Principles and Practices of Archives (5 credits)
- HIST 6799 Barbados Politics, 1834-1937 (both semesters) (6 credits)
- HIST 6802 Reading Material Culture (5 credits)
- HIST 6803 Landscape History of the Eastern Caribbean (5 credits)
- HIST 6810 Cultural Resource Management for Heritage Sites (5 credits)

Compulsory

- HIST 6199 Research paper (12 credits)

[Link to Course Descriptions](#)

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MA/MSc Reparatory Justice

Introduction/Objective

This Masters offers a groundbreaking opportunity to work with scholars at The University of the West Indies (UWI) and the University of Glasgow. Directed by the Glasgow-Caribbean Centre for Development Research, the programme is a collaboration between the Beniba Centre for Slavery Studies in Glasgow and the Centre for Reparations Research at The UWI. With a specific focus on the Caribbean and the slavery reparations movement, the programme will also draw on case studies of campaigns for reparative justice in other global contexts. You will learn how to conduct practical and theoretical research using archival, interviews and legal research while also gaining experience in organisations doing reparative work to produce a final research project on reparative justice.

Entry Requirements

The minimum entry requirement for admission is a Second Class Honours degree or equivalent in History or a related discipline.

Duration

This programme is offered part-time basis over two academic years.

Programme Structure/Course of Study

Students should successfully complete:

- Four core courses (two offered by The UWI; two offered by the University of Glasgow),
- Two optional courses and
- one Research Paper of between 10,000 and 15,000 words (exclusive of bibliography and notes), on a topic within their area of specialisation and approved by the Department.

COURSE LIST

Core Courses

- Slavery, Conflict and Human Rights
- Reparations Now
- The Pedagogy of Reparatory Justice
- Qualitative Approaches to the Study of Political Violence

Optional Courses

Choose two optional courses from:

- Psycho-Historiography and Reparatory Justice
- Seeking Refuge from Slavery
- Raw Materials: Literature, Empires, Commodities
- Postcolonialism: Writing & Theory
- A 'New Form of Slavery'?: Indentured Labour in Post-Slavery Caribbean Societies, c. 1836-1917
- African Diaspora Studies (UWI)

Note: **Optional courses are updated each year**

[Link to Course Descriptions](#)

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MPhil/PhD History

Entry Requirements

The minimum requirement for admission is normally an Upper Second Class Honours degree. Applicants who do not satisfy this requirement, may in exceptional circumstances be admitted on passing a Qualifying Examination. Candidates desirous of pursuing the PhD must first register for the MPhil degree.

Duration

MPhil

Candidates registered on a full-time basis will be expected to present their thesis in not less than four (4) semesters and not more than five (5) calendar years after registration. Candidates registered part-time will be expected to present their thesis in not less than six (6) semesters and not more than seven (7) calendar years after registration

PhD

Candidates registered on a full-time basis will be expected to present their thesis in not less than six (6) semesters and not more than six (6) calendar years after registration. Candidates registered part-time will be expected to present their thesis in not less than eight (8) semesters and not more than eight (8) calendar years after registration.

Seminars

Each candidate will present at least two (2) seminars (for the MPhil) or three (3) seminars (for the PhD) before a panel consisting of members of staff in the discipline and other interested parties.

Award of the degree

The successful completion of the coursework (where necessary), the compulsory Seminar Presentations and the thesis will lead to the award of the MPhil or PhD degree.

COURSE LIST

For available courses see MA History

GRSM 6001	MPhil Research Seminar 1
GRSM 6002	MPhil Research Seminar 2
HIST 6990	MPhil History
GRSM 8001	PhD Research Seminar 1
GRSM 8002	PhD Research Seminar 2
GRSM 8003	PhD Research Seminar 3
HIST 8000	PhD History

[Link to Course Descriptions](#)

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MPhil/PhD Philosophy

Entry Requirements

The minimum requirement for admission is normally an Upper Second Class Honours degree. Applicants who do not satisfy this requirement may, in exceptional circumstances, be admitted on passing a Qualifying Examination. Candidates desirous of pursuing the PhD must first register for the MPhil degree.

Duration

MPhil The minimum completion time for full-time candidates is two (2) years. A full-time candidate must complete all of the requirements for the degree within three (3) calendar years of the start of the programme. Part-time candidates have up to five (5) calendar years to complete the same requirements.

PhD The minimum completion time for full-time candidates is three (3) years. A full-time candidate must complete all of the requirements for the degree within five (5) calendar years of the start of the programme. Part-time candidates have up to eight (8) calendar years to complete the same requirements.

Seminars

Each MPhil candidate will present at least two (2) open seminars. The first seminar presentation should normally be the student's research proposal. MPhil candidates must present a second seminar and PhD candidates a total of three (3) before the completion of the thesis.

Award of the degree

In addition to the satisfactory completion of the assigned courses for credit and the research seminars, each candidate must present a thesis of the appropriate size: 50,000 words for the MPhil and a maximum of 80,000 words for the PhD. A PhD candidate will also be required to submit to a **viva voce** (an oral examination) on the thesis submitted. If the thesis is not acceptable, the candidate may be: (1) required to make significant changes and to re-submit within a specified time; (2) may be deemed to have failed outright; or in the case of a PhD, (3) may be recommended for the MPhil degree. A PhD thesis will not be deemed adequate unless (1) it is judged to be a new contribution to knowledge; (2) shows clear evidence of original research; (3) is worthy of publication.

Career Options

Academia (research and/or teaching)
Policy Analyst
Research Analyst

COURSE LIST

MPhil

MPhil candidates **MUST** register to earn the requisite **six (6) course credits** from **two (2) of the following**

Core Course:

PHIL6010: Philosophical Methodologies (3 credits)

And one of the following electives:

PHIL6015: Major Figures in Philosophy (3 credits)

PHIL6025: African Philosophy and Sagacity (3 credits)

PHIL6020: Issues and Trends in Caribbean
Philosophy (3 credits)

PhD

PhD candidates shall complete three (3) courses: the core course and any two elective courses.

GRSM6001 MPhil Research Seminar 1

GRSM6002 MPhil Research Seminar 2

PHIL7099 MPhil Philosophy

GRSM8001 PhD Research Seminar 1

GRSM8002 PhD Research Seminar 2

GRSM8003 PhD Research Seminar 3

PHIL8099 PhD Philosophy

[Link to Course Descriptions](#)

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MPhil/PhD Psychology

Entry Requirements

There are two routes of entry to the MPhil in Psychology programme:

1. Admission shall be a GPA of 3.0, or an Upper Second-Class Honours degree or its equivalent. Applicants must also have obtained at least three (3) years' work experience in Psychology, mental health or a related field obtained after the completion of the Bachelor's degree.
2. Alternatively, applicants seeking admission to the MPhil programme who possess a Master's degree in Psychology that does not include a culminating thesis, dissertation, or capstone research project must have at least two (2) years of post-certification professional experience in Psychology, mental health or a related field. Applicants are also required to submit a detailed research proposal. As part of the admissions process, candidates will attend an interview with the Entrance Committee, during which they will be expected to present their research proposal, outline their previous research experience, and formally declare their commitment to completing the programme.

Entry Requirements for the PhD Degree in Psychology

Admission to the PhD in Psychology programme:

- a) Approved graduate degrees (in Psychology or related discipline) awarded primarily for research (includes a thesis, dissertation); **OR**
 - b) Taught Master's degree (in Psychology or related discipline) from the UWI or another approved University, provided that the Masters programme included a research component of at least 25% of the total credit rating and the applicant achieved at least a B+ average (GPA of 3.3 or above) or its equivalent;
 - c) **In addition:**
- i. Candidates must have at least two (2) years of post-certification professional experience in Psychology, mental health or a related field (e.g., nongovernmental organisations, educational institutions, hospitals, or community-based programmes).

- ii. Applicants are required to submit a detailed research proposal as part of the application process. Additionally, they must attend an interview with the Entrance Committee, during which they will present their research proposal, provide evidence of prior research experience, and formally declare their commitment to the successful completion of the PhD programme in keeping with the timeframe outlined by The UWI School for Graduate Studies and Research Regulations.
- d) Approval of upgrade application;
 - e) Such other qualifications and experience as the Board for Graduate Studies and Research may approve.

Duration

MPhil The minimum completion time for full-time candidates is two (2) years. A full-time candidate must complete all of the requirements for the degree within three (3) calendar years of the start of the programme. Part-time candidates have up to four (4) calendar years to complete the same requirements.

PhD The minimum completion time for full-time candidates is three (3) years. A full-time candidate must complete all of the requirements for the degree within five (5) calendar years of the start of the programme. Part-time candidates have up to six (6) calendar years to complete the same requirements.

Seminars

Each MPhil candidate will present at least two (2) open seminars. The first seminar presentation should normally be the student's research proposal. MPhil candidates must present a second seminar and PhD candidates a total of three (3) before the completion of the thesis.

Award of the degree

In addition to the satisfactory completion of the assigned courses for credit and the research seminars, each candidate must present a thesis of the appropriate size: 50,000 words for the MPhil and a maximum of 80,000 words for the PhD. A PhD candidate will also be required to submit to a **viva voce** (an oral examination) on the thesis submitted. If the thesis is not acceptable, the candidate may be: (1) required to make significant changes and to re-submit within a specified time; (2) may be deemed to have failed outright; or in the case of a PhD, (3) may be recommended for the MPhil degree. A PhD thesis will

not be deemed adequate unless (1) it is judged to be a new contribution to knowledge; (2) shows clear evidence of original research; (3) is worthy of publication.

Career Options

COURSE LIST

MPhil

MPhil candidates MUST register to earn the requisite

Academia (research and/or teaching)

Policy Analyst or Consultant

Culturally Competent Psychologist or Counsellor

Community Mental Health Practitioner

Policy Analyst / Advocate

six (6) course credits from the following:

- PSYC6111: Decolonizing Psychology: Caribbean and Diasporic Perspectives (3 credits)
- PSYC6112: Quantitative and Qualitative Methodologies and Statistics in (3 credits)
- PSYC6113: Professional Ethics in Psychology: Critical Inquiry and Emerging Perspectives (3 credits)

PhD

PhD candidates shall complete all three (3) courses.

- GRSM6001 MPhil Research Seminar 1
- GRSM6002 MPhil Research Seminar 2
- PSYC7099 MPhil Psychology

- GRSM8001 PhD Research Seminar 1
- GRSM8002 PhD Research Seminar 2
- GRSM8003 PhD Research Seminar 3
- PSYC8099 PhD Psychology

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Institute for Global African Affairs



Graduate Programme in Institute for Global African Affairs

MA Global African Studies

Introduction/ Objectives

The MA Global African Studies is a joint programme between the University of Johannesburg (UJ) and the University of the West Indies (UWI) offered through blended modality. The programme focuses on the theories, principles, practice, and policies promoting integrated and holistic human development at the local, national, regional, and international levels in 'Global Africa' (Africa and its Diaspora). It includes four broad courses exploring theories and approaches to human and socio-economic development and underdevelopment, development management, developmental states, environmental and natural resources management, sustainable development, and gender and development. It concludes with a substantive research paper in which the knowledge, skills and understanding gained in the coursework phase will be applied to a practical current issue in Global Africa.

Entry Requirements

The minimum requirement for admission is a Lower Second Class Honours Degree in a relevant subject. However, the main criteria for admission will be based on the prospective student's work experience and/or demonstrated interest in 'Global Africa'.

Duration

The MA Global African Studies is offered on a full-time basis over two academic years.

Programme Structure/Course of Study

Students are required to gain 36 credits through successful completion of 4 6-credit core courses and a Research Paper of a maximum of 20,000 words (exclusive of bibliography and notes) based in part on original research

COURSE LIST

Compulsory

- GLAS6000: Pan African Thought and Leadership (6 credits)
- GLAS6001: Critical Development Theories (6 credits)
- GLA6002: Advanced Research Methodology (6 credits)
- GLAS6003: Social Policy (6 credits)
- GLAS6005: Minor Dissertation: Development Studies (12 credits)

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LANGUAGE, LINGUISTICS & LITERATURE



Graduate Programmes in Language, Linguistics & Literature

MA Caribbean Studies: Languages/Literatures

Introduction/Objectives

This programme has been designed to broaden the scope of literary and linguistic studies in the Humanities at postgraduate level by introducing an interdisciplinary and pan-Caribbean perspective to the Department's taught offerings. Students will build on the analytical skills initiated at undergraduate level, but also learn to make new, cross-cultural and cross-disciplinary connections and thus acquire a more comprehensive knowledge of the region's literary and linguistic heritage and contemporary reality. Incorporating research from other disciplines such as Creative Arts, Communication Studies, Media Studies and Cultural Studies, the programme is designed to equip the student with transferable skills applicable to a range of professions.

By the end of this programme students should be able to:

GENERAL

- Critically analyse the interventions of various Caribbean thinkers on a variety of issues in order to evaluate the depth of their contributions to Caribbean thought;
- Write rhetorical analyses of texts in film, television shows, advertisements, etc.; and
- Use appropriate skills and knowledge to produce a critical academic paper, a creative piece of writing, film, art, or installation; or performance.

LITERATURE STREAM

- Articulate a critical vision of regional literature that goes beyond a single linguistic or national canon by exploring significant commonalities alongside observed divergences in the writing of various

Caribbean persons;

- Demonstrate an understanding of contemporary Caribbean literatures from throughout the diaspora;
- Examine and interpret visual images of the Caribbean in the fine arts to determine how changes in the images over time reflect the (re) appropriation of power by Caribbean peoples;
- Read dramatic texts as social and rhetorical acts and explore how *performance* operates as a way of being, knowing and acting in the world;
- Select appropriate literary texts for classroom use at various instructional levels;
- Devise and implement a reader-oriented literature programme which demonstrates an understanding of approaches to teaching young adult literature, strategies for assisting struggling readers, and approaches to teaching literature for CSEC and CAPE; and
- Write creatively in the genre of choice to produce a manuscript of publishable standard.

Career Options

Publishing
Public Relations
Arts Administration

LANGUAGE STREAM **not offered in 2024-2025*

- Identify and describe the components of a Caribbean linguistic and cultural identity and explore its multifaceted nature;
- Demonstrate an appreciation for the nature of rhetoric in its varied roles by writing critical reviews of various media;
- Analyse the rhetoric of popular media in the Caribbean to develop visual and media literacies;
- Develop and implement programmes based on current research and methodology to teach English to speakers of other languages;
- Explore traditional and contemporary methods of foreign language teaching to select those best suited to the Caribbean context; and
- Use proficiency-oriented methods and learner-centred approaches to develop and implement programmes for the teaching of foreign languages and for English as a second language.

Career Options

Journalism
Diplomatic Service
Communications

Entry Requirements

Applicants should have at least a Second Class Honours degree or equivalent from a recognised tertiary institution. For this programme the Department will consider applications from students with a first degree in relevant areas such as literatures in English, modern languages, linguistics, communication studies, cultural studies, or area studies.

Programme Structure/Course of Study

Students should successfully complete 35 credits as follows:

- four courses, and
- one Research Paper

Full-time candidates are required to complete the four courses during their first two semesters of study.

Part-time candidates are required to complete the four courses during their first three semesters of study.

Independent Reading Courses

Candidates for the MA degree may, only in special circumstances, substitute up to two (2) Independent Reading Courses. This is contingent upon the availability of staff to direct such courses as well as the approval of the Department. To this end, candidates should first identify and consult with a potential Director for the project.

Independent Reading Courses may be based upon extant courses (in which case the course content, the reading list, the methods of assessment, etc. may be slightly altered) or may be designed to suit the special needs of the candidate. Any such proposal must be related to the major focus or foci of the MA degree of the discipline in question and / or should be compatible with the resources and expertise available in the Department.

In the case of the latter, students, in consultation with the proposed Director, must write a proposal providing the following information:

- **RATIONALE:** an explanation of how the material of the proposed course forms a coherent focus of study, and an outline of the objectives thereof.
- **ASSESSMENT:** a list of the format, number, and length of assignments to be submitted to the Director.
- **CONTACT SCHEDULE:** a statement of the frequency and length of time you and your Director will meet (e.g. once per week for one hour).
- **READING LIST:** this list should follow the guidelines prescribed by the *MLA HANDBOOK* and should be divided into *Required* and *Recommended* readings.

The proposal is to be submitted to the proposed Director who will then formally pass it on, indicating his/her approval, to the Department's Coordinator of Graduate Studies.

Research Paper

Full-time candidates are required to complete a Research Paper (15,000-20,000 words, exclusive of notes and bibliography) after completing all required courses.

The Research Paper is worth 15 credits for the MA Caribbean Studies: Languages/Literatures and may take the form of a creative work (piece of writing, film, art installation, performance) with critical commentary or portfolio.

Upon completion of their coursework (if not earlier), candidates should submit a brief written proposal (including a title) to the Coordinator of Graduate Studies. Once the proposal has been approved, a Supervisor is appointed to guide the candidate in his/her research. Candidates are required to meet with their Supervisors a minimum of once per semester. It is the candidate's responsibility to ensure that this minimum is met.

Research Papers which are not presented in accordance with these guidelines in the Graduate Studies Thesis Guide will not be accepted for examination.

Duration

In this programme no teaching takes place during the summer. The summer session is only used for writing up the Research Paper.

As candidates are required to complete all courses before working on their Research Paper, full-time candidates who begin the programme in Semester 1 (August) are expected to complete courses by May and submit their Research Papers by August 31st for a total of 12 months.

Full-time candidates who begin in Semester 2 (January) will complete courses by December and are required to submit their Research Papers by April 30th of the following year for a total of 15 months.

Part-time candidates must complete all requirements in 27 months.

In cases where students begin their Research Paper at times other than those stated above, the deadline for

submission shall be set at four months after the agreed start date for full-time students, seven months for part-time students.



COURSE LIST

LITERATURES

Compulsory Courses (5 credits each)

- CARI 6000 Contemporary Caribbean Literature across Languages
- CARI 6001 Caribbean Thought
- CARI 6900 Research Paper (15 credits)

Select 2 electives (5 credits) from

- CARI 6005 Caribbean Diasporic Literatures
- CARI 6006 Teaching Literature in the Caribbean Classroom
- CARI 6009 Creative Writing
- CARI 6010 Visualizing the Caribbean
- CARI 6011 Caribbean Theatre: Text and Performance

Select 2 electives (5 credits) from

- CARI 6009 Creative Writing
- CARI 6010 Visualizing the Caribbean
- CARI 6011 Caribbean Theatre: Text and Performance
- CARI 6007 Teaching Foreign Languages
- CARI 6008 Teaching English to Speakers of Other Languages (TESOL)

* Not all electives are offered every year

A pre-existing postgraduate course in the Discipline
Approved Course from another programme (e.g. Cultural Studies)

LANGUAGES

Compulsory Courses (5 credits each)

- CARI 6002 Caribbean Linguistic and Cultural Identity
- CARI 6003 Language and Media in the Caribbean
- CARI 6900 Research Paper (15 credits)

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MA Linguistics

Introduction/Objectives

The MA Linguistics is a taught programme that is intended to guide students more fully into the field of linguistics and to enable them to acquire an in-depth understanding of the subject and its relevance to linguistic and cultural research, translation, and language teaching across the major official languages of the Caribbean region.

Candidates can follow one of 4 concentrations in the MA Linguistics programme: - Applied Linguistics; Descriptive Linguistics (part-time only), Sociolinguistics, or Caribbean Lexicography.

By the end of this programme students should be able to:

DESCRIPTIVE LINGUISTICS

- ◆ Demonstrate an insight into and understanding of the development of linguistic theory from Socrates to the present by writing critical analyses of the process;
- ◆ Analyse the theories of several personalities who have made a contribution to modern linguistics in order to apply their theories to contemporary language issues;
- ◆ Formulate and practice the fundamentals of linguistics through exposure to modern syntactic, morphological, semantic and phonological theories;
- ◆ Analyse linguistic theories in order to discover new ideas and acquire knowledge of the interrelations between the various modules of grammar; and
- ◆ Use the knowledge gained in the study of the fundamentals to pursue research in any of these frameworks.

APPLIED LINGUISTICS

- ◆ Demonstrate an in-depth knowledge of the general principles of language teaching methodology and the linguistic theories that underpin them by developing programmes that use a variety of teaching strategies;
- ◆ Show an understanding of the language situation in the Caribbean by suggesting solutions to teaching/learning issues arising out of the peculiar situation based on the principles of applied linguistics;
- ◆ Apply the principles of first and second language acquisition to the teaching of English and foreign languages;
- ◆ Develop approaches for teaching English as a second language / second dialect in the Caribbean; and
- ◆ Use critical and participatory approaches to language teaching and research that provide solutions to problems that arise in the language classroom.

SOCIOLINGUISTICS

- ◆ Define and interpret basic concepts of theoretical importance in sociolinguistic research, such as language, dialect, speech community, linguistic repertoire, linguistic variable, social variable, communicative competence, etc.;
- ◆ Display an in-depth knowledge of the contributions of researchers such as Gumperz, Hymes, and Labov to developments in sociolinguistic theory by applying their ideas in carrying out research projects in Caribbean societies.
- ◆ Demonstrate a sound knowledge of the principles of language planning, both status planning and corpus planning, in an analysis of the language

policies of Caribbean nations; and

- ◆ Apply language planning principles to individual Caribbean territories and formulate language policies for the territories concerned.

CARIBBEAN LEXICOGRAPHY

- ◆ Demonstrate an understanding of the principles involved in the study of the Caribbean lexicon across the three major official languages of the region, English, Spanish and French by creating linguistic glossaries;
- ◆ Identify the major sources of lexical items in all three languages and apply the knowledge gained to account for certain linguistic peculiarities in Caribbean Creole languages;
- ◆ Apply their understanding of the linguistic substrata of the Caribbean lexicon in addressing problems of both English and foreign language teaching and learning in Caribbean schools;
- ◆ Inventory Caribbean culture and the Caribbean environment in the three major official languages of the region through the compilation of word lists and glossaries;
- ◆ Express Caribbean reality in Caribbean terms in any one, two or all three of the major official languages particularly in the areas of translation, such as labelling of items peculiar to the region, etc.; and
- ◆ Elucidate the concept of Caribbean linguistic and cultural identity through reference to the study of the Caribbean lexicon across the three major official languages of the region.

Career Options

Teaching of English as a Second Language
Speech and Language Therapy
Lexicography
Professional Linguistics
Artificial Intelligence

Entry Requirements

Applicants should have at least a Second Class Honours degree or equivalent in the discipline in question from a recognised tertiary institution.

Applicants who have graduated from The UWI must have passed at least eight semester-long courses in the relevant discipline in Years II and III of the BA programme with grade B or better. (Other applicants should hold an equivalent qualification.)

Applicants who do not satisfy the above requirements may be allowed to take a Qualifying Examination which may consist of one, two or three courses chosen from Levels II and III of the BA programme to be passed with grades of B or better.

Programme Structure/Course of Study

Students should successfully complete 40 credits as follows:

- six courses, and
- one Research Paper

Full-time candidates are required to complete the six courses during their first two semesters of study.

Part-time candidates are required to complete the four of the six courses during their first year of study (first two semesters) and the remaining two courses during the first semester of their second year of study.

Descriptive Linguistics Concentration

Candidates must select 3 courses from the Descriptive Linguistics series including LING 6005 which is compulsory, and three (3) additional courses from the planned offerings or as determined by the Department.

Applied Linguistics Concentration

Candidates must take LING 6005 which is compulsory, at least 3 courses from the Applied Linguistics series including LING 6701 which is also compulsory, and up to two (2) additional courses from the planned offerings or as determined by the Department.

Sociolinguistics Concentration

Candidates must take LING 6005 which is compulsory, at least 3 courses from the Sociolinguistics series, including LING 6704, which is compulsory, and up to two (2) additional courses from the planned offerings or as determined by the Department.

Caribbean Lexicography Concentration

Candidates must take LING 6005 which is compulsory, at least 3 courses from the Caribbean Lexicography series, and up to two (2) additional courses from the planned offerings or as determined by the Department.

Postgraduate courses in another discipline may be substituted, where appropriate and subject to approval, for up to two (2) prescribed courses. Independent Reading Courses may also be substituted, in special circumstances and subject to approval, for up to two (2) prescribed Courses.

A supervisor is appointed once the candidate reaches the Research Paper stage of the programme.

Independent Reading Courses

Candidates for the MA degree may, only in special circumstances, substitute up to two (2) Independent Reading Courses. This is contingent upon the availability of staff to direct such courses as well as the approval of the Department. To this end, candidates should first identify and consult with a potential Director for the project.

Independent Reading Courses may be based upon extant courses (in which case the course content, the reading list, the methods of assessment, etc. may be slightly altered) or may be designed to suit the special needs of the candidate. Any such proposal must be related to the major focus or foci of the MA degree of the discipline in question and / or should be compatible with the resources and expertise available in the Department.

In the case of the latter, students, in consultation with the proposed Director, must write a proposal providing the following information:

- **RATIONALE:** an explanation of how the material of the proposed course forms a coherent focus of study, and an outline of the objectives thereof.

- **ASSESSMENT:** a list of the format, number, and length of assignments to be submitted to the Director.
- **CONTACT SCHEDULE:** a statement of the frequency and length of time you and your Director will meet (e.g once per week for one hour).
- **READING LIST:** this list should follow the guidelines prescribed by the *MLA HANDBOOK* and should be divided into *Required* and *Recommended* readings.

The proposal is to be submitted to the proposed Director who will then formally pass it on, indicating his/her approval, to the Department's Coordinator of Graduate Studies.

Research Paper

Full-time candidates are also required to complete a Research Paper (15,000-20,000 words, exclusive of notes and bibliography) by the end of the academic year. Part-time candidates are required to complete their Research Paper by the end of their second year of study.

The Research Paper is worth 10 credits for the MA Linguistics.

Upon completion of their coursework (if not earlier), candidates should submit a brief written proposal (including a title) to the Coordinator of Graduate Studies. Once the proposal has been approved, a Supervisor is appointed to guide the candidate in his/her research. Candidates are required to meet with their Supervisors a minimum of once per semester. It is the candidate's responsibility to ensure that this minimum is met.

Research Papers which are not presented in accordance with the guidelines in the Graduate Studies Thesis Guide will not be accepted for examination.

Duration

Full-time candidates must complete all requirements within twelve (12) months of the start of the programme and part-time candidates must complete the same requirements within twenty-four (24) months.

COURSE LIST

Compulsory for all programme concentrations

LING 6005 The Development of Theoretical Linguistics

Descriptive Linguistics Series

LING 6001 Phonetics and Phonology

LING 6002 Morphology

LING 6003 Syntax

LING 6004 Semantics

Applied Linguistics Series

LING 6101 Issues and Developments in Applied

Linguistics

LING 6102 First and Second Language Acquisition—
Research and Issues

LING 6103 Principles and Methods of English
Language Teaching

LING 6104 Methods of Second and Foreign Language
Teaching

LING 6105 Teaching English as a Second/Foreign
Language

LING 6701 Research in Applied Linguistics
(compulsory for Applied Linguistics
programme)

Sociolinguistics Series

LING 6301 Foundations of Sociolinguistic Theory

LING 6302 Sociolinguistics of West Indian Society

LING 6303 Models/Approaches to Language Variation
and Change

LING 6704 Research Methodology in Sociolinguistics

Caribbean Lexicography Series:

LING 6603 Caribbean Lexicography

LING 6604 Historical Survey of Caribbean
Languages

LING 6605 Approaches to the Standardization of
Caribbean Languages

LING 6607 Caribbean Creoles: Phonology and
Orthography and Teaching of English and
Foreign Languages in Caribbean Schools

LING 6608 The Study of the Caribbean Lexicon as an
Aid to Translation

LING 6609 Caribbean Linguistic and Cultural Identity
through the Caribbean Lexicon

Special / Interdisciplinary Topics

LING 6601 Issues in Caribbean and Creole
Linguistics

LING 6602 Language Planning

Reading Courses

LING 6801 Independent Reading Course I

LING 6802 Independent Reading Course II

Compulsory all concentrations (10 credits)

LING 6599 Research Paper

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General Structure of MPhil/PhD Programmes

Introduction

The Department of Language, Linguistics and Literature offers the following MPhil/PhD programmes:

- MPhil & PhD French;
- MPhil & PhD Spanish;
- MPhil & PhD Linguistics; and
- MPhil & PhD Literatures in English.

Admission to the MPhil

The norm for admission to the MPhil degree is a First or Upper Second Class Honours degree or its equivalent in the discipline. Alternatively, candidates for the MA degree who have successfully completed their coursework component with an average grade of 60% or more may be allowed to upgrade to the MPhil degree.

Admission is contingent upon whether candidates have a thesis proposal compatible with the expertise and resources available at Cave Hill.

Admission to the PhD

The UWI graduates in possession of the MA degree by coursework and/or the MPhil degree in the discipline in which the average coursework mark is 60% or better may be accepted to register for the PhD degree. Graduates from other recognized tertiary institutions who hold equivalent qualifications may be allowed to register for the PhD degree.

Alternatively, students currently studying at UWI for the MPhil degree who have

- successfully defended a thesis Proposal of a scope and depth deemed worthy of an upgrade and
- consistently produced work of a standard, in the opinion of their Supervisor, to merit an upgrade, may be allowed to transfer to the PhD programme.

Such candidates will be required to successfully complete an Upgrade Seminar according to the guidelines prescribed by the School of Graduate Studies and Research.

Status

Candidates may enrol for the MPhil or PhD on a full-time or part-time basis. All candidates who are required to do coursework must register initially on a part-time basis. Candidates who are not required to do coursework as well as candidates who have completed their courses may enrol full-time.

Coursework

Candidates admitted directly to the MPhil programme are required to do 4 courses (unless already taken at the MA level) during their first year of study.

This coursework is intended to expand and strengthen disciplinary knowledge acquired at the undergraduate level and to facilitate more concentrated specialist work in the discipline.

Postgraduate courses in another discipline may be substituted, where appropriate and subject to approval, for up to two (2) prescribed courses. Independent Reading Courses may also be substituted, in special circumstances and subject to approval, for up to two (2) prescribed Courses.

Independent Reading courses

Candidates for the MPhil degree pursuing Coursework may, only in special circumstances, substitute up to two (2) Independent Reading Courses. This is contingent upon the availability of staff to direct such courses as well as the approval of the Department. To this end, candidates should first identify and consult with a potential Supervisor for the project.

Independent Reading Courses may be based upon extant courses (in which case the course content, the reading list, the methods of assessment, etc. may be

slightly altered) or may be designed to suit the special needs of the candidate. Any such proposal must be related to the major focus or foci of the MA or MPhil degree of the discipline in question and / or should be compatible with the resources and expertise available in the Department.

In the case of the latter, students, in consultation with the proposed Supervisor, must write a proposal providing the following information:

- **RATIONALE:** an explanation of how the material of the proposed course forms a coherent focus of study and an outline the objectives thereof.
- **ASSESSMENT:** a list of the format, number, and length of assignments to be submitted to the Director.
- **CONTACT SCHEDULE:** a statement of the frequency and length of time you and your Supervisor will meet (e.g once per week for one hour).
- **READING LIST:** this list should follow the guidelines prescribed by the MLA HANDBOOK and should be divided into Required and Recommended readings.

You should submit the completed proposal to your proposed Supervisor who will then formally pass it on, indicating his/her approval, to the Department's Coordinator of Graduate Studies.

Study Plans / Progress Reports

The candidate's Supervisor is required to submit a detailed progress report on the work accomplished by the candidate under his / her supervision once per semester. This Report indicates what remains to be completed and whether the candidate is on schedule. To these ends, normally in the first week of each semester, the Supervisor evaluates the work accomplished in the previous semester and, in cooperation with the candidate, sets out an agenda (in the form of a Study Plan) for the coming semester, in relation to which the student's progress is measured in the following Report. Any candidate whose progress is repeatedly reported to be unsatisfactory by his/her Chief Supervisor may be required to withdraw from the

programme.

Thesis Proposal Requirements for MPhil candidates

- After completion of their coursework, candidates are required to present and defend a Thesis Proposal of acceptable scope and quality for the MPhil degree. Candidates exempt from coursework on the strength of courses taken prior to entry into the MPhil programme should defend their thesis proposal in their first year of study.

Thesis Proposal Requirements for PhD candidates

- Full-time candidates are required to present and defend a Thesis Proposal of acceptable scope and quality for the PhD degree by the end of their first year of study;
- Part-time candidates are required to present and defend a Thesis Proposal of acceptable scope and quality for the PhD degree by the end of the first semester of their second year of study.

The Thesis Proposal must follow the guidelines set out in the University's Thesis Guide.

Seminar

Each candidate will present at least two (2) seminars (MPhil)/ three (3) seminars (PhD) before a panel consisting of members of staff in the discipline and other interested parties.

Thesis

MPhil candidates are required to research and submit a thesis (40,000 - 50,000 words, exclusive of notes and bibliography) on a topic approved by the Committee of Supervisors.

PhD candidates are required to research and write a thesis (80,000 words, exclusive of notes and bibliography).

Time Limits - MPhil

Full-time MPhil candidates will have up to three (3) calendar years to complete the degree requirements (coursework and thesis).

Full-time students who upgrade to MPhil from the MA programme must complete the degree requirements within two (2) calendar years of the start of the programme.

Part-time MPhil candidates will have up to five (5) years to complete the same requirements.

Time Limits - PhD

Full-time PhD candidates must complete the requirements for the degree within five (5) calendar years of the start of the programme.

Part-time PhD candidates have up to seven (7) years to complete the same requirements.

Award of Degree

The successful completion of the coursework (where necessary), the compulsory seminar presentations, and the thesis will lead to the award of the MPhil or PhD degree.

COURSE LIST

LING 6801 Independent Reading Course I
LING 6802 Independent Reading Course II
LITS 6801 Independent Reading Course I
LITS 6802 Independent Reading Course II
FREN 6801 Independent Reading Course I
FREN 6802 Independent Reading Course II
SPAN 6801 Independent Reading Course I
SPAN 6802 Independent Reading Course II

GRSM 6001 MPhil Research Seminar 1
GRSM 6002 MPhil Research Seminar 2

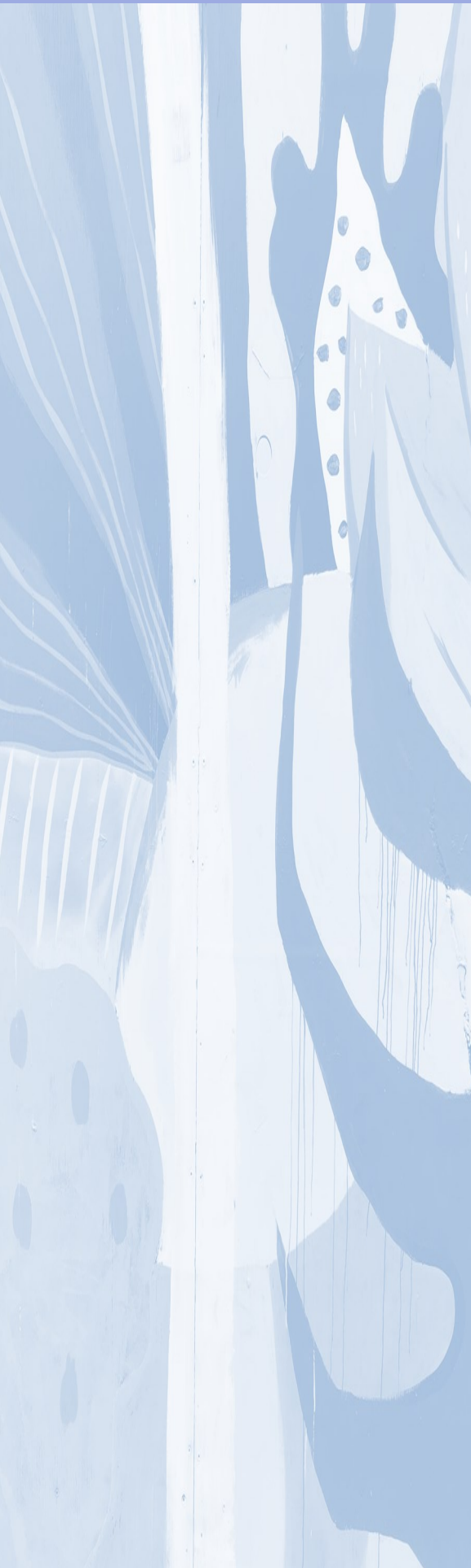
FREN 6990 MPhil French
LING 6990 MPhil Linguistics
LITS 6992 MPhil Literatures in English
SPAN 6990 MPhil Spanish

GRSM 8001 PhD Research Seminar 1
GRSM 8002 PhD Research Seminar 2
GRSM 8003 PhD Research Seminar 3

FREN 8099 PhD French
LING 8050 PhD Linguistics
LITS 8000 PhD Literatures in English
SPAN 8099 PhD Spanish

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SCHOOL OF EDUCATION

Postgraduate Diploma in Education (Secondary)

Introduction

The Diploma in Education is an in-service programme for secondary teachers who possess a first degree but have not been exposed to any professional training in teaching. It is designed to ensure that teachers, through exposure to a range of relevant experiences and processes, function with a high degree of effectiveness in the classroom in the context of rapidly changing global, regional and school environments. At the same time equal emphasis will be placed on helping the teacher develop as a high quality discerning professional who recognizes the importance of lifelong learning and continuous professional development.

The objective of this programme is to promote quality learning and teaching in classrooms in the Eastern Caribbean. In this regard the following will be among the key areas to be emphasized: integration of theory and practice; the conduct of action research and a focus on teacher reflection to inform practice; integration across subjects and the use of newer technologies to enhance student motivation and learning.

Location

The Diploma in Education is an on-the-job programme approved for delivery in:

- ◆ Antigua and Barbuda
- ◆ Barbados
- ◆ Dominica
- ◆ St. Kitts & Nevis
- ◆ St. Vincent & the Grenadines

Interested candidates must refer to the Teacher Training College in their territory to get details of current arrangements for specialisations approved for

delivery there and the programme delivery schedule.

Objectives

This programme is designed to help teachers:

- Demonstrate an understanding of critical philosophical, sociological and psychological factors which affect the learning and development of children and adolescents
- Examine the ways in which the educative environment contributes to growth and development of children
- Analyse the values and implications associated with current educational practices and, on the basis of this analysis, develop a philosophical platform for action in the classroom, school and educational system
- Improve their understanding of Caribbean educational systems and their organisation, as well as their implications for teacher functioning at the secondary level
- Develop the basic skills necessary for reading and interpreting research data and for conducting Action research
- Appropriately diagnose the instructional needs of individuals within a class setting and design instructional programmes relevant to these needs
- Use a variety of learner-centred instructional approaches which promote conceptual understanding, as well as critical thinking and social skills on the part of students, in a holistic manner
- Explore, in collaborative contexts, a range of approaches which can be used in order to integrate new technologies across the curriculum at the secondary level
- Develop the basic skills necessary for conducting

formative and summative assessments in classroom settings and employ appropriate feedback strategies to assist learners in addressing challenges encountered

- Improve their understanding of self and others and develop high quality communication and interpersonal skills
- Develop a critical and inquiring attitude to teaching and to their own learning as evidenced by a predisposition to constructive self-analysis and reflection, as well as openness to feedback from peers and supervisors.

Entry Requirements

Applicants must have a university degree or its equivalent in the specialisation which they teach with a GPA of at least 2.0. This specialisation must be clearly identifiable (based on official transcript details) and would be evidenced by proof of successful completion of at least eight courses, (equivalent of 24 credits) in the specialisation. The candidate must teach in the specialisation for the full duration of the programme.

Programme Structure/Course of Study

Students should successfully complete 30 credits as follows:

- three core courses,
- one course in the area of specialisation, and
- one Practicum

Each course, with the exception of the Practicum, extends for 39 hours.

Teaching Practicum

Students will be supervised in the practicum for approximately twenty (20) weeks in the performance of their normal classroom duties. Where it is considered desirable, special arrangements may be made for students to teach in a school other than that to which they are assigned.

The attachment is intended to: Help students broaden their experience, and expose those experiencing difficulty at their own schools to a different setting.

The final practicum assessment will take place during the second semester between January and March, of

the programme year. External assessors will be involved in this assessment. However, where there is any uncertainty over a student's performance, that student's assessment may be postponed to a convenient time during the third term.

Duration

The programme is designed to be completed in 12 months.

The Teaching Portfolio

A portfolio can be described as a purposeful selection of materials related to teaching, varying in nature but representative of the teacher's practice. More critically, teachers use the portfolio development process to assist in reflection and self evaluation of strengths and weaknesses in order to deliberately develop self regulated goals and strategies for the improvement of their teaching competencies.

Participants in the programme will be required to submit one teaching portfolio which shows evidence of their evolving teaching competence from a multifaceted perspective. The development of the portfolio should begin early during Term I and should be continuous.

Action Research Project

A critical component of the portfolio will be the Action Research Project. The planning and execution of the Action Research Project will begin early in Term II. Data collected will inform unit planning, lesson planning and evaluation. Participants would have already completed relevant modules pertaining to the conduct of Action Research. The exposure to these modules would have equipped them with skills to conduct an Action Research Project with a clearly delimited scope.

Examination and other requirements

Students will be examined in the **Theory of Education** i.e. Education core courses, Methods courses AND the **Practice of Education**.

Failure to submit assignments or projects by the dates determined will normally lead to referral in that part of the course unless a medical certificate is submitted prior to the deadline.

In the event of unusual or extenuating circumstances, a candidate may apply in writing for an extension of time for submission of an assignment addressing the application to the college Principal and should supply supporting evidence.

All students are expected to attend seminars, tutorials in connection with written studies, projects, practicum activities, and such other aspects of the programme as may be determined from time to time.

Students are expected to dress professionally both in college and school classrooms.

Assessment Procedures

Assessment in this programme will be on a continuous basis and, as such, there will be no formal examination at the end of the programme. Each student must complete assignments in each course as well as other short assignments and presentations as may, from time to time, be determined by tutors.

All assignments/papers are expected to demonstrate students' understanding of the relationship between theory and practice.

Award of Diploma

In order to qualify for the award of the Postgraduate Diploma, a candidate must satisfy the examiners in BOTH the Theory AND Practice of Education, and attend a minimum of 75% of all classes in the classroom as well as on-site.

Distinction

A distinction will be awarded if the student was

- ◆ successful in all courses on the first attempt,
- ◆ has earned an A in the Practice of Education and
- ◆ has also earned an A in the Theory of Education.

Postgraduate Diploma in Education (Secondary)

LIST OF COURSES

Compulsory

- EDIP 6000 Introduction to Curriculum Theory & Practice
- EDIP 6001 Classroom Assessment Principles & Procedures
- EDIP 6002 Education Foundations
- EDIP 6090 Practicum

Specialisation

- EDIP 6003 The Teaching of English
- EDIP 6004 The Teaching of Geography/Social Studies/History
- EDIP 6005 The Teaching of Mathematics
- EDIP 6006 The Teaching of Modern Languages
- EDIP 6007 The Teaching of Science
- EDIP 6008 The Teaching of Art & Craft Education at the Secondary Level
- EDIP 6009 The Teaching of Business Studies

[Link to Course Descriptions](#)

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Master of Education (MEd)

Introduction

The School of Education at Cave Hill aims to be a centre of excellence with respect to teaching, research and human resource development in education for the Eastern Caribbean sub-region. The School at Cave Hill has a long history of human resource and outreach contributions to the quality of teacher education in the Eastern Caribbean. The School aims to make such developmental activities and research in teacher education the core around which to pursue an optional blend of its contributions to the development of the educational systems in the Eastern Caribbean region.

The Master's of Education has been approved for delivery in the following specialisations:-

- ◆ Curriculum Studies
- ◆ Educational Leadership
- ◆ Inclusive Practices for Special Needs Students
- ◆ Language & Literacy Education
- ◆ School Counselling
- ◆ Science and Technology Education
- ◆ Social Context and Education Policy
- ◆ Testing, Measurement and Evaluation; and
- ◆ The Psychology of Education.

A summary of each programme is as follows:

Curriculum Studies

The Master of Education with specialisation in Curriculum Studies addresses the need in the Caribbean to improve education at its foundation through student-centred learning. Course participants usually include teachers, principals, curriculum specialists and education officers but the specialisation is also open to educators and trainers in other sectors e.g. business and health education. Participants examine and re-envision personal practice as they build expertise in curriculum and instructional theory,

curriculum design for student-centred learning, curriculum evaluation, and leadership in curriculum innovation and instructional change. Further, participants develop/hone their research skills through participation in the research courses and research project required of the Master of Education programme.

Educational Leadership

The Educational Leadership specialisation in the Master of Education programme is designed to equip current and future administrators with the knowledge, skills, and competencies which are essential for effective leadership and management at all levels in the educational system. The programme seeks to ensure that leaders are able to make a seamless transfer from the classroom to the offices of administration and leadership.

Inclusive Practices for Special Needs Students

The Master of Education specialisation in Inclusive Practices for Special Needs Students is based on established epistemologies in the field of special education. It is a practice based course of study that uses a clinical model delivered in a developmental sequence. The spiralling of the courses offered will enable teachers to locate their practice in the real world context of their classrooms and bridge the gap between research and practice.

Language & Literacy Education

If students are not literate, they cannot succeed in other content areas, such as math, science, social studies, geography and history. The Master of Education in Language and Literacy Education is grounded in the belief that language and literacy skills are essential to every aspect of an individual's life and that literate individuals contribute positively to our social, cultural, and economic well-being. This programme will broaden the scope of Language/

Linguistics and Literacy studies in Education at the postgraduate level by introducing an integrated perspective to the School of Education's taught offerings. Students will acquire a comprehensive knowledge and understanding of the literacy and language/linguistics connection. The programme will also incorporate research which focuses on factors that influence the development of language and literacy skills, with particular emphasis on improving language and literacy instruction and policy nationally and regionally and by equipping students with transferable skills applicable to a range of professions within and without language and literacy.

School Counselling

The Master of Education (School Counselling) is a practitioner-oriented programme that is committed to equip current and potential school counsellors with advanced knowledge and specialised skills to contribute meaningfully to the personal, academic, and career development of the youth they serve in the Caribbean. This is accomplished by in-depth training in core counselling skills, developing theoretical and practical knowledge that informs practice, and providing opportunities for supervised counselling practice. The major aim of the programme is to prepare culturally sensitive professionals who think critically and base their practices on scholarly inquiry. The interaction between postgraduate students and practicing guidance counsellors and faculty provides opportunities for mentoring and increased professional development.

Science and Technology Education

The Master of Education specialisation in Science and Technology is designed to address a growing Caribbean regional emphasis on student improvement in science and technology subjects and to meet the demand for qualified teachers for physics, chemistry, biology and technology. It is also designed to bridge the gap created by the policy of teaching science subjects in an integrated form as revealed in the Harmonized Curriculum for the Organisation of Eastern Caribbean States. Moreover, the business sector has also been found to be interested in more research in

the area of science and technology. This programme is unique and innovative as it provides a trans-disciplinary approach to education, in addition to infusing technology into the science curricula.

Social Context and Education Policy

The Master of Education (Social Context and Education Policy) is designed to provide education workers with an understanding of how social, cultural, philosophical, and institutional forces shape education systems, educational policies, and individuals within the Caribbean region. It is intended to provide workers in the field of education with the understanding, knowledge, skills and competencies required to better equip them to address the underlying issues and challenges in contemporary education.

The programme is designed for educators in both formal and non-formal educational settings who wish to pursue further studies into the fundamental problems and questions in the social context of education. As such it is not limited to educational workers in the classroom such as teachers of social studies, but also targets educators and administrators in non-formal education (such as community, and non-governmental organisational settings), social workers, school counselors, education planners, education policy analysts, and other individuals interested in developing a deeper understanding of the socio-cultural aspect of education. Because of this the teaching qualification is not essential for acceptance and the programme is open to a wider range of educational workers.

The Master of Education (Social Context and Education Policy) is aimed at strengthening the teaching, learning, and research nexus through the critical examination and analysis of the socio-cultural factors at work in the field of education.

Testing, Measurement and Evaluation

The Master of Education specialisation in Testing, Measurement and Evaluation is designed to provide students with a solid foundation in the theory and application of assessment practices, measurement

and evaluation methodologies and statistical techniques that will allow them to enhance their classroom teaching experience or to pursue careers at regional or international testing and assessment organisations.

Students in this programme will be actively involved in discussing and evaluating the emerging opportunities and challenges with which teachers will be faced as a consequence of this paradigm shift. Therefore, while the programme will provide teachers with a fundamental understanding of the core assessment principles, with regard to designing reliable, fair, valid assessments, it will also challenge them to infuse these core principles into designing new assessments that will have a greater positive impact on student learning and achievement.

The Psychology of Education

The Master of Education specialisation in Psychology of Education provides grounding in psychology, with particular attention to its implications for education, teaching and learning, and research methods, so that the student gains an understanding of the psychological foundations of education, instructional strategies and designs, psychological research, and stages of development for different age groups. It encompasses cognition and learning, the influence of personality, goals, and interest on learning, human development, and the social psychology of education. The programme addresses such issues in all education contexts, as well as in everyday contexts such as the home. A M.Ed. degree in Psychology of Education is valuable for teachers seeking to develop their own philosophy of instruction through researching human learning and motivation.

Not all specialisations are offered every year.

Entry Requirements

Admission to the Master of Education programme will normally require:

1. A Bachelor's degree of at least Lower Second Class Honours and the Diploma in Education of The University of the West Indies or any other

diploma or certificate in Education acceptable to the School of Education;

2. A Bachelor's degree with courses in Education acceptable to the School of Education;
3. A Bachelor's degree and a Teacher's College Certificate that are both acceptable to the School of Education,
4. The Bachelor of Education Degree of the UWI or
5. Any qualification or experience deemed to be equivalent by the appropriate committee of the Faculty of Humanities and Education; For full-time candidates the degree programme runs from August of one year to July 31st of the following year which is the deadline for submission of the research project.

Programme Structure/ Course of Study

Students are required to successfully complete 3, 4 or 5 courses in the area of specialisation, 3 compulsory courses according to the package of courses identified for the selected area of specialisation, and a Research Project.

Re-sit Examinations

Candidates may be permitted to re-sit examinations by the Board of Graduate Studies and Research on the recommendation of examiners. Re-sit examinations will normally be held the next time the course is offered and occasionally may be held in July/August each year.

Research Project

Students will conduct their research projects in an area identified as a priority research area in their specialisation stream. Students may conduct their research in their home territory providing that adequate supervision arrangements can be made. The Research Project should not exceed 15,000 words (exclusive of notes and bibliography).

The completed Research Project must be completed for submission to the School of Education by July 31st. Research Projects MUST not be submitted by email. The Research Project will not be accepted after the deadline unless the Director of the School of

Education had previously approved an extension for properly documented extenuating circumstances.

Submitted Research Projects are not returned so students are strongly advised to keep a separate copy of the final version.

LIST OF COURSES FOR EACH SPECIALISATION STREAM

Compulsory Courses for all students

EDFA 6010 Current Issues in Education

EDRS 6001 Research Methods in Education

Curriculum Studies – 42 credits

Compulsory Core Courses

EDRS 6002 Research Methods and Statistics in Education **OR**

EDRS 6210 Fundamentals of Educational Research II

EDCU 6003 Curriculum Foundations

EDCU 6004 Curriculum Design for Caribbean Settings I

EDCU 6005 Leadership in Curriculum & Instruction in the Caribbean

EDCU 6300 Curriculum Design for Caribbean Settings II

Elective – choose 1

EDRS 6002 Research Methods and Statistics in Education (if not taken as Compulsory)

OR Any course from other Master of Education specialisations

EDRS 6910 Research Project (10 credits)

Educational Leadership – 38 credits

Compulsory Core Courses

EDRS 6002 Research Methods and Statistics in Education **OR**

EDRS 6210 Fundamentals of Educational Research II

EDLE 6000 Fundamentals of Educational Administration and Organisational Behavior

EDLE 6001 Effective Leadership in Education

EDLE 6002 Human Relations Management in Education

EDLE 6003 The Legal, Financial, and Industrial Relations Environment of Educational Leadership

EDRS 6910 Research Project (10 credits)

Inclusive Practices for Special Needs Students – 42 credits

Compulsory Core Courses

EDRS 6002 Research Methods and Statistics in Education **OR**

EDRS 6210 Fundamentals of Educational Research II

EDPS 6310 Typical and Atypical Human Development and Learning

EDSE 6000 Foundations in Special Education: Theories of Inclusive Education

EDSE 6010 Transactive Curriculum in Inclusive Classrooms

EDSE 6020 Assessment of Children in Inclusive and Special Education Classrooms

EDRS 6910 Research Project (10 credits)

Plus 1 Elective from:

EDCU 6004 Curriculum Design for Caribbean Settings I

EDLS 6402 Literacy Assessment and Intervention

EDME 6201 Introduction to Educational Measurement

EDPS 6303 Cognition and Learning

Language & Literacy Education – 42 credits

Compulsory Core Courses

EDRS 6002 Research Methods and Statistics in Education **OR**
EDRS 6210 Fundamentals of Educational Research II
EDLS 6401 Language and Literacy Development and Instruction
EDLS 6402 Literacy Assessment and Intervention
EDLS 6403 Critical Issues in Language and Literacy Education
LING 6102 First and Second Language Acquisition
EDRS 6910 Research Project (10 credits)

Plus 1 Elective from:

EDLS 6407 Literature for Children and Adolescents
EDLS 6408 The Literacy and Language Arts Leader
EDSE 6010 Transactive Curriculum in Inclusive Classrooms
EDCU 6004 Curriculum Design for Caribbean Settings I

School Counselling – 36 credits

Compulsory Core Courses

EDPS 6111 Psychology of Caribbean Children
EDCL 6000 School Counselling: Guidance Programmes and Professional Knowledge
EDPS 6310 Typical and Atypical Human Development and Learning
EDCL 6001 Individual and Group Counselling
EDCL 6002 Fundamentals of Practice in Educational and Career Guidance
EDCL 6900 Field Placement Practicum (8 credits)

Science and Technology Education – 38 credits

Compulsory Core Courses

EDRS 6002 Research Methods and Statistics in Education **OR**

EDRS 6210 Fundamentals of Educational Research II

EDSC 6010 Issues in Science and Technology Education

EDSC 6205 Measurement and Assessment in Science and Technology Education

EDSC 6613 Learning and Teaching of Science and Technology

EDSC 6704 Trends in Curriculum Development in Science and Technology Education

EDRS 6910 Research Project (10 credits)

Social Context and Education Policy – 40 credits

Compulsory Core Courses

EDRS 6002 Research Methods and Statistics in Education **OR**
EDRS 6210 Fundamentals of Educational Research II

EDEP 6000 Advanced Sociology of Education

EDEP 6001 Caribbean Ideologies and Policies in Education Reform

EDEP 6002 Citizenship Education, Democracy and Global Trends

EDRS 6910 Research Project (10 credits)

Plus 2 Electives from¹:

EDPS 6310 Typical and Atypical Human Development and Learning

EDLE 6001 Effective Leadership in Education

EDSE 6000 Foundations in Special Education

EDLE 6002 Human Relations Management in Education

¹ Descriptions for electives in this list are provided in the hand-books for the Faculty of Social Sciences and the Institute for Gender & Development Studies. Not all electives are offered every year and students must select from what is available in any year. Students have to get the approval of their Coordinator before finalising elective courses.

EDPS 6111 Psychology of Caribbean Children
EDME 6010 Basics of Programme Evaluation & Quality Assurance
SOWK 6030 Social Welfare Policy and Administration
SOCI 6024 Construction of Race in the Caribbean & Americas
SOCI 6029 Race, Colonialism and Culture
GEND 6710 Issues in Caribbean Feminism and Gender Relations (3 credits)
GEND 6103 Gender Analysis for Development, Policy and Planning (4 credits)
GEND 6104 Sexualities, Bodies and Power in Society (4 credits)
GEND 6105 Key Issues in Gender and Transformation in the Caribbean
GEND 6100 Contemporary Feminist Theorising

EDPS 6301 Personality Theory and Assessment
EDPS 6302 Social Psychology of Education
EDPS 6303 Cognition and Learning
EDPS 6310 Typical and Atypical Human Development and Learning
EDRS 6910 Research Project (10 credits)

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Testing, Measurement and Evaluation – 42 credits

Compulsory Core Courses

EDME 6201 Introduction to Educational Measurement
EDME 6202 Performance Assessment Strategies
EDME 6010 Basics of Programme Evaluation & Quality Assurance
EDRS 6002 Research Methods and Statistics in Education
EDRS 6210 Fundamentals of Educational Research II
EDME 6203 Applied Psychometric Methods
EDRS 6910 Research Project (10 credits)

The Psychology of Education – 42 credits

Compulsory Core Courses

EDRS 6002 Research Methods and Statistics in Education **OR**
EDRS 6210 Fundamentals of Educational Research II
EDPS 6111 Psychology of Caribbean Children

MPhil/PhD Education

Entry Requirements

Admission to the MPhil programme will normally require

- A Bachelor's degree of at least Upper Second Class Honours and the Diploma in Education of The University of the West Indies or any other diploma or certificate in Education acceptable to the School of Education;
- A Bachelor's degree of at least Upper Second Class Honours with courses in Education acceptable to the School of Education; **OR**
- A Bachelor's degree of at least Upper Second Class Honours and a Teacher's College Certificate that are both acceptable to the School of Education

The following are eligible to apply for admission to the PhD:

1. Holders of approved higher degrees;
2. Persons possessing such other qualifications and experience as Senate may approve; **OR**
3. Persons registered in Master's degree programmes of the UWI who have met the requirements for upgrading of their registration, as stipulated by the Board for Graduate Studies and Research.

Programme Structure/Course of Study

MPhil

Part 1 of the MPhil consists of a core of at least three (3) courses in an area of specialisation, one (1) compulsory course in Research Methods in Education and two other courses selected from the package of courses identified in the Master of Education section.

Candidates must therefore obtain a total of 30 credits in Part I.

Part 2 of the Master of Philosophy degree will consist of a thesis based on full scale research of an empirical or documentary nature, independently conducted by the candidate in an approved chosen area and under the

general advisory services of a member of the University's staff appointed as Supervisor. An oral examination may be required.

PhD

A candidate may be required to attend courses during the period of registration. He/she may be required to write examinations. Such requirements must be approved by the Faculty Sub-Committee at the time of registration of the student.

A candidate registered for full-time studies will be required to present a thesis on an approved subject not less than 6 semesters, and not more than six calendar years after full registration. An oral examination is required.

Compulsory Seminars

Each candidate will present at least two (2) seminars (for the MPhil) or three (3) seminars (for the PhD) before a panel consisting of members of staff in the discipline and other interested parties.

Duration – Part 1

MPhil full-time candidates must complete these requirements within two academic years of the start of the programme. MPhil candidates registered part-time have four (4) years to complete the same requirements.

PhD full-time candidates must complete these requirements within two academic years of the start of the programme. PhD candidates registered part-time have four (4) years to complete the same requirements.

Award of the degree

The successful completion of coursework, seminars and thesis will lead to the award of the MPhil or PhD degree.

MPhil/PhD Education LIST OF COURSES

GRSM 6001 MPhil Research Seminar 1

GRSM 6002 MPhil Research Seminar 2

EDRS 6990 MPhil Education

GRSM 8001 PhD Research Seminar 1

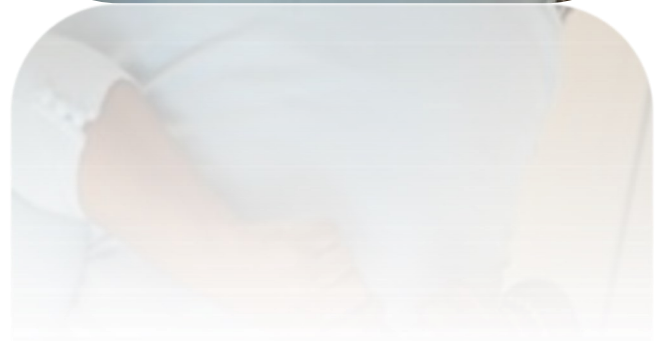
GRSM 8002 PhD Research Seminar 2

GRSM 8003 PhD Research Seminar 3

EDRS 8000 PhD Education

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CODRINGTON COLLEGE

MA Caribbean and African Theology

Introduction

The MA Degree in Caribbean and African Theology is an inter-disciplinary degree programme taught by faculty in the Departments of Theology, Cultural Studies, and History and Philosophy in the Faculty of Humanities and Education, The University of The West Indies Cave Hill Campus in Barbados, W.I.

The basic assumption underlying this programme of study is that all theology is contextual, hence the nomenclature Caribbean and African Theology. Historically, and with the notable exception of Latin American based Liberation Theology, which includes the Spanish-speaking Caribbean, theological studies in the Caribbean have been Eurocentric. This MA Degree Programme offers students the challenging opportunity to do the following:

1. Reflect critically on our Caribbean experience of God
2. Read and Study the Holy Bible containing the Old Testament and the New Testament through the lenses and mindset of people of the Caribbean
3. Positively assess the role of Caribbean people's historic religious cultures and traditions in philosophically rationalizing our contextual experience of God as a *sine qua non* of doing Caribbean and African Theology; and
4. Bring Caribbean and African Theology to bear on the continuing socio-cultural development and the spiritual wellness of Caribbean peoples.

Programme Structure/Course of Study

For the MA, students should successfully complete:

- seven courses, and
- one Research Paper

This degree can be completed in two semesters full-time or four semesters part-time.

MPhil/PhD Theology

Introduction

Direction and facilities for theological research are offered in four prescribed areas: -

- Biblical Studies
- Church History and Theology Pastoral and Liturgical Studies
- Systematic Theology & Philosophy.

Entry Requirements

The minimum requirement for entry into the MPhil and PhD programmes would normally be an Upper Second Class Honours degree in Theology.

Coursework

MPhil candidates are required to complete a minimum of six (6) credits of coursework. PhD candidates are required to complete a minimum of nine (9) credits of coursework. This requirement may be waived depending on the postgraduate courses previously taken.

Supervision

The Theological Colleges acting jointly shall propose to the Faculty Sub-Committee for Higher Degrees a Supervisor or Supervisors of experience appropriate to the proposed field of study of each candidate.

Seminars

Each candidate will present at least two (2) seminars (for the MPhil) or three (3) seminars (for the PhD) before a panel consisting of members of staff in the discipline and other interested parties.

Duration

MPhil

Candidates registered on a full-time basis will be expected to present their thesis in not less than four (4) semesters and not more than five (5) calendar

years after registration. Candidates registered part-time will be expected to present their thesis in not less than six (6) semesters and not more than seven (7) calendar years after registration.

PhD

Candidates registered on a full-time basis will be expected to present their thesis in not less than six (6) semesters and not more than six (6) calendar years after registration. Candidates registered part-time will be expected to present their thesis in not less than eight (8) semesters and not more than eight (8) calendar years after registration.

Programme Structure/Course of Study

MPhil

In addition to the seminars and any necessary coursework, candidates must present a thesis of not more than 50,000 words (excluding notes and bibliography) on an approved topic.

PhD

In addition to the seminars and any necessary coursework, candidates must present a thesis of not more than 80,000 words (excluding notes and bibliography) on an approved topic. A Candidate for the PhD will be required to submit to an oral examination on the thesis submitted.

Award of the degree

Successful completion of the seminars, coursework and thesis will lead to the award of the degree.

MPhil/PhD Theology

LIST OF COURSES

GRSM 6001 MPhil Research Seminar 1

GRSM 6002 MPhil Research Seminar 2

THEO 6995 MPhil Theology

GRSM 8001 PhD Research Seminar 1

GRSM 8002 PhD Research Seminar 2

GRSM 8003 PhD Research Seminar 3

THEO 8000 PhD Theology

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Course Descriptions

Courses are listed here in alphanumeric order by Course Code – i.e. Subject Code followed by Course Number.

Courses are listed in the [Cave Hill Online](#) (CHOL) Class Schedule/Catalogue by subject area, as well as in this handbook. For easy reference at registration, the codes are as follows:

CARI: Caribbean Studies

EDCU: Educational Curriculum

EDCL: School Counselling

EDEA: Educational Administration

EDEP: Social Context and Education Policy

EDFA: Educational Foundation Areas

EDGC: Educational Guidance & Counsel

EDIP: Postgraduate Diploma in Education

EDLA: Educational Language Arts

EDLE: Educational Leadership

EDLS: Educational Literacy Literacy Studies

EDME: Educational Measurement & Evaluation

EDPS: Educational Psychology

EDRS: Educational Research

EDSC: Educational Science

EDSE: Special Education

EDSO: Educational Sociology

EDTE: Teaching Education

EDTL: Ed Teaching and Learning

FREN: French

GRSM: Postgraduate Research Seminars

HIST: History

LING: Linguistics

LITS: Literatures in English

PHIL: Philosophy

PSYC: Psychology

SPAN: Spanish

THEO: Theology

CARIBBEAN STUDIES

COURSE CODE: CARI6000

TITLE: Contemporary Caribbean Literature across Languages

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course equips the student to understand and interpret works by contemporary writers (twentieth century onwards) from throughout the wider Caribbean region. Texts will be *taught* in English with the option for other language speakers to read in the original language.

There will also be the option of extra tutorials in the other languages, to be worked out between lecturer and students. Building on literary analytical skills acquired at undergraduate level, it aims to broaden the student's critical vision of regional literature beyond a single linguistic or national canon. Employing a comparative theoretical approach to Caribbean writing it puts texts in dialogue across cultures and languages, exploring significant commonalities alongside observed divergences.

COURSE CODE: CARI6001

TITLE: Caribbean Thought

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course seeks to introduce students to the history of Caribbean ideas. It aims to explore the distinctive features of Caribbean thought by exposing students to the interventions made by Caribbean thinkers on a variety of topics.

Some of the key issues addressed include: anti-colonial political thought of the 19th century; cultural de-colonization; Caribbean cultural identity; creolisation; gender; mestizaje; Negritude; Pan-Africanism; race; and syncreticism. Given that Caribbean literature and Caribbean aesthetic, literary, filmic and related theories are covered in other courses, such as Caribbean Poetics, this course does not set out to specifically address these particular issues.

COURSE CODE: CARI 6002

TITLE: Caribbean Linguistic and Cultural Identity

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This interdisciplinary postgraduate course provides a sound theoretical platform for increased self-awareness and empowerment for persons working in the region or with people of Caribbean heritage, or interested in Caribbean Studies, outside the region.

Through interactive lecture discussions, case studies and videos, postgraduate students examine the construction of identity in relation to issues dealing with Caribbean Creole languages and culture. Areas of study include historical overview of the Caribbean; theories of identity; culture in the Caribbean; regional definitions of Caribbean identity; and language and culture as divisive and unifying factors in the Caribbean.

COURSE CODE: CARI 6003

TITLE: Language and the Media in the Caribbean

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

All human communication is mediated communication. It takes place in a context, through a medium and among individual or groups who are situated historically, politically, economically, and socially. Media play a central role in shaping the way people perceive themselves and the world around them. This course will examine the rhetorical elements of popular media particularly in advertising, information and entertainment. Through a thorough analysis of audio and visual media with a focus on commercials, television programmes, music videos, film, and cybermedia, the course seeks to develop visual and media literacies, foster an appreciation for the nature of rhetoric in its varied roles and provide students with an opportunity to explore ideas about the interaction of language and media.

COURSE CODE: CARI 6005

TITLE: Caribbean Diasporic Literatures

CREDITS: 5

ASSESSMENT; 100% Coursework

Description

In this course we focus on the literatures of Caribbean migration as a global phenomenon. Over the period of our study, we are interested in how Caribbean writers interpret and articulate their types of diasporic communities. We are also interested in how their writings may be seen to cause a reshuffling of the concept of diaspora to include new theoretical paradigms that account for the massive deployment of Caribbean populations to diverse corners of the world. This course seeks to give an understanding of contemporary Caribbean literatures from throughout the Caribbean diaspora: namely, Britain, United States, Canada, and other parts of Europe and the Americas; in short, wherever Caribbean people are located and are writing. The critical term here, diasporic,

underscores the importance of a comparativist approach to these literatures with a view towards cultivating the capacity to relate works from disparate linguistic and cultural traditions within the diaspora. To this end, we move beyond concepts such as home and away, to embrace other ideas dealing with dwelling places, travel, movement etc.

COURSE CODE: CARI 6006

TITLE: Teaching Literature in the Caribbean

CREDITS: 5

ASSESSMENT: 50% Coursework; 50% Final Examination

Description

This course is intended to familiarize teachers with those theories and practices that inform the development and implementation of the literature curriculum. Special emphasis is given to those approaches designed to stimulate student interest through imaginative response. The course explores several facets of teaching literature in the Caribbean classroom. These include:

1. the importance of literature and how to select texts for classroom use at various instructional levels;
2. devising and implementing a reader-oriented literature programme;
3. approaches to teaching young adult literature;
4. strategies for assisting struggling readers;
5. values cultivation and the literary text;
6. approaches to teaching literature for CSEC and CAPE.

COURSE CODE: CARI 6007

TITLE: Teaching Second and Foreign Languages

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course will examine established methods of foreign language teaching and it will also explore more recent approaches. Traditional methods will be briefly discussed but most of our time will be devoted to the theory and practice of communicative language teaching. Concepts such as proficiency-oriented teaching and learner-centered approaches to language teaching will be examined. Practical activities will be given as example for teaching a language class. The course is more specifically designed with examples in French, Spanish and ESL but can be applied to the teaching of other languages.

COURSE CODE: CARI 6008

TITLE: Teaching of English to Speakers of Other Languages (TESOL)

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course will focus on the principles and methods used to teach English to speakers of other languages. Students will be exposed to a historical survey of the approaches used, the theoretical principals underlying the approaches and relevant research findings on the efficacy of these approaches.

Emphasis will be placed on principles and methods of instruction and the topics to be covered will include: psycholinguistic issues in second language learning, a historical survey of TESOL approaches, developing proficiency in listening and speaking, approaches to teaching reading, schema theory and ESL pedagogy, writing in the second language classroom, approaches to grammar instruction, learner-centred approaches to ESL and policy issues related to ESL instruction in Caribbean sociolinguistic contexts.

COURSE CODE: CARI 6009

TITLE: Creative Writing

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

A postgraduate writing workshop aimed at writers who have taken one or both the undergraduate Creative Writing courses, or who have a demonstrable record as writers and can produce a portfolio to back this up. In other words, not a beginners' course but a course designed to enable writers to develop their skills in a particular direction with the aim of producing a manuscript for publication. It is aimed at writers, with strong formal and aesthetic curiosity, who welcome the chance to develop their writing in a collective setting. Depending on numbers, there will either be a poetry and a prose stream, or these will be taught together with different emphases.

The course is founded on the assumption of an indivisible relationship between the creative and the critical. It offers an opportunity to explore and develop literary skills, to work under the pressure of deadlines and to learn how to use archival and other resources as research for creative writing. The workshop format is designed to enable participants to share the experience of writing in a critical and creative atmosphere. Students therefore need to have an honest, realistic and critical view of their own work and potential. The portfolio can be in any genre, as the course itself will be taught in such a way as to stimulate writing in the genre of your choice, once you can demonstrate an understanding of the genre you have chosen. It will be taught as an interactive workshop by one or more practising writers, locally-based and visiting, with an awareness of the unique resources of Caribbean experience and language forms. The aim will be to produce a manuscript of publishable standard. The course will therefore include advice on selecting and approaching publishers or creative writing journals.

COURSE CODE: CARI 6010

TITLE: Visualizing the Caribbean

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course examines ways of seeing and interpreting the Caribbean, and how these change over time. The ability to read images is a crucial skill in today's world: their production, components, language and the power relations that lead to their circulation.

By interpreting and theorizing visual images, within the context of their time, we can trace the ways in which the Caribbean was seen by artists and image-makers and how Caribbean artists and image-makers have seen themselves. We will "read" a selection of images drawn from painting, drawing, photography, film and installations and other kinds of visualization of the region at specific periods.

These will be read alongside contemporary scripted narratives of history, fiction and non-fiction on and about the region, in an effort to trace the appropriation and re-appropriation of power are paralleled by shifts in representation.

COURSE CODE: CARI 6011

TITLE: Caribbean Theatre: Text and Performance

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course examines the theory and praxis of Caribbean drama and theatre from the 1960's to the present day, with an emphasis on the complex relationship between dramatic text and theatrical and social performance. Drawing on the work of a range of playwrights, critical theorists and theatrical practitioners from across the region and beyond, we 'read' dramatic texts as social and rhetorical acts and explore how *performance* operates as a way of knowing, being and acting in the world. We use rhetorical, genre and activity approaches to writing in order to focus attention on what texts *do* in situ and what people do with each

other through the mediation of texts.

Through five inter-related modules, the course places texts from different language territories in dialogue in order to explore Benitez-Rojo's influential trope of the "repeating" island and to establish whether it is critically viable to speak of a *supersyncretic* Caribbean theatre, or whether on the contrary, cultural and linguistic distinctions between different islands are ultimately far more significant than their commonalities. All texts studied will be in English or translated into English. Where applicable, however, original French and Spanish texts will be available for comparative purposes. The course will be collaboratively taught by specialists in the different language areas.

COURSE CODE: CARI 6900

TITLE: CARI Research Paper

CREDITS: 15

ASSESSMENT: 100% Research Paper

Description

The Research Paper is designed to engage the student actively, critically and creatively with the body of literary, linguistic and cultural knowledge and understanding of the Caribbean assimilated during the coursework component of the programme.

The nature of this engagement may be variable: students may opt to write a critical academic paper on an approved topic, or to produce a creative work or practical project with a critical commentary or portfolio (such as a piece of writing, film, art installation, performance, online resource or entrepreneurial endeavour). Students will be encouraged to conceptualize their work cross-culturally, in keeping with the approach of the programme overall.

Scope

: Written papers

- If the Research Paper is a purely textual critical analysis, it shall comprise 15,000 – 20,000 words.
- If the Paper comprises both written creative work

and commentary thereon, the total upper word limit remains the same, but the critical or meta-textual component (e.g. Introduction & Commentary) must comprise at least 4,000 words.

: Papers based on non-written creative or practical projects

If the Paper is based on a largely non-written project such as a photographic exhibition, performance or artwork:

- The critical portfolio shall be 4,000 – 10,000 words.
- At the beginning of the project, the student must prepare with the supervisor an outline of its scope and submit this to the Graduate Coordinator/ Programme Director, who will ensure that the overall scale of the proposed project is in keeping with the objectives of the Research Paper and the programme in general.
- If the result to be evaluated is ephemeral (e.g. exhibited work, performance), it is the student's responsibility to ensure that it is recorded, with an appropriate level of quality, by photographic or audiovisual means. In some instances, the work may be evaluated on the basis of the recorded material only (in the event that an examiner is unavoidably absent from a scheduled performance, for example, or in cases of arbitration of a disputed grade). The supervisor will assist the student in making arrangements for recording through EMS or other suitably equipped unit.

Duration

The Research Paper will generally be researched and written between completion of coursework requirements and the end of the programme: for full-time students May – 31 August; for part-time students, January to 31 August. Students may initiate discussions with lecturers in the programme on potential Research Paper topics at any stage.

SCHOOL OF EDUCATION

COURSE CODE: EDCL 6000

TITLE: School Counselling: Guidance Programme and Professional Knowledge

CREDITS: 4

ASSESSMENT: 60% Coursework; 40% Final Examination

Description

This course investigates the philosophical and theoretical foundations for school counselling, along with the roles and functions of the school counsellor, including psychoeducational interventions (in key areas such as children of divorce, anger management, bullying behaviours, substance abuse, physical abuse, and sexual abuse), consultation, referral, and advocacy. This course also prepares students in academic advising, understanding academic tests, philosophy, principles, and practices in school counselling, school laws and regulations, resources within the school system/community, development of skills for consultation and communicating with families and school personnel.

COURSE CODE: EDCL 6001

TITLE: Individual and Group Counselling

CREDITS: 4

ASSESSMENT: 100% Coursework

Description

This course focuses on facilitating the unique development and emotional growth of children through the counselling process. It covers both individual and group counselling processes with children, adolescents, and their families. The course is designed to develop students' theoretical and practical understanding of the major schools of counselling. Additionally, it integrates theory,

research and practice and provides students with a knowledge base in individual and family dynamics in terms of major counselling theories, principles and techniques. It also provides the opportunity to develop basic counselling skills, integrate theory and practice, and prepare for counselling students in schools.

COURSE CODE: EDCL 6002

TITLE: Fundamentals of Practice in Educational and Career Guidance

CREDITS: 4

ASSESSMENT: 50 % Coursework; 50% Final Examination

Description

This course explores the role of educational planning and career development in comprehensive guidance programmes and illustrates how theories of vocational choice underpin all the essential services of a school counselling programme, which are combined to assist students with their development and learning. It also provides a model for educational and career decision making through career developmental theories, programmes, inventories and information services.

COURSE CODE: EDCL 6900

TITLE: Field Placement / Practicum

CREDITS: 8

ASSESSMENT: 100% Coursework

Description

The practicum course is designed to expose students to their professional role by completing hours in the field. Students enrolled in practicum will start their field experience in the second semester. Students should be working at a primary school, secondary school, or college campus. Supervised experiences that occur in school practicum experiences provide for the application of knowledge and the development of skills and training applicable to the domains, themes and functions of the school counsellor. Fieldwork experiences will integrate theoretical training with practical experience by providing an opportunity for

candidates to perform, under supervision, the function of school counsellors in school counselling domains.

Students should be operating in the role of a professional (school counsellor, counsellor) in a primary school, secondary school, or post-secondary setting. Students should assume the responsibilities of an independent school or college counsellor. The course instructor will conduct at least 2 visits per semester for developmental monitoring of each student enrolled in the practicum course. This will also include opportunities for interaction between the supervisor and course instructor. The majority of training experiences are completed in this placement site, although some additional field experiences at different levels and/or different schools are completed to supplement and broaden training.

During the field experiences, supervision is provided:

- On an individual basis from a practicing school counsellor (a site supervisor)
- On an individual and/or triadic basis from university faculty member (a university supervisor)

In a group of peers run by university faculty member (practicum and internship)

Students must demonstrate knowledge and competencies in a variety of areas which include promoting academic, career, and personal/social development through individual and group counselling, classroom guidance and systemic work.

During the placement, a minimum of 500 hours in the field must be accumulated and documented, 300 of which are in direct service to students, teachers, and parents. The experiences provided by the field placements are critical to integrating theory and practice and developing skilled school counsellors.

COURSE CODE: EDCU 6003

TITLE: Curriculum Foundations

CREDITS: 4

ASSESSMENT: 60% Coursework; 40% Final Examination

Description

This is an introductory course to curriculum and

instruction that gives a global as well as Caribbean-specific overview of the curriculum development process and the historical, philosophical, societal and other influences on this process. The course is intended to have wide appeal to a general audience interested in knowing more about how beliefs and theories about teaching and learning influence the everyday practice of curriculum and instruction, in particular in Caribbean instructional settings.

COURSE CODE: EDCU 6004

TITLE: Curriculum Design for Caribbean Settings Part I

CREDITS: 4

ASSESSMENT: 100% Coursework

Description

This course provides practical experience in curriculum design and curriculum development models. It is an opportunity for current or potential curriculum workers (teachers, principals, education officers, curriculum specialists, trainers) to examine traditional and non-traditional curriculum design models and their applicability to the Caribbean context. This is the first of two curriculum design courses and is the prerequisite for Curriculum Design II.

COURSE CODE: EDCU 6005

TITLE: Leading Curriculum & Instruction in the Caribbean

PREREQUISITE: EDCU 6004, EDCU 6300

CREDITS: 4

ASSESSMENT: 60% Coursework; 40% Final Examination

Description

The course focuses on leadership in curriculum and instruction in the Caribbean in the face of global innovation and change. It includes models and strategies for curriculum diffusion and implementation.

Participants will become familiar with historical and current trends in inquiry into the dissemination, implementation and evaluation of curriculum innovations and will analyze the roles of various

stakeholders, and themselves, in effecting curriculum change.

COURSE CODE: EDCU 6300

TITLE: Curriculum Design for Caribbean Settings Part II: Integrating Media and Technology

CREDITS: 4

PREREQUISITE: EDCU 6003

ASSESSMENT: 100% Coursework

Description

In this course, participants become familiar with the process of media and technology integration in instruction through application of the ASSURE model to the design of curriculum. Participants also evaluate media and technology use in instruction through the lenses of other integration models such as the TIM and LoTi models. The course provides the opportunity for hands-on practice in the integration of media and technology in classroom instruction and for a critical look at the *best use* of media and technology in instruction in Caribbean education. It is a follow-on course to Curriculum Design I.

COURSE CODE: EDEP 6000

TITLE: Advanced Sociology of Education

CREDITS: 4

ASSESSMENT: 50 % Coursework; 50% Final Examination

Description

This course seeks to engage students in a critical analysis of the meaning and scope of sociology of education, the effect of schooling on various aspects of society, the contributions of structural functionalism, conflict theory, symbolic interactionism and the open systems theory to the sociology of education. It also highlights the meaning and effects of social stratification on the lives of individuals and groups, and provides insight into the relationship between stratification and equality of educational opportunity.

An understanding of the relationship between education and individual development, and education and national development in Caribbean countries is

also provided.

The following topics/concepts/theories/issues will be addressed:

The Scope of Sociology of Education; The Effects of schooling on society; Theoretical approaches to sociology of education; Education and Social stratification; and Education and development.

COURSE CODE: EDEP6002

TITLE: Caribbean Ideologies and Policies in Education Reform

CREDITS: 4

ASSESSMENT: 50 % Coursework; 50% Final Examination

Description

This course reviews the history of education in the Caribbean region and its philosophical underpinnings. The overall organisation of the course focuses on three major historical periods: a) The Colonial Period (1625 - 1961/66) of European dominance; b) The Post-Colonial Period (1961/66 – 1974) of national independence; and c) The Modern Period (1974 – Present) of national and regional development.

The course also examines the CARICOM conception of the “Ideal Caribbean Person,” the significance of this ideology to education reform in the Caribbean, and an understanding of the various sub-regional, regional and international initiatives which have helped to shape educational policy development in the Caribbean region.

The following topics/concepts/theories/issues will be addressed:

The History of Education development in the Caribbean; Conceptions of Education Policy; Educational planning in small island states; The Philosophy of Education in the Caribbean; Educational reform and policy development in the Caribbean post independence; and Education policy documents in the Caribbean.

COURSE CODE: EDEP 6002

TITLE: Citizenship Education, Democracy and Global trends

CREDITS: 4

ASSESSMENT: 50 % Coursework; 50% Final Examination

Description

This course examines the role of schools as systematic providers of civic knowledge and participatory practices that are the foundation of democracy. It highlights the principle of democracy as being the fundamental economic and political paradigm leading to modernization and development in the global market.

The course seeks to develop in education workers an understanding of the importance of citizenship education globally, and to better prepare them to nurture civic and democratic principles and values in their students.

The following topics/concepts/theories/issues will be addressed:

Democratic Foundations and Citizenship Development; Citizenship Education for the 21st century; Pedagogical Methods; Active Citizenship in Schools; Professional Reflection and Assessment

COURSE CODE: EDFA 6010

TITLE: Current Issues in Education

CREDITS: 4

ASSESSMENT: 100% Coursework

Description

This course is designed to provide students with a platform to explore the mutual relationships and influences between society and education. Students in this course will analyze and interrogate the current, myriad issues that are part of the wider local, regional and global educational environment. Through this interrogation and search for possible solutions, students will foster a deeper understanding of the education issues affecting children in Caribbean society in relation to the global society in which we all live. Additionally, this course will assist in students’

development as contextually relevant education practitioners.

COURSE CODE: EDIP 6000

TITLE: Introduction to Curriculum Theory & Practice

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is designed to enable students to understand the major philosophical perspectives that influence the aims of education in the Caribbean; study various models of curriculum planning and analyse the relationships between the facets of these models with special reference to the Caribbean; acquire the skills necessary to participate in curriculum planning, implementation and evaluation; understand the nature of knowledge and ways of knowing; become aware of the problems of curriculum management and implementation; and analyse the assumptions underlying current curriculum practices.

COURSE CODE: EDIP 6001

TITLE: Classroom Assessment Principles & Procedures

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is designed to introduce teachers to the basic concepts, principles and procedures for classroom assessment. It covers an elementary treatment of the basic measurement theories that govern classroom testing: validity, reliability and fairness. Teachers will be expected to construct and use a variety of assessment instruments to evaluate student attainment as well as item analysis techniques to improve test development. Methods for grading, scoring, analyzing and reporting results will also be examined.

Teaching and assessment are interwoven, not separate activities; hence teachers need to acquire skills in assessment so that they can obtain relevant information to evaluate their curriculum delivery. Assessment should be seen as a tool for effective

teaching.

Through this process, the information gathered can be used to improve curriculum delivery and ultimately the teaching-learning process. Teachers should therefore be exposed to the essential principles and procedures related to assessment so that they can be better able to construct assessment instruments to effectively measure their students' attainment.

COURSE CODE: EDIP 6002

TITLE: Foundations of Education

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course will form the foundation on which all other courses in the diploma programme will be built and has, as its main purpose the goal of helping trainees plan, deliver, and evaluate instruction and learner outcomes. Moreover, it seeks to equip the teacher with the knowledge, skills and competencies needed to cope with the current educational problems, and considers how the teacher, operating in both the classroom and the wider community, can make a positive difference through teaching and learning.

This course will therefore consider a range of issues which impact on how teachers teach as well as those factors which influence students' learning. The emphasis will be on developing in teachers the competence as well as the sensitivities to promote maximum learning across the curriculum. It will form the foundation on which all other courses in the diploma programme will be built.

COURSE CODE: EDIP 6003

TITLE: The Teaching of English

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is designed to develop competencies in teachers of English which will enable them to help students learn to use and respond to the English language. It also examines recent developments in

the teaching of English and their relevance to the Caribbean situation. The course emphasizes the importance of teaching language as a vehicle of communication, personal and social development. It also aims to facilitate the attainment of values.

COURSE CODE: EDIP 6004

TITLE: The Teaching of Social Studies/History/Geography

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

The teaching of History/Geography/Social Studies in secondary schools is critical to the development of inquisitive minds that understand and appreciate the tremendous value of the social and physical environments in which we live.

Teachers of these three subjects are privileged to interact with content that cuts across the three subjects; linking the past, present and future.

To maximize this privilege, teachers need to organize and deliver dynamic lessons that focus students' attention on the management and preservation of our social and physical environments.

This course is developed with consideration of the present needs of teachers of these three subjects. It should help teachers transform their classes into social laboratories where interest in these subjects is maintained by powerful pedagogical approaches their teachers apply.

The integration of information across the three subjects is highlighted by the infusion of values education, teaching and learning with maps, education for sustainability and the role of multimedia in teaching and learning.

COURSE CODE: EDIP 6005

TITLE: The Teaching of Mathematics in Secondary Schools

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

The major aim of this Mathematics course is to assist the trainees in improving their instructional skills so that they can become as proficient as possible in the teaching of mathematics at the secondary level. It will provide them with pedagogical content knowledge that is useful for the effective delivery of mathematical concepts taught at the secondary level. Emphasis will be placed on the application of constructivist principles as they relate to the teaching of mathematics, with a view to helping the trainees to deliver mathematics instruction in a way that engages the students in tasks that promote skills in problem solving, mathematical reasoning and enquiry, as well as skills in investigating authentic situations using mathematical principles. The trainees will also be exposed to a variety of assessment procedures that will help them to be better able to identify and address students' weaknesses, while taking into account their strengths. This course will highlight the use of technology in the teaching of mathematics. It will also help the trainees to link mathematics concepts within the various strands of mathematics as well as across other content areas.

COURSE CODE: EDIP 6006

TITLE: The Teaching of Modern Languages

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

The aim of the Modern Languages programme is to enable teachers to understand the nature of language, the processes involved in first and second language acquisition and to equip them to make students of the Caribbean region proficient in the use of foreign languages. This course seeks to expose teachers to the main methods and approaches in the teaching of foreign languages, principles of language acquisition,

developments in the theory of language and the theory of learning as well as the manner in which theory informs practice in the language classroom. It examines strategies and techniques used in the teaching and learning of a foreign language in the Caribbean creole language context. While much emphasis will be given to a communicative student-centred approach, teachers will draw on the various principles of language learning to formulate responses to the individual and collective needs of Caribbean students of foreign languages.

COURSE CODE: EDIP 6007

TITLE: The Teaching of Science

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

The course is intended to develop teachers' understanding of the task of educating students in science, and teachers' ability to plan and implement curricula in science with due consideration for student characteristics and other variables in their teaching situations. The over-riding aim is to promote dispositions and abilities which will enable teachers to assume major responsibility for their own learning and the improvement of science education, both during the programme and beyond.

The particular subject being taught should have been a major component of the degree. However, consideration is given to the fact that, regardless of areas of specialisation, teachers may be involved in teaching general or integrated science courses.

COURSE CODE: EDIP 6008

TITLE: The Teaching of Art & Craft at the Secondary Level

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is designed to expose participants to practical methods of teaching Art & Craft. Participants will be given opportunities to experience how lessons in

different areas of the Art/craft curriculum may be taught.

It is designed to widen the teacher's understanding, knowledge and skills in key aspects of the teaching of Art & Craft, as well as heighten an awareness of the value of research and creative expression to learning and development in the school system.

COURSE CODE: EDIP 6009

TITLE: The Teaching of Business Studies

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

The uniqueness of Business Studies education emphasizes vocational preparation as well as general or personal-use education. It influences jobs, incomes, and opportunities for personal enterprise and has a significant effect on the standard of living and quality of life for each student. Consequently, the teacher needs to be able to communicate their content mastery to learners with different learning preferences. This course of study emphasizes high-quality pedagogical skills in business studies.

The need for teacher training in Business Studies is to develop and improve the teacher's techniques in communicating information to students. Current trends and issues suggest that methods in teaching evolve and although the information might probably be the same, the traditional methods no longer work. This course emphasizes the use of modern pedagogical skills to provide quality teaching to students. Pedagogical quality is therefore influenced by the personal qualities of the teacher and the ability to adapt the content to meet the needs of the recipients. Furthermore, instructional strategies, techniques and skills are used to establish confidence in the delivery in order to effect positive change among the learners.

COURSE CODE: EDIP 6090

TITLE: Practicum

PREREQUISITES: All other courses in Diploma in Education

CREDITS: 10

ASSESSMENT: 40 % Portfolio; 60% External Assessment of classroom teaching

Description

The practicum is designed to provide a range of opportunities for teachers to develop as competent classroom practitioners, possessing high quality skills in planning, delivering instruction and in conducting evaluation in secondary classrooms in their area of specialisation.

It is expected that as a result of involvement in on-going practicum activities, participants will develop and hone skills in:

- Planning units of work which accord due consideration to a variety of pupil learning styles
- Using action research and other related data to inform practice
- Designing, using and evaluating a range of learner - centred resource materials
- Integrating technology in the curriculum
- Employing a variety of inquiry - oriented learning experiences in their area of specialisation in order to maximize student interest and learning
- Using approaches designed to assist pupils in developing critical thinking and problem solving skills
- Reflecting objectively on their teaching performance and in employing appropriate strategies in order to achieve improvement
- Preparation of the practicum portfolio comprises an integral aspect of the practicum.

COURSE CODE: EDLE 6000

TITLE: Fundamentals of Educational Administration and Organisational Behaviour

Credits 4

ASSESSMENT: 40% Coursework; 60% Final Examination

Description

It is increasingly being recognized that good management in the education service is a vital ingredient if the teaching-learning process is to succeed optimally. The intention of this programme is to sensitize participants to the essential principles of effective management, theories of organisational behavior at the system and institutional levels and to enhance their contribution to the achievement of educational goals. In addition to academic and intellectual stimulation, it is designed to develop problem-solving skills through practice-oriented experiences.

The course will comprise an examination and evaluation of theoretical and research issues in educational management as well as practical and policy issues in the administration of education.

COURSE CODE: EDLE 6001

TITLE: Effective Leadership in Education

Credits 4

ASSESSMENT: 40% Coursework; 60% Final Examination

Description

In the current educational climate, greater emphasis is being placed on the need for leaders, not just to lead, or maintain systems, but to be effective as it relates to their roles and the purposes of education and schooling. This course is therefore designed to expose students to the multifaceted nature of leadership in the school context and also to help them to identify the salient characteristics of effective schools and by extension effective school leaders. It is envisaged that as a result of this exposure students would be able to extract and analyse relevant practice and approaches, adapt them as necessary to the local setting, and carve out a personal leadership model

that enables them to optimize their effectiveness, while maintaining high levels of accountability and transparency in their respective current and potential leadership spheres.

COURSE CODE: EDLE 6002

TITLE: Human Relations Management in Education

Credits 4

ASSESSMENT: 40% Coursework; 60% Final Examination

Description

The common complaint that one hears from many school practitioners is that supervisors at the junior and senior levels lack basic people management and supervisory skills. Many administrators are either unwilling or unprepared to deal with employee conflicts, interpersonal matters and difficult workers. This course is therefore designed to expose School administrators to the core set of knowledge, skills and practices that are part of the Human relations environment. Additionally, administrators will also be exposed to the construct of emotional intelligence and be able to examine and evaluate its relevance for the 21st century administrator.

COURSE CODE: EDLE 6004

TITLE: Principal Internship

Credits 10

ASSESSMENT: 100% Coursework

Description

The Principal Internship is crafted so as to provide emerging leaders with opportunities to gain academic credit towards a degree, in a real life, challenging yet non-threatening environment. It is also designed to create space for the interns to discover their strengths and weaknesses in a developmental and formative framework. It is envisaged that the internship will develop in interns the capacity to make a seamless transfer from leadership theory to practice. In this internship model, potential leaders will be paired with existing school leaders who will function in the dual role of mentor and supervisor for the interns. The framework

borrows from the structure offered by Dowling College, educational administration, leadership and technology program (2007). It is also designed to promote the development of ten (10) core administrative and leadership competencies as follows are:

- Professional and ethical leadership
- Instructional leadership
- Financial management and resource allocation
- Information management and assessment
- Interpersonal relations
- Strategic leadership
- Professional development and human resources
- Public and business relations
- School discipline
- Parental involvement

COURSE CODE: EDLE 6003

TITLE: The Legal, Financial and Industrial Relations Environment of Educational Leadership

Credits 4

ASSESSMENT: 40% Coursework; 60% Final Examination

Description

Administrators are charged with a number of financial responsibilities as it relates to budgeting and general plant maintenance. In addition, there are also expected to navigate the legal and industrial relations environment. What has been recognized is that oftentimes it is possible for administrators make a number of costly blunders which result from inadequate exposure to the relevant aforementioned areas. This course is therefore designed to equip administrators with the knowledge, skills and awareness required for them to safely and effectively navigate the legal, financial and industrial relations environment which now demands higher levels of accountability and due diligence.

It is envisaged that participants would engage in visits to the ministry of education and human resource

development. They would also be allowed to be a part of the quarterly meetings that are part of the established consultation between the ministry of education and the teacher/worker unions. Additionally, participants would also visit the respective unions in the territories to have a sense of how issues are dealt with on a daily basis. Participants would also attend the annual estimates meetings, again to get a sense of what is involved in preparing budgets and how the education budgets fits into the overall government budget.

COURSE CODE: EDLS 6401

TITLE: Language and Literacy Development and Instruction

CREDITS: 4

ASSESSMENT: 60% Coursework; 40% Final Examination

Description

This course examines the complexity of language acquisition and literacy development. It focuses on the connections between language and literacy and emphasizes the role of first and second language acquisition in literacy development and instruction within the Caribbean context, specifically as it relates to issues stemming from native-language literacy. Knowledge of the interaction between language and literacy development within a linguistic, political and socio-cultural context will also be explored. A primary objective of this course is also for practitioners in language and literacy education to achieve a comprehensive understanding of the inter-relatedness of language and literacy development and its implication for 1) reading and writing instruction and 2) an effective language and literacy curriculum.

COURSE CODE: EDLS 6402

TITLE: Literacy Assessment and Intervention

CREDITS: 4

ASSESSMENT: 100% Coursework

Description

This course develops competence in administering, analyzing, and critiquing both formal and informal literacy assessments, and using this information to provide appropriate instruction to struggling learners. It is offered for classroom teachers, reading teachers, and special education teachers, literacy coaches, specialists and other consultants. Students will tutor children in grades 2-8/class 1-4/forms 1-2 with a focus on developing reading comprehension, vocabulary, and writing skills through targeted assessment. Students will also prepare a case report on a learner and a portfolio of classroom assessment and teaching tools.

COURSE CODE: EDLS 6403

TITLE: Critical Issues in Language and Literacy Education

CREDITS: 4

ASSESSMENT: 100% Coursework

Description

Literacy practitioners and teachers need to be abreast of research and practice in the field of language and literacy education. This course explores current research, asking questions and engaging thought about language and literacy research and practice. The participants of this course will serve as a discussion/work group for three main purposes: (1) to engage in conversation about and analysis of critical issues in language and literacy education; (2) to examine the underlying assumptions about language, literacy, learning; and (3) to engage in research activities (e.g., literature review, proposal writing, data analysis, synthesizing research work on an issue) grounded in some of this work and related to questions of importance to the teaching of language and literacy. The ultimate purpose of the course is to encourage, guide and support critical inquiry/analysis in language and literacy research and practice.

COURSE CODE: EDLS 6408

TITLE: The Literacy and Language Arts Teacher

CREDITS: 4

ASSESSMENT: 100% Coursework

Description

Learning to read and write at any age is a complex task for which the learner needs skilful guidance, and for that reason teachers of language and literacy need to be properly prepared. Currently in the region, much of the training that is being offered to teachers of language and literacy affords little opportunity for teachers to develop their skills for an extended period under supervision in their authentic work setting: the classroom.

This course is designed to make up for this deficiency in training. It prepares the participants to meet the training need of literacy teachers in a variety of settings using a variety of approaches. It prepares the participants to provide not only training, but also supervision and support in the form of coaching and mentoring for the teachers. This course is designed to produce proficient leaders in the field of language and literacy.

COURSE CODE: EDM6 6201

TITLE: Introduction to Educational Measurement

CREDITS: 4

ASSESSMENT: 40% Coursework; 60% Final Examination

Description

This introductory course is designed to provide students with an overall, comprehensive knowledge of the nature and purpose of educational assessment in the classroom and school contexts. Classroom teachers, the primary audience for this course, will be exposed to the fundamentals of constructing, evaluating a range of educational assessments.

Throughout the course, it is expected that students will share samples of their work and their day-to-day challenges and triumphs experiences as they relate to accessing student outcomes across all domains and levels of the educational spectrum.

COURSE CODE: EDM6 6202

TITLE: Performance Assessment Strategies

CREDITS: 4

ASSESSMENT: 40% Coursework; 60% Final Examination

Description

This course aims to help students:

- Recognise the importance of accountability in education and the need for systematic meaningful assessment of teaching/learning;
- Develop and use a variety of strategies for determining the quality of instructional programmes;
- Apply the psychometric principles to various types of performance assessment;
- Construct and score suitable tasks for school based assessment for selected CXC subjects in the secondary schools;
- Evaluate the reliability and validity of various types of assessment strategies.

COURSE CODE: EDM6 6203

TITLE: Applied Psychometric Methods

PREREQUISITE (S): EDM6 6201

CREDITS: 4

ASSESSMENT: 40 % Coursework; 60% Final Examination

Description

This course is designed for postgraduate students with a strong interest in educational and psychological measurement. Its purpose is to further build on the framework of psychometrics and measurement principles introduced in EDM6 6201. While the focus of the course will be on the assumptions and applications of classical test theory (CTT), other modern approaches to measurement such as item response theory (IRT) will also be explored.

This course prepares students to pursue careers as educational measurement specialists at large-scale testing organisations in the region such as Caribbean Examinations Council (CXC) or City& Guilds, international positions at organisations such as Educational Testing Service (ETS) or in educational agencies or departments of education.

COURSE CODE: EDME 6010

TITLE: Basics of Programme Evaluation & Quality Assurance

CREDITS: 4

ASSESSMENT: 60 % Coursework; 40% Final Examination

Description

This course will provide postgraduate students with an introduction to the fundamentals of programme evaluation and quality assurance particularly with respect to evaluating educational products, systems and services. Students will be exposed to an overview of the educational evaluation process, its models and methodologies, monitoring, quality assurance as well as some of the political and ethical evaluation issues. Course activities will focus on providing students with hands-on experience with developing an evaluation and quality assurance plans for a real-life educational programme, product or service.

At the end of the course, students will be better positioned to assess the viability of educational interventions and programmes within their classroom, school or in the context of the wider community.

COURSE CODE: EDPS 6111

TITLE: Psychology of Caribbean Children

CREDITS: 4

ASSESSMENT: 60% Coursework; 40% Final Examination

Description

This course engages students in analyzing the real life problems of children and adolescents in the Caribbean presented through a psychological “lens”. The course looks at different stages of development of the Caribbean child and analyses each stage using a psychosocial framework with reference to research conducted with Caribbean children and families. An exploration of the cultural strengths that support Caribbean parenting will be identified and researched, in addition to parent-child communication patterns, parenting styles, use of punishment, and the effect of

serial migration on Caribbean children. Issues such as separation and loss in childhood, child abuse, identity, self-esteem, career preparedness, health issues, and drug abuse will also be explored.

COURSE CODE: EDPS 6301

TITLE: Personality Theory and Assessment

CREDITS: 4

ASSESSMENT: 60% Coursework; 40% Final Examination

Description

This course provides an opportunity to examine theoretical and research developments within the field of personality psychology, with particular reference to its educational implications. The principal approaches to the study of personality will be considered: psychoanalytic, evolutionary, social cognitive and humanistic. We will examine personality differences and their effects in educational settings, as well as such personality traits as extraversion and openness, and theories of creativity. You will also be introduced to some of the tools that psychologists use in assessing personality.

COURSE CODE: EDPS 6302

TITLE: Social Psychology of Education

CREDITS: 4

ASSESSMENT: 60% Coursework; 40% Final Examination

Description

This course provides an opportunity to examine theoretical and research developments within the field social psychology, with particular reference to their educational implications. Surveying the theories, methods, findings and problems encountered in the study of people as social beings. Topics include: self-perception, attribution, social perception, social cognition, attitude formation and change, social influence, group processes, stereotypes and prejudice, aggression, interpersonal relationships and altruism.

COURSE CODE: EDPS 6303

TITLE: Cognition and Learning

CREDITS: 4

ASSESSMENT: 50% Coursework; 50% Final Examination

Description

This course will review associationist (behaviorist) theories of learning, and then explore the Information processing approach to the study of learning and behaviour, in which theories attempt to specify the mental processes and mental representations involved in cognition. Students will also examine key theories in perception, memory, language, decision-making, and other domains from an information processing perspective.

COURSE CODE: EDPS 6310

TITLE: Typical and Atypical Human Development and Learning

CREDITS: 4

ASSESSMENT: 50 % Coursework; 50% Final Examination

Description

This course provides students with a comprehensive view of life span development starting from conception through childhood and ending with young adulthood focusing on both typical and atypical patterns of growth from several perspectives; helping students to make the link between physiological and psychological development during this period. The course includes the physical, motor, social, emotional, language and cognitive milestones in the first half of the human life cycle that most often need attention in the school setting. A team-teaching strategy will be employed to deliver this course, which will address the following aspects of development: physical and motor; cognitive; personality; emotional; social; at various stages of human growth and development.

COURSE CODE: EDRS 6001

TITLE: Research Methods in Education

CREDITS: 4

ASSESSMENT: 40% Coursework; 60% Final Examination

Description

This course looks at several issues and processes related to research in the social sciences, with a focus on education. It raises awareness of a range of procedures relating to different types of research studies and provides guidelines that are useful for selecting a set of appropriate research methods to investigate social phenomena. Students will be provided with the knowledge and equipped with the skills to conduct and evaluate research done by themselves and others in the field of education

COURSE CODE: EDRS 6002

TITLE: Research Methods & Statistics in Education

PREREQUISITE (S): EDRS 6001

CREDITS: 4

ASSESSMENT: 40% Coursework; 60% Final Examination

Description

Students in the postgraduate programme in education are required to undertake a piece of research in some area related to the field. These students are expected to collect and analyse data in order to investigate whatever research problem they identify. In order to do so effectively, they need skills in data analysis for dealing with both quantitative and qualitative analysis. This course is designed to provide them with skills in quantitative data analysis.

For this course, students will explore the use of the Predictive Analysis Software (PASW formerly SPSS) for statistical analysis of numerical data. The practical hands-on sessions will take students through a range of statistical procedures often required for data analysis at the postgraduate level.

COURSE CODE: EDRS 6210

TITLE: Fundamentals of Educational Research II

CREDITS: 4

ASSESSMENT: 40 % Coursework; 60% Final
Examination

Description

The course examines the quantitative-qualitative dichotomy and the philosophical underpinnings of the empirical-analytic and naturalistic approaches to research. It provides an introduction to major research orientations and methodologies in the naturalistic, to problem identification and formulation, designing research in the naturalistic tradition, and reporting qualitative research.

COURSE CODE: EDRS 6910

TITLE: Research Project

PREREQUISITE (S): EDRS 6001 Research Methods in Education and Either EDRS 6210 Fundamentals of Educational Research II OR EDRS 6002 Research Methods & Statistics in Education

CREDITS: 10

ASSESSMENT: 100% Coursework

Description

Students may conduct their research in their home territory provided that adequate supervision arrangements can be made. The Research Project should not exceed 15,000 words (exclusive of notes and bibliography).

COURSE CODE: EDRS 6990

TITLE: MPhil Education

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

Students are required to register for this section every semester and are expected to produce a thesis of approximately 50,000 words under the supervision of a member of Faculty.

COURSE CODE: EDRS 8000

TITLE: PhD Education

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

Students are required to register for this section every semester and are expected to produce a thesis of approximately 80,000 words under the supervision of a member of Faculty.

COURSE CODE: EDSC 6010

TITLE: Issues in Science and Technology Education

CREDITS: 4

ASSESSMENT: 60% Coursework; 40% Final
Examination

Description

The aim of this course is to familiarize students with the major issues and complementary research in science and technology education. This would include reviews and critical examination of research undertaken in science and technology education. It introduces to students the application of research for reflection and improvement of practices in science and technology education. Students will then translate theory into practice in one or more issues that they can utilize in their own teaching. A number of emerging innovations, namely cognitive neuroscience, reflective practice, inquiry and problem-based learning, will be examined.

COURSE CODE: EDSC 6205

TITLE: Measurement and Assessment in Science and Technology Education

CREDITS: 4

ASSESSMENT: 60% Coursework; 40% Final Examination

Description

This course is designed to develop students' understanding of key principles of assessment and measurement for them to be able to apply these principles to develop effective tools and strategies to measure and assess their students' performance.

Essentially, the course will enable teachers of science and technology to build competencies in the area of educational assessment of students of science and technology in schools. It will consider the role of formal and informal assessment approaches, how various types of items are written as well as how to carry out simple item analysis. The course also provides opportunity for students to use assessment instruments for grading and reporting accurately and effectively.

COURSE CODE: EDSC 6613

TITLE: Learning and Teaching of Science and Technology

CREDITS: 4

ASSESSMENT: 60% Coursework; 40% Final Examination

Description

This course provides the platform for students' conceptual understanding of the nature of science and technology, emerging technologies and the theoretical, pedagogical and research-based evidence for decision making on optimizing learning and enhancing teaching of science and technology, learning and research. This course seeks to highlight the pertinent nexus among the nature of science and technology, learning and research.

COURSE CODE: EDSC 6704

TITLE: Trends in Curriculum Development in Science and Technology Education

CREDITS: 4

ASSESSMENT: 60% Coursework; 40% Final Examination

Description

This course will inculcate in students an improved ability to assess curricula and to make curricular decisions at the course- and program-levels. Moreover, the course seeks to develop an appreciation for curriculum processes (planning, development, implementation, and evaluation) as it applies to science and technology education with emphasis on trends in the Caribbean and internationally.

COURSE CODE: EDSE 6000

TITLE: Foundations in Special Education: Theories of Inclusive Education

CREDITS: 4

ASSESSMENT: 60% Coursework; 40% Final Examination

Description

This course will trace the historical development of the field of special education. A central focus will be on critically examining the genesis of legal, developmental, philosophical, socio-cultural and political ideas that have influenced theories, perspectives, policies and pedagogies in the field of special education.

COURSE CODE: EDSE 6010

TITLE: Transactive Curriculum in Inclusive Classrooms

CREDITS: 4

ASSESSMENT: 100% Coursework

Description

This course is designed to assist teachers with making decisions about planning, delivering and implementing the curriculum in ways that are responsive to the characteristics of students with special education needs and that allows students to actively participate and

develop a sense of personal agency in the education process. It will also assist teachers in understanding the diversity which exists among children with special education needs in their classrooms i.e. learning styles, competencies, skills, abilities and knowledge and the importance of differentiating instruction to meet those needs. Teachers will learn how to design and employ appropriate instructional/pedagogical approaches that are aligned with appropriate curriculum and assessment targets for these students.

COURSE CODE: EDSE 6020

TITLE: Assessment of Children in Inclusive and Special Education Classrooms

CREDITS: 4

ASSESSMENT: 60% Coursework; 40% Final Examination

Description

This course will expose the participants to systems and theories of educational assessment and evaluation in special education. It will consider the role of formal and informal assessment approaches for students with high and low incidence disabilities at critical stages of development i.e. Early childhood, childhood and school aged. Participants will be exposed to a range of skills needed to implement evidence-based practice in assessment and evaluation.

This course is underpinned by the following key components: measurement concepts, formal and informal assessment, stages of evaluation, and unbiased assessment and evaluation.

FRENCH

COURSE CODE: FREN 6001

TITLE: Advanced French Phonology

CREDITS: 5

ASSESSMENT: 50% Coursework including a practical component; 50% Final Examination

Description

Major areas of French pronunciation such as the distribution of nasal vowels and mid-vowels, glide distribution, liaison, schwa deletion and intonation are examined in the light of the more recent approaches to the analysis of French speech. Examination of these areas takes into account regional varieties of the language and the teaching of French as a foreign language.

COURSE CODE: FREN 6002

TITLE: Advanced Morphosyntax

CREDITS: 5

ASSESSMENT: 50% Coursework including a practical assignment; 50% Final Examination

Description

Word formation and sentence structure are the focus of this course. The latter component includes a contrastive element designed to assist the prospective teacher of French in analyzing the differences between French and English. The course takes into account syntactic and lexical changes occurring in French.

COURSE CODE: FREN 6003

TITLE: Advanced French Translation

CREDITS: 5

ASSESSMENT: 50% Coursework including a practical assignment; 50% Final Examination

Description

This course examines translation methodologies and techniques applied to mostly non-literary translation. Discussion of glossary building will take into account some of the more frequent areas of contact between the Anglophone and Francophone Caribbean: tourism, maritime affairs, history conferences, the fight against illegal drugs, etc.

COURSE CODE: FREN 6004 (same as CARI 6007)

TITLE: Methods of Second and Foreign Language Teaching

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course will examine established methods of foreign language teaching and it will also explore more recent approaches. Traditional methods will be briefly discussed but most of our time will be devoted to the theory and practice of communicative language teaching. Concepts such as proficiency-oriented teaching and learner-centered approaches to language teaching will be examined. Practical activities will be given as example for teaching a language class. The course is more specifically designed with examples in French, Spanish and ESL but can be applied to the teaching of other languages.

COURSE CODE: FREN 6102 (same as LITS 6001)

TITLE: Cultural and Critical Theory

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

An introduction to several schools of Continental philosophy and critical theory (chosen from Psychoanalysis, Marxism and Phenomenology) as well as Feminist, Post-Colonial and African American thinkers who have engaged with these schools.

COURSE CODE: FREN 6103

TITLE: African and Caribbean Women Writers

CREDITS: 5

ASSESSMENT: 20% Class participation; 30% Coursework; 50% Final Examination

Description

This course focuses on the prose fiction of Francophone women writers of Africa and the Caribbean. In chronological terms, it covers the literature of the 1970's to 2008, and attempts to situate each writer in her particular social and historical context. Attention is paid to the issue of gender, and particularly to the ways in which marginalization by gender overlaps with or is distinct from marginalization by race or class.

COURSE CODE: FREN 6104

TITLE: French Caribbean Novel

CREDITS: 5

ASSESSMENT: 50% Coursework; 50% Final Examination

Description

This course attempts to trace significant developments in the fiction of the French West Indies, with particular emphasis on two literary movements which have played major roles in the reconfiguration of Caribbean identity since the Négritude era: Antillanité and the more recent

Créolité. The period considered is essentially the 1980's and 1990's, and the course begins by highlighting the seminal work, both creative and critical, of the primary theoretician of Antillanité, Edouard Glissant; considerable attention is paid to *Le discours antillais* (1981). Some consideration is given to the social and ideological framework which influenced a generation grappling with the challenge of self-definition at a time when the Manichean simplicity of the racial discourse of Négritude seemed to be somewhat dépassé.

The polemical Créolité movement is studied both through the creative writings of its principal proponents, and through its provocative manifesto *Eloge de la créolité*.

The course also seeks to point to the danger of attempting to categorize this evolving literature into tidy 'movements', firstly by including writers who cannot be defined by reference to any convenient label, and secondly by discussing the critical debates in which the members of the Créolité movement have been involved. Considerable attention is of course paid to the issue of language, and to the emerging use of 'créole' as subversive literary tool.

COURSE CODE: FREN 6801

TITLE: Independent Reading Course I

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

Students pursue a course of independent reading under the supervision of a member of Faculty.

COURSE CODE: FREN 6802

TITLE: Independent Reading Course II

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

Students pursue a course of independent reading (in

an area not covered in FREN 6801) under the supervision of a member of Faculty.

COURSE CODE: FREN 6990

TITLE: MPhil French

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

Students are required to register for this section every semester and are expected to produce a thesis of approximately 50,000 words under the supervision of a member of Faculty.

COURSE CODE: FREN 8099

TITLE: PhD French

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

Students are required to register for this section every semester and are expected to produce a thesis of approximately 80,000 words under the supervision of a member of Faculty.

COURSE CODE: GRSM 6001 (common to all MPhil students)

TITLE: MPhil Research Seminar 1

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

This is the first of two research seminars to be presented by the MPhil student.

COURSE CODE: GRSM 6002 (common to all MPhil students)

TITLE: MPhil Research Seminar 2

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

This is the second of two research seminars to be presented by the MPhil student.

COURSE CODE: GRSM 8001 (common to all PhD students)

TITLE: PhD Research Seminar 1

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

This course is the first of three research seminars to be presented by the PhD student.

COURSE CODE: GRSM 8002 (common to all PhD students)

TITLE: PhD Research Seminar 2

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

This is the second of three research seminars to be presented by the PhD student.

COURSE CODE: GRSM 8003 (common to all PhD students)

TITLE: PhD Research Seminar 3

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

This is the last of three research seminars to be presented by the PhD student.

Global African Studies

Course Code: GLAS6000

Title: Pan African Thought and Leadership

Credits: 6

ASSESSMENT: 50% Coursework 50% Final Examination

Description

This course will offer a historical overview of Pan-Africanism focusing on its political, economic, cultural, and philosophical aspects. It represents a concrete effort to contribute substantively to efforts to decolonize the academic curriculum, and to ensure that the epistemology of syllabi reflect their African and Diaspora contexts. Pan-Africanism can be defined as the efforts to promote the political, socio-economic, and cultural unity and self-reliance of Africa and its Diaspora. The course will provide a historical overview of Pan-Africanism focusing on its political, economic, historical, and cultural aspects; as well as on African agency; comparing the African Union (AU), the Southern African development Community (SADC) the Caribbean Community (CARICOM), and the European Union (EU); the need to rebuild bridges between Africa and its Diaspora and examining Africa's image in the Western imagination.

Course Code: GLAS6001

Title: Critical Development Theories

Credits: 6

Assessment: 50% Coursework 50% Final Examination

Description

The course Critical Development Theories critically engages with seminal development theories and uses these theories to reflect on development issues that are prevalent within Global Africa (the African continent and its diaspora).

Course Code: GLAS6002

Title: Advanced Research Methodology

Credits: 6

ASSESSMENT: 50% Coursework 50% Research
Proposal

Description

This course seeks to provide training in advanced research techniques so that students can apply them to issues pertinent to the field of social research in Africa and the Caribbean for purposes of completing their dissertation.

Course Code: GLAS6003

Title: Social Policy

Credits: 6

Assessment: 100% Coursework

Description

This course considers the field of social policy from a Global African context, with special reference to contemporary Africa and the Caribbean. The focus will be on historicizing contemporary debates, with the view towards examining the pathways and options open to people of African descent in their quest for socio-economic and human development.

Course Code: GLAS6005

Title: Minor Dissertation: Development Studies

Credits: 12

ASSESSMENT: 100% Research Paper

Description

The student is required to complete a dissertation, maximum 20,000 words, on an issue in Africa and/or the Caribbean pertinent to the emerging field of Global African Studies.

HISTORY

COURSE CODE: HIST 6001

TITLE: The Emergence of West Indian History

CREDITS: 3

ASSESSMENT: 100% Coursework

Description

This course is designed to study the history of historical writing in the post-slavery (British) Caribbean. It will trace the emergence of West Indian history as a subject from its nineteenth century imperial orientation to the birth of a nationalist history. It will also examine the institutionalisation of West Indian history in local historical societies, the UWI and the curricula of secondary schools.

Themes to be explored include: Proto-nationalist History; The Euro-American Imperial Historians; The Birth of a Nationalist History I; The Birth of a Nationalist History II; Institutionalisation of West Indian History;; Schools and UWI; Theory & Methodology in West Indian Historiography; Historical Geography; Ecological Determinism; The Plantation School; The Pluralist Model; The Creole Model; Dialectical Materialist/Class Model; and The Emergence of Women's History & Gender History

COURSE CODE: HIST 6199

TITLE: Research Paper

CREDITS: 12

ASSESSMENT: 100% Research Paper

Description

Students produce a research paper of approximately 10,000 – 15,000 words under the supervision of a member of Faculty.

COURSE CODE: HIST 6302

TITLE: Nation Building in Western Africa

CREDITS: 3

ASSESSMENT: 50% Coursework; 50% Final
Examination

Description

This course takes a look at the attempts by West and Central African states since independence to build viable and sustainable states in the face of major difficulties, economic, political and cultural. It begins by paying attention to the pre-colonial situation noting both the centripetal and centrifugal tendencies; then turns to examine Western rule in the area and the colonial legacy. The measures taken by independent rulers and the consequences - especially the unintended consequences - of these actions form the bedrock of the course. The course examines such issues as civil war, ethnic struggles, corruption, neo-colonial influence, military rule and the campaigns for democracy, the rule of 'strong men,' emergence of regional superpowers.

COURSE CODE: HIST 6704

TITLE: Oral History: Sources and Methods

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This is a practical course for students interested in projecting those voices typically excluded from written historical sources. This course introduces students to the theoretical and methodological issues in oral history. The course begins with an assessment of theories of how individual and collective memory is constructed and forgotten and how memory influences historical sources. This is followed by planning for an oral history interview, and analysis and production of oral histories on an aspect of Caribbean history or heritage using new media. Oral history continues to be an important research tool for recording and documenting the historical experiences of Caribbean people. This course ensures that students will have a

solid foundation in the techniques and methodologies involved in the collection and analysis of oral history.

COURSE CODE: HIST 6705

TITLE: Family History & Biography

CREDITS: 5

ASSESSMENT: 40% Coursework; 60% Final
Examination

Description

This course examines Family in the Caribbean since 1400, and does so by using a thematic rather than a purely chronological approach. Historiographical trends and approaches to the study of the family in history are discussed. Sources available to the historian for the study of family history are assessed. Issues relating to the family in historical contexts are analysed from a cross-cultural and comparative perspective. A special focus is placed on the Afro-Caribbean family and in this respect, the course examines the family in parts of pre-colonial West Africa, the family within the context of enslavement (in both the American South and the Anglophone Caribbean) and the family in freedom. Another focus of the course is to evaluate the role of biography in the development of Caribbean history and as a historiographical tool.

The Caribbean family has long been the focus of historical and sociological debate as the core social unit within the region. This course will help students to evaluate the historical events that have shaped the development of the Caribbean family.

COURSE CODE: HIST 6710

TITLE: Audio Visual in History

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is for those who want to bring history alive. It is hands-on with a focus on capturing history and heritage through audio-visual technologies. In this

course, students will learn how to plan, record, edit and distribute history in new media. Students will be introduced to digital audio and video recording software and techniques. The course also examines intellectual property issues, ethical issues and archiving of audio-visual materials. As audio-visual technologies are increasingly being used to disseminate information about history and heritage, Caribbean historians and heritage professionals must be aware of audio-visual techniques and media for use in public education, radio and television programming, archival collections. This course will equip students with the knowledge and skills to produce and present Caribbean history and heritage using audio-visual media.

COURSE CODE: HIST 6711

TITLE: Caribbean History and Heritage

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

The course provides a theoretical foundation for heritage studies in the Caribbean. It outlines the relationship between Caribbean history and the heritage of the region's peoples and environments. Moreover, this course explores the diverse meanings and representations of identity and cultural heritage within region's multi-ethnic societies. It also evaluates how heritage is a contested space within the Caribbean.

The heritage policy environment in the Caribbean requires both review and revitalization in order to harness the potential of heritage to promote both cultural and economic development. Caribbean heritage practitioners must be able to critically evaluate and engage with questions of representation in the national, regional and international contexts. These skills are required for policy analysis and policy development in Caribbean natural and cultural heritage.

COURSE CODE: HIST 6714

TITLE: Current Debates in History

CREDITS: 3

ASSESSMENT: 100% Coursework

Description

The central objective of this course is to introduce postgraduate students in history to current debates in the discipline concerning its purpose, direction and methodology. Students will be required to engage with these debates through extensive reading and seminar presentations. The course will examine the issues these debates raise and consider the extent to which they should impact on our own practice as historians in the Caribbean. Topics will vary according to developments in the discipline.

COURSE CODE: HIST 6716

TITLE: Advanced Methods in History

CREDITS: 3

ASSESSMENT: 100% Coursework

Description

This is a seminar course designed to equip postgraduate students with the advanced skills and methodologies required to conduct and present original research work in History. The course is designed to be a crossroad of readings in methodology, practicum exercises and debates over their applicability to each student's current research. It also provides guidance in formatting the thesis/dissertation accordingly to international standards.

COURSE CODE: HIST 6720

TITLE: Museum Development, Management & Curatorship

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course traces the evolution of Caribbean museums from agencies of Empire to symbols of independent national and cultural identities. It aims to provide an understanding of contemporary curatorial practices and to engage students critically and creatively with wide ranging ideas and issues important for their comprehension of the museum's role in contemporary Caribbean society. The course will also introduce students to the foundations of museum/exhibition development and interpretation informed by both museological theory, methodological approaches and technology-based practices required for creative and effective professional practice.

The drive towards the recognition of post-independence Caribbean identities has led to the establishment of many new, privately operated museum displays, as well as the development or reorientation of publicly operated institutions and sites in response to the demands of local stakeholders. This is illustrated by the new national art galleries and museums, as well as the reinterpretation of national histories, which have either recently opened or will open in the near future. Because of the growth in the sector, professional employment opportunities in the museum and heritage fields have increased. This course responds to the need for professional training for deployment in Caribbean museums and other heritage-oriented institutions.

COURSE CODE: HIST 6721

TITLE: Principles and Practices of Archives

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is designed to provide students with a comprehensive understanding of the nature of archives, archives management and archival research. In addition to providing the historical foundation for understanding contemporary record-keeping practices, the course also provides students with the theoretical knowledge and methodological skills necessary for the use, arrangement and description of archival documents. The course will also introduce students to managing current records and archives using both traditional and technology-based techniques.

Record-keeping, preservation and archive management are important areas for the development of knowledge-based industries in the Caribbean. Archive management and research skills are particularly critical for research and development in a variety of sectors including business, science, industry, culture, education and heritage.

COURSE CODE: HIST 6725

TITLE: Caribbean Genealogical Research

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is designed to introduce students to the techniques, methodologies and resources available for Caribbean family history and genealogical research. Students will learn how to trace Caribbean ancestry using the historical record. They will also develop information technology skills and the ability to utilise oral techniques in historical research. Students will develop and apply skills in historical research and analysis, while simultaneously learning to present and archive their research in an accessible and creative way.

Caribbean family history and genealogical research reveals important aspects of the historical development of families and communities and promotes the reflective engagement of individuals/ families with their own history. This course equips students with the knowledge and application of the historical research skills to help develop this area of Caribbean social history.

COURSE CODE: HIST 6799

TITLE: Barbados Politics, 1834-1937

CREDITS: 6

ASSESSMENT: 50% Coursework; 50% Final Examination

Description

This course examines the interplay of political forces in Barbados over the period 1834- 1950, with special emphasis on the efforts of disadvantaged groups to influence public policy, the strategies adopted by the ruling oligarchy to maintain control, and the emergence of mass-based political movements representing organized challenge to the establishment. The course will include a heavy emphasis on documents that assist in providing information on the political development of Barbados in the period under survey. It is important, also, to note that while the focus is on events, personalities, and processes in Barbados, students will be expected to show some familiarity with relevant material on the wider Caribbean, and with a wider historiography.

COURSE CODE: HIST 6802

TITLE: Reading Material Culture

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

The emphasis of this course is on the interpretation of material culture toward a better understanding of their functions and deeper meanings within their societies of

origin. Almost all material aspects of a given culture served symbolic as well as tangible functions, the former of which will not be apparent on cursory inspection, classification and typing of objects, as was the aim of the 'culture-historical' approach used by archaeologists and other social scientists in the past. New interpretive approaches to material culture through processual and post-processual archaeology permit deeper understandings of objects and reveal hidden aspects of past cultures that may not be readily apparent.

This is a postgraduate seminar in which students apply many types of theoretical approaches (e.g. social, political, and economic) used by archaeologists, anthropologists, historians, museum specialists, and other professionals to understand and interpret material culture. Numerous types of artifacts/material culture will be examined, such as ceramics, architecture, cultural landscapes, furniture, clothing, decorative arts, painting, stone tools, osteological bone, faunal remains, etc.

The course content is irrespective of time and place, and therefore the material cultures of history and prehistory are equally represented. Students will be able to draw from any artifact class for subjects of their research papers.

COURSE CODE: HIST 6803

TITLE: Landscape History of the Eastern Caribbean

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course introduces students to the global body of theory and concepts developed for the interpretation of archaeological and heritage landscapes, and applies them to the interpretation of landscape history in the Eastern Caribbean. It will examine how humans have shaped the natural environment from Amerindian settlement to the present to create new natural and cultural landscapes throughout the Eastern Caribbean. Drawing on the knowledge of natural philosophers, social and environmental historians as well as natural resource managers, this course will also evaluate

preservation and conservation issues involved in the management of natural and cultural heritage in the Eastern Caribbean. Although the cultural heritage of the Caribbean is widely appreciated for its diversity and complexity, the meanings and interpretation of the region's natural heritage is not as well developed. In addition, the course addresses the ecological concerns of natural resource managers, Caribbean heritage practitioners also need to develop skills to analyse and interpret natural heritage in order for landscape to be integrated into heritage policy.

COURSE CODE: HIST 6810

TITLE: Cultural Resource Management for Heritage Sites

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

Cultural Resource Management (CRM) has yet to become entrenched as a formal discipline in Barbados and most Caribbean nations, but with the imminent acceptance of legislation in Barbados (currently pending) this will soon change so that CRM becomes a burgeoning employment sector in the nation.

As developers are made to comply with government legislation to mitigate damage to archaeological and heritage resources, the need for professionals to manage cultural resources will become paramount.

This course will prepare candidates to anticipate and meet the needs of a still under-developed industry by introducing the objectives and methodologies of CRM research and work. Successful (global) models of CRM will be drawn upon to teach students their applicability in the Caribbean context.

Major topics will include legal aspects of commercial and public archaeology (including tourism), ethics of heritage management, political and managerial decision-making in CRM, and interdisciplinary and professional accountability within the discipline.

COURSE CODE: HIST 6990

TITLE: MPhil History

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

Students are required to register for this section every semester and are expected to produce a thesis of approximately 50,000 words under the supervision of a member of Faculty.

COURSE CODE: HIST 8000

TITLE: PhD History

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

Students are required to register for this section every semester and are expected to produce a thesis of approximately 80,000 words under the supervision of a member of Faculty.

LINGUISTICS

COURSE CODE: LING 6001

TITLE: Phonetics and Phonology

CREDITS: 5

ASSESSMENT: TBA

Description

This course is designed as two overlapping modules - Module 1: Phonetics and Module 2: Phonology. The course will introduce students to the physiological aspects of speech production. It will also explore processes of articulation, phonation and intonation in English and other selected languages, revise concepts of phoneme, features, abstractness, ordering and examine theories of lexical, metrical, autosegmental dependence and government phonology.

COURSE CODE: LING 6005

TITLE: The Development of Theoretical Linguistics

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course will explore the development of the notion of grammar in the context of different historical perspectives and goals. It will also introduce students to the development of linguistics paying attention to the ideologies which shape it. Special attention will also be paid to issues related to the history and historiography of language, speech and linguistic theory.

COURSE CODE: LING 6102

TITLE: First and Second Language Acquisition

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course will explore issues related to the development of competence in a first and second language and the research approaches and procedures that have been used to study this phenomenon. Issues related to theoretical distinctions between competence and proficiency in so far as the latter is related to the development of literacy related abilities in formal contexts will also be explored.

Topics to be covered include:

1. the relationship between linguistics and language acquisition,
2. universal grammar,
3. the acquisition of phonology, morphology and syntax,
4. semantic development,
5. second language acquisition and research issues,
6. integrated theory of second language learning,
7. issues related to cognition, the environment and language acquisition.

COURSE CODE: LING 6103

TITLE: Principles and Methods of English Language Teaching

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

The aim of this course is to have students explore theoretical issues relevant to English language teaching, the principles of selected approaches to the teaching of English and an exploration of methods used to teach English. The course will also allow for the exploration of concepts such as competence and proficiency and the distinction between cognitive academic language proficiency (CALP) / literacy related skills and basic interpersonal communication skill (BICS).

The relevance of grammar instruction and its relationship to the development of writing abilities as well as the different approaches to grammar instruction will also be examined.

Topics to be covered in the course will include: the learning of English in a creole context, a historical survey of approaches to teaching English, the teaching of oracy, emergent literacy and the teaching of reading, an exploration of selected theoretical perspectives on the teaching of reading, teaching reading skills as strategies, approaches to teaching writing, language through literature, vocabulary instruction, the role of grammar and approaches to grammar instruction and integrated approaches to instruction.

COURSE CODE: LING 6104

TITLE: Methods of Second and Foreign Language Teaching

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course will examine established methods of foreign language teaching and it will also explore more recent approaches. Traditional methods to be discussed will

include: the grammar-translation method, the direct method, audiolingual method and communicative language teaching. The course will also explore the theoretical approaches related to the methods studied. Concepts such as bottom-up and top-down approaches to listening and reading, the relevance of schema theory and other learner-centred approaches to language teaching will be examined.

COURSE CODE: LING 6105

TITLE: Teaching of English to Speakers of Other Languages (TESOL)

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course will focus on the principles and methods used to teach English to speakers of other languages. Students will be exposed to a historical survey of the approaches used, the theoretical principals underlying the approaches and relevant research findings on the efficacy of these approaches. Emphasis will be placed on principles and methods of instruction and the topics to be covered will include: psycholinguistic issues in second language learning, a historical survey of TESOL approaches, developing proficiency in listening and speaking, approaches to teaching reading, schema theory and ESL pedagogy, writing in the second language classroom, approaches to grammar instruction, learner-centred approaches to ESL and policy issues related to ESL instruction in Caribbean sociolinguistic contexts.

COURSE CODE: LING 6301

TITLE: Foundations of Sociolinguistic Theory

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course seeks to examine the development and growth of Sociolinguistics as a field of study in the latter half of the Twentieth century. The following topics will be addressed: the definition and scope of

sociolinguistics; the definition and interpretation of basic concepts of theoretical importance in sociolinguistic research e.g. language-dialect, speech community, linguistic repertoire, linguistic variable, social variable, communicative competence, etc.; the contributions of researchers such as Gumperz, Hymes, and Labov to developments in (Socio)linguistic theory.

COURSE CODE: LING 6302

TITLE: Sociolinguistics of (W.I) Language and Society

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is designed to expose students to a more detailed examination and analysis of basic sociolinguistic concepts, issues and problems that are of theoretical importance and practical relevance to (West Indian) speech communities, given their diverse linguistic backgrounds.

COURSE CODE: LING 6303

TITLE: Language Variation and Change

CREDITS: 5

ASSESSMENT: 50% Coursework; 50% Final Examination

Description

This course introduces students to various approaches which attempt to describe and explain sociolinguistic patterns of variation observed in speech communities and to show the applicability of these approaches to language variation problems in the Caribbean.

Topics will include (i) the Quantitative/Correlative Approach (Labov), (ii) the Implicational Approach (DeCamp, Rickford), (iii) The Social Network Model (Milroy), (iv) The Language as Acts of Identity/ Multidimensional Model (LePage et al.).

COURSE CODE: LING 6599

TITLE: MA Research Paper

CREDITS: 10

ASSESSMENT: 100% Coursework

Description

Students produce a Research Paper of approximately 15,000 words under the supervision of a member of Faculty.

COURSE CODE: LING 6601

TITLE: Caribbean and Creole Linguistics

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course deals with the origins and development of Caribbean Creole languages, which are studied in depth. Students should acquire a good understanding of why Caribbean languages in general have certain unique linguistic features which influence the learning and teaching of those languages. The course will be delivered via lecture discussion, seminar-type presentations, and small research projects.

COURSE CODE: LING 6602

TITLE: Language Planning

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is designed to investigate how governments manage language use in their respective countries and involves human intervention into natural processes of language development with a view to developing language policy. The two strands of language planning – status planning and corpus planning - will be fully analysed and students will be

encouraged to undertake research projects which will look at how language planning can work in individual Caribbean territories and to develop a language policy for the territory concerned. The course will be delivered via lecture discussion, oral presentations, quizzes, and one major research project.

COURSE CODE: LING 6603

TITLE: Caribbean Lexicography

PREREQUISITES: LING 3005 & LING 3006

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course will explore concepts and relevant issues related to Lexicography - Caribbean Lexicography in particular. Topics to be covered in the course will include (i) Questions of relevance and importance, (ii) What is Caribbean English? Caribbean French? Caribbean Spanish? Problems of inventorying undocumented Caribbean environments in Euro-metropolitan terms, (iii) Phonology and Orthography: The Creoles..., (iv) Determining terminology of categories..., (v) English and World Englishes in comparison with e.g. French: The Caribbean position, (vi) the heritage of Britain and Europe, (vii) The heritage of Africa, (viii) The Indic heritage, (ix) Caribbean lexicocultural innovation; and others.

COURSE CODE: LING 6604

TITLE: Historical Survey of Caribbean Languages

CREDITS: 5

ASSESSMENT: 100% Final Examination

Description

This course is designed to do an in-depth survey of the origins of Caribbean languages, English, French, Spanish, by exploring the origins of these languages and the contribution made to the three major official languages of the Caribbean by West African, European, and indigenous languages. A detailed study of the sources identified above will be carried out and the development of Caribbean languages traced from

European colonization and settlement to the present day.

COURSE CODE: LING 6605

TITLE: Approaches to the Standardization of Caribbean Languages

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is intended to help students to understand better what is meant by standardization of Caribbean languages. The approaches made to standardize Caribbean languages – English, French, Spanish and French Creole – will be discussed in detail and reference will be made to Caribbean dictionaries of these languages, as well as to Caribbean literature. The course will also provide opportunities for students to compile word lists, short glossaries and lexicons under a variety of themes.

COURSE CODE: LING 6607

TITLE: Caribbean Creoles: Phonology and Orthography and the Teaching of English and Foreign Languages in Caribbean Schools

PREREQUISITE: LING 6603

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course deals with the phonological characteristics of Caribbean Creoles (including French Creole) and how they influence the oral and written production of English and the foreign languages (French and Spanish) taught in Caribbean schools. It also looks critically at the problem of orthography in relation to the writing of Creoles or non-standard varieties in that there are several variant spellings used, and the issue of choice of spelling is largely arbitrary. The course will seek to help students to systematize the orthography used and will, in so doing, contribute to the

standardization of orthography, particularly that used in English-based Creoles. The orthography of French-based Creoles will also be examined.

COURSE CODE: LING 6608

TITLE: The Study of the Caribbean Lexicon as an Aid to Translation

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is designed to show students how to use their knowledge of the Caribbean lexicon across its three major languages – English, French and Spanish, as well as French Creole, to produce translations from and into the languages listed above. It will also enable the students to be aware of the issues that arise in the translation of Caribbean languages, particularly in the area of the environment, because of the multiplicity of names that are used in the domains of flora, fauna and foods, for example.

In addition, the course will explore in depth the cultural implications of the translation process, of which students must be fully aware in order to render translations that are faithful to the concepts expressed in both languages.

COURSE CODE: LING 6609

TITLE: Caribbean Linguistic and Cultural Identity through the Caribbean Lexicon

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course will explore the concepts of a Caribbean linguistic and cultural identity through the major languages of the region, English, French and Spanish, and Caribbean Creoles.

It will also demonstrate the fact that the labeling of the Caribbean environment as a whole in its three major languages and the Creoles reflects the multi-faceted

nature of Caribbean culture and thereby contributes to a Caribbean linguistic and cultural identity that is unique.

COURSE CODE: LING 6701

TITLE: Research in Applied Linguistics

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course consists of two modules which will be taught concurrently. The first module will focus on general principles of research design and statistical approaches, while the second will focus specifically on approaches used in applied linguistics. Students will be required to work on a project leading to the design and writing of a research proposal.

Topics to be covered in the course include:

1. approaches used in social research and in research on language learning and teaching,
2. sampling techniques,
3. types of research design
4. selecting subjects
5. data collection and analysis procedures etc.

COURSE CODE: LING 6704

TITLE: Sociolinguistics Methodology

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course consists of two modules. The first module will focus on general principles of research design and statistical approaches, while the second will focus specifically on approaches used in sociolinguistics. Students will be required to work on a project leading to the design and writing of a research proposal.

Topics to be covered in the course include:

- (i) key criteria in research studies
- (ii) models and methods of sociolinguistic research
- (iii) locating and selecting subjects
- (iv) approaches to field work
- (v) methods of collecting and analyzing data.

COURSE CODE: LING 6801

TITLE: Independent Reading Course I

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

Students pursue a course of independent reading under the supervision of a member of Faculty.

COURSE CODE: LING 6802

TITLE: Independent Reading Course II

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

Students pursue a course of independent reading (in an area not covered in LING 6801) under the supervision of a member of Faculty.

COURSE CODE: LING 6990

TITLE: MPhil Linguistics

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

Students are required to register for this section every semester and are expected to produce a thesis of approximately 50,000 words under the supervision of a member of Faculty.

COURSE CODE: LING 8050

TITLE: PhD Linguistics

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

Students are required to register for this section every semester and are expected to produce a thesis of approximately 80,000 words under the supervision of a member of Faculty.

LITERATURES IN ENGLISH

COURSE CODE: LITS 6001

TITLE: Modern Critical Theory

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course seeks to introduce students to several important modern schools of critical theory, both Western and non-Western, of particular relevance to criticism in the Caribbean and a basic grasp of which is indispensable to the contemporary critic.

Students will be asked to compare and contrast key statements drawn from selected 'Continental' schools of thought (Marxism, Psychoanalysis, and Phenomenology) with seminal Feminist and Post-Colonial (principally Caribbean and African) interventions on similar topics. For example, we might compare Jung's "On the Relation of Analytical Psychology to Literature" with Annis Pratt's "Archetypal Patterns in Women's Fiction" and Harris's "History, Fable and Myth in the Caribbean and Guianas"; or excerpts from Sartre's *Existentialism and Humanism* with excerpts from De Beauvoir's *The Other Sex* and Fanon's *The Wretched of the Earth*.

COURSE CODE: LITS 6002

TITLE: Contemporary Critical Theory I

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

An introduction to several schools of Continental philosophy and critical theory that may be grouped under the rubric 'Post-Structuralism' (chosen from Deconstruction, Structuralism, and Structuralist Psychoanalysis) as well as Feminist, Post-Colonial and African American thinkers who have engaged with these schools.

COURSE CODE: LITS 6003

TITLE: Contemporary Critical Theory II

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

An introduction to Post-Structuralist schools of Continental philosophy and critical theory (chosen from Dialogism, Foucauldian and Deleuzian Thought, and Structuralist Marxism) as well as Feminist, Post-Colonial and African American thinkers who have engaged with these schools.

COURSE CODE: LITS 6101

TITLE: Post-Colonial Literatures I

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is a survey of a representative sample of authors from the Indian sub-continent.

COURSE CODE: LITS 6102

TITLE: Post-Colonial Literatures II

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is a survey of a representative sample of authors from Australia and New Zealand.

COURSE CODE: LITS 6103

TITLE: Post-Colonial Literatures III

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is a survey of a representative sample of Anglophone Canadian authors.

COURSE CODE: LITS 6104

TITLE: African Narrative Film and Text

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is an examination of the shared oral heritage of African literature and film, by looking at the correspondences and divergences between the two media, and to what extent they are in dialogue with each other.

COURSE CODE: LITS 6201

TITLE: Women's Writing and Feminist Theory

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is designed to build on feminist and other

theoretical positions so as to 'read' a range of women's writing in a context of feminist and Post-Colonial debate.

COURSE CODE: LITS 6202

TITLE: Women, Fiction and Gender

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course focuses on the narratology and performativity of gender in a postcolonial context, with a particular emphasis on narratives by and about women, linked by a common thematic thread. 'Narratives' includes written fiction, life-writing and film.

COURSE CODE: LITS 6203

TITLE: Women, Poetry and Gender

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course focuses on poetry written by women in a Post-Colonial context.

COURSE CODE: LITS 6301

TITLE: Post-Colonial Drama

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course will examine Post-Colonial dramatic literature and theories of performance from the 1960s to the present day

COURSE CODE: LITS 6302

TITLE: Post-Colonial Cinema

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is concerned with those cinemas which, either consciously or as a function of cultural difference, participate in the construction of alternative identities and perspectives to those of mainstream cinematic conventions as represented by Hollywood. The emphasis is on films produced in contexts marked by colonial, anticolonial, postcolonial and neocolonial experiences.

COURSE CODE: LITS 6401

TITLE: Literature and Empire

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

Arguing that the dominant discourse of imperialism has historically sought to function monologically to consolidate its power, this course examines, through a more or less structured pairing of the required readings, counter-discursive practices which function to resist imperialist discourse.

COURSE CODE: LITS 6402

TITLE: West Indies in the Colonialist Text

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is an exploration of the discursive construction of the 'West Indies' in a range of colonialist texts.

COURSE CODE: LITS 6403

TITLE: Myths of Otherness

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is an exploration of the discursive construction of the 'Other' in a variety of literary and other texts.

COURSE CODE: LITS 6501

TITLE: Topics in West Indian Literature

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course provides a space for close critical scrutiny of a range of issues at the centre, as well as at the borderlines, of West Indian Literature and culture. Some of the areas of focus might include: orature, West Indian literature and popular culture, Literature and Music, Literature and Folklore, Literature and landscape, Literature and media, Literature in cyberspace.

COURSE CODE: LITS 6502

TITLE: West Indian Literature Special Author Seminar

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course examines the life and works of a single West Indian author, including a detailed assessment of the critical response to his / her work.

COURSE CODE: LITS 6801

TITLE: Independent Reading Course I

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

Students pursue a course of independent reading under the supervision of a member of Faculty.

COURSE CODE: LITS 6802

TITLE: Independent Reading Course II

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

Students pursue a course of independent reading (in an area not covered in LITS 6801) under the supervision of a member of Faculty.

COURSE CODE: LITS 6992

TITLE: MPhil Literatures in English

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

Students are required to register for this section every semester and are expected to produce a thesis of approximately 50,000 words under the supervision of a member of Faculty.

COURSE CODE: LITS 8000

TITLE: PhD Literatures in English

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

Students are required to register for this section every semester and are expected to produce a thesis of

approximately 80,000 words under the supervision of a member of Faculty.

PHILOSOPHY

COURSE CODE: PHIL6010

TITLE: Philosophical Methodologies

CREDITS: 3

ASSESSMENT: 100% Coursework

Description:

The quality of a well-argued philosophical work largely depends on the appropriate methodology adopted. This course seeks to make students aware of the variety of methods that have characterized philosophical enquiry, and the variety of ways in which the subject has been presented, and to encourage reflection on how philosophy should be practiced. It will involve wide-ranging readings and exploration of currently available tools.

COURSE CODE: PHIL6015

TITLE: Major Figures in Philosophy

CREDITS: 3

ASSESSMENT: 100% Coursework

Description:

This course seeks to enable students to acquire a comprehensive grasp of the work of one of the major contributors to the philosophical tradition that was itself a comprehensive response to contemporary intellectual problems. It is anticipated that the individual philosopher will be identified by mutual consent of student and the teaching team from among, but not limited to, the following: Plato, Aristotle, Aquinas, Locke, Hume, Kant, Mill, Marx, Wittgenstein, Heidegger, Du Bois, Garvey, Sartre, Odera Oruka, Wiredu, Hountondji, C. L. R. James, Lewis Gordon, Charles Mills.

COURSE CODE:

TITLE: PHIL6025 African Philosophy and Sagacity

CREDITS: 3

ASSESSMENT: 100% Coursework

Description:

The starting point of the course is that despite the apparent distinction between philosophical reasoning and sagacious reasoning—the latter often regarded as largely habitual and retrograde whilst the former as theoretical and dynamic—the two coincide cognitively. In the main, besides comparing and contrasting the two modes of reasoning, this course seeks to facilitate students' understanding of the relevance of sagacious reasoning in present-day world, the supposition being that philosophy combined with sagacity would better equip them to resolve some of the issues that have and continue to bedevil humanity, especially in the social, cultural and religious domains within Africa and its Diaspora.

COURSE CODE: PHIL6020

TITLE: Issues and Trends in Caribbean Philosophy

CREDITS: 3

ASSESSMENT: 100% Coursework

Description:

The starting point of the course is the supposition that one cannot divorce thought from action, theory from praxis. The course is therefore concerned with the role philosophy (as thought and theory) has played among the Caribbean people in their efforts to understand, represent, interpret, and shape their reality. The course focuses on the existential-philosophical tradition in the Caribbean. For this reason, this course pursues the historically based philosophical explorations of, and reflections on, Caribbean conceptions of being, existence, knowledge, ethics, aesthetics, sexuality, etc. The course addresses the question of the existence (historio-genesis) of Caribbean philosophy as thematised by Caribbean scholar Paget Henry, and the influences and external existential challenges on it by

Occidental, Oriental and African philosophies.

PSYCHOLOGY

COURSE CODE: PSYC6111

TITLE: Decolonizing Psychology: Caribbean and Diasporic Perspectives

CREDITS: 3

ASSESSMENT: TBA

Description:

This course critically explores psychology from Caribbean and diasporic viewpoints, addressing the colonial influences on psychological theory and practice. It includes an in-depth examination of indigenous knowledge systems, Afrocentric and Caribbean psychological frameworks, and perspectives from the global diaspora. The course also emphasizes the importance of contextualizing psychological concepts within the Caribbean and diasporic experiences, deconstructing Western-centric models. Assessment methods include coursework assignments that evaluate ability to apply these perspectives to contemporary psychological issues and practices. The course fosters a deeper understanding of decolonization in the field of psychology.

COURSE CODE: PSYC6112

TITLE: Quantitative & Qualitative Methodologies and Statistics in Psychology

CREDITS: 3

ASSESSMENT: TBA

Description:

This course covers both quantitative and qualitative research methodologies and statistical techniques relevant to psychological inquiry. Students will critically engage with paradigms, designs, and analytical strategies used to investigate complex psychological phenomena. Emphasis is placed on selecting appropriate methods, ensuring ethical rigour, and

interpreting data within cultural and contextual frameworks. Topics include experimental and survey designs, thematic and discourse analysis, multivariate statistics, and mixed-methods approaches. Through practical assignments students will develop the skills to design, conduct, analyze, and present high-quality psychological research that addresses both local and global issues in meaningful ways. Assessment methods include coursework assignments, and a final examination.

COURSE CODE: PSYC6113

TITLE: Professional Ethics in Psychology: Critical Inquiry and Emerging Perspectives

CREDITS: 3

ASSESSMENT: TBA

Description:

This course critically examines ethical principles and professional standards in psychology; it encourages reflection on the ethical implications of applying Western practices in diverse contexts and stresses the importance of culturally sensitive practices. Students will explore ethical dilemmas through case analysis, reflective practice, and dialogue, engaging with emerging perspectives that challenge traditional frameworks. Through critical inquiry, students will develop the skills to navigate ethical challenges in research, practice, and policy, while cultivating personal integrity, cultural competence, and professional accountability in diverse psychological settings. This course fosters ethical leadership responsive to contemporary and future demands in psychology.

SPANISH

COURSE CODE: SPAN 6001

TITLE: Advanced Spanish Translation

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course equips students with the specialist knowledge of translation required to function professionally as generalist translators in their local market and via Internet forums such as Proz.com. Research of the local market forms an integral part of the course, with a view to positioning students advantageously should they wish to enter the professional arena. The course also seeks to refine the student's knowledge of the theoretical, "meta-level" of translation by addressing the various historical approaches and thus providing a framework for the evaluation of translation processes and their products, and for teaching translation. Acquisition of internet and other computer skills for translation is an essential part of the course.

COURSE CODE: SPAN 6003

TITLE: Spanish Language History I

CREDITS: 5

ASSESSMENT: TBA

Description

This course aims to familiarise students with the various aspects of contemporary Latin American culture and with different approaches to its study. Students will explore specific areas of traditional culture as it has survived into the twentieth century, and examine the manner in which certain manifestations of "high culture" relate to the different strands of the tradition. They will also be invited to learn about areas of contemporary popular culture in its now largely urban setting.

COURSE CODE: SPAN 6005 (same as LING 6104)

TITLE: Second and Foreign Language Teaching

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course will examine established methods of foreign language teaching and it will also explore more recent approaches. Traditional methods to be discussed will include: the grammar-translation method, the direct method, audio-lingual method and communicative language teaching.

The course will also explore the theoretical approaches related to the methods studied. Concepts such as bottom-up and top-down approaches to listening and reading, the relevance of schema theory and other learner-centred approaches to language teaching will be examined.

COURSE CODE: SPAN 6006

TITLE: Latin American Culture

CREDITS: 5

ASSESSMENT: 50% Coursework; 50% Final Examination

Description

This course in Latin American culture will be approached through post-modern, post-colonial and post-structuralist perspectives. Will explore specific areas of traditional culture as it has survived into the twenty first century, and examine the manner in which certain manifestations of "high culture" relate to the different strands of the tradition.

The course will explore the difference between high, popular and mass culture within the context of religion, race and gender.

COURSE CODE: SPAN 6801

TITLE: Independent Reading Course I

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

Students pursue a course of independent reading under the supervision of a member of Faculty.

COURSE CODE: SPAN 6802

TITLE: Independent Reading Course II

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

Students pursue a course of independent reading (but different from that studied for SPAN 6902) under the supervision of a member of Faculty.

COURSE CODE: SPAN 6990

TITLE: MPhil Spanish

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

Students are required to register for this section every semester and are expected to produce a thesis of approximately 50,000 words under the supervision of a member of Faculty.

COURSE CODE: SPAN 8099

TITLE: PhD Spanish

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

Students are required to register for this section every semester and are expected to produce a thesis of approximately 80,000 words under the supervision of a member of Faculty.

THEOLOGY

COURSE CODE: THEO 6001

TITLE: Critical Tools for New Testament Study

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

Topics covered in this course include; Where we are in New Testament studies now; The need for seminars to learn methods of scholarship; Organisation of Seminar sessions; Johann Philipp Gabler's separation of biblical theology and dogmatic theology and its implications today; Form Criticism of the Gospels; The roots of form criticism; The work of Martin Dibelius and Rudolf Bultmann on the gospels; Form Criticism of Letters; The study of papyri and the study of letters; The famous BGU 623 and letter formulae; The work of Paul Schubert; The work of Peter T. O'Brien, John L. White, and others; Social-Scientific Criticism of the New Testament; Literary Criticism of the New Testament; an introduction to Greek and Roman Rhetoric. Rhetoric in the Middle Ages; Rhetorical Criticism of the New Testament; and Socio-rhetorical Criticism of the New Testament.

COURSE CODE: THEO 6002

TITLE: Textual Criticism of the New Testament

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This seminar, intended primarily for postgraduate students specializing in New Testament study, is designed to teach the students the discipline of textual criticism of the New Testament. Textual criticism is the science of determining the original text, according to probability, when more than one reading in extant

manuscripts and other textual traditions is presented to the contemporary reader. When the manuscripts of the Greek New Testament and its ancient versions disagree with each other, the textual critic must attempt to determine the probabilities of each reading. Students in this seminar will learn the traditional rules of textual criticism as well as the rationale for these rules. Students will examine many of the important variant readings in the New Testament.

COURSE CODE: THEO 6003

TITLE: The Corinthian Correspondence

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

Modern and contemporary scholarship on 1 and 2 Corinthians reveals a variety of views on whether these New Testament letters are integral or whether, on the basis of an intentional editing process, there are 3 or more letters embedded within the canonical form of 1 and 2 Corinthians.

This seminar will examine the literary issues of integrity and authenticity and will deal with the historical problem of reconstructing the organized opposition to Paul, looking towards what sociological and anthropological analysis can offer us as we try to understand Pauline congregations. The seminar will utilize rhetorical criticism as the major means of dealing with the literary issues. Finally it will examine Pauline theology as it is found in the Corinthian correspondence.

COURSE CODE: THEO 6004

TITLE: Graduate Seminar: Luke – Acts

CREDITS: 5

ASSESSMENT: 30% Coursework; 70% Final Examination

Description

This seminar, intended for postgraduate students specializing in New Testament study, is designed to

give students experience in the exegesis and interpretation of Luke-Acts. Students will become aware of the major currents in the interpretation of Luke-Acts, exploring the use of source, form, redaction, narrative, textual, and rhetorical criticism.

COURSE CODE: THEO 6006

TITLE: Literature and Thought of the Second Temple Period

CREDITS: 5

ASSESSMENT: 25% Coursework; 75% Final Examination

Description

This postgraduate seminar is intended to introduce students to selected text of the Intertestamental period. The seminar aims to familiarize the student with selected theological themes in these texts.

During the course of the seminar the student will

- Become familiar with the history of the Jewish people in the Hellenistic period
- Be aware of some of the major theological issues elaborated in these texts (for example the problem of the origin of evil and the concept of Messianism)
- Will appreciate the literary diversity of the texts under examination (apocalyptic, wisdom, testamentary etc.) and
- Be introduced to contemporary debates in Intertestamental studies.

COURSE CODE: THEO 6007

TITLE: The Letter to the Galatians

PREREQUISITES: Students must be proficient in Greek

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course is a seminar in the exegesis of the Letter to the Galatians by the Apostle Paul. Based on the Greek text, using the Nestle-Aland Novum Testamentum Graece, 27th edition, this course will examine the following issues in Galatians: the identity of the Galatian opponents of Paul, Paul's theology of the Jewish law, the genre of the letter in relation to ancient epistolography, the structure of the letter as analyzed by form criticism and rhetorical criticism, the chronology Paul and the question of the use of Acts along with Galatians in constructing a Pauline chronology

COURSE CODE: THEO 6008

TITLE: The Qumran Community before God

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course has two main objectives:

1. What does it mean to be before God?
2. The concept of Divine presence.

It is divided into three parts:

PART 1: Introduction to the Dead Sea Scrolls

- The History of Judaism
- The Literature from the Caves near Qumran

PART 2: The Community before God: Divine Presence in the Dead Sea Scrolls

- Nature of God
- Revelations
- The Creation
- The Temple
- The Qumran Community

PART 3: Concluding Sessions

- What is Divine Presence according to the DSS?
- What is the Difference between the DSS and the OT?

- In what way do our findings influence our interpretation of the NT?

COURSE CODE: THEO 6009

TITLE: Death – Afterlife – Resurrection in the Old Testament

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course aims at investigating what the OT says about death, afterlife, and resurrection. It intends to give the student an idea about a theological concept that is in many parts of the OT only beginning to emerge, but that has influenced Jewish and Christian thought to some extent. This means that the purpose of this course will mainly be to develop a theory about how death, afterlife, and resurrection fit in the cosmologies that we find in the OT during the different periods of Israel's history. This course will aim at an understanding of the development of the ideas of death, afterlife, and resurrection in the OT: How did the dead become part of God's (YHWH's) world?

In order to achieve this, the course will first of all focus on the biblical text. We will analyse all those OT texts that refer to death, afterlife, and resurrection and we will attempt to relate them to each other. The exegetical methods will, therefore, be the means of analysis in this course.

Since the idea of death, afterlife, and resurrection is very much linked with religious practices, we will also have a critical look at the archaeological evidence available to us, i.e. especially graves and funeral stones found in Palestine and the wider ANE. We will attempt to relate this evidence with the texts in the OT.

Because death rituals and funerals are an aspect of every culture we will also have a close look at ANE evidence of religious practices regarding death. Not

only Israel was burying her dead, but also the neighbouring nations. How did they do that? How did the dead fit into their idea of the world and god(s)? How does all this compare with our church-practices here and now?

COURSE CODE: THEO 6012

TITLE: Translation, Exegesis and Interpretation

CREDITS: 10 (2-semester course)

ASSESSMENT: 100% Coursework

Description

This yearlong course selects a book from the New Testament and translates the same from the original Koine Greek into English, paying close attention to the variant readings in the English translations, and critically examining the textual variants. Candidates will apply the traditional rules of textual criticism in order to uncover the most possible original reading. This course will also look at the interpretation and exegesis of the text at various stages in its history of interpretation, and apply the rules extant rules of biblical criticism, particularly but not limited to form criticism, traditional historical criticism, ideological criticism, rhetorical criticism, social-scientific criticism, narrative criticism, and structural and poststructuralist criticism.

The final step in the course is to look at how the exercises above inform a modern hermeneutic and henceforth homiletics.

COURSE CODE: THEO 6101

TITLE: History of the Church in the West Indies 1723-1870

CREDITS: 10 (2-Semester course)

ASSESSMENT: 100% Coursework

Description

Beginning with Bishop Gibson's review of work among slaves in the 18th century, this course seeks to examine in some detail the development of the churches up to the time of disestablishment in 1870. Consideration will

be given to each tradition and its ability to respond to the contemporary setting. The fact of establishment and toleration will also be examined.

COURSE CODE: THEO 6102

TITLE: Ministry and Missions in the Caribbean

CREDITS: 10 (2-Semester course)

ASSESSMENT: 100% Final Examination

Description

An in-depth examination of the concepts of mission and ministry held by Churches coming to the Caribbean; the way each related to the cultures of the region and to the class structures; the influence of their perceptions on the recruitment of missionary staff, and the outlook and attitude of West Indian Missionaries in the middle and late nineteenth centuries.

COURSE CODE: THEO 6103

TITLE: Ecumenical Development in the West Indies to 1973

CREDITS: 10 (2-Semester course)

ASSESSMENT: 100% Coursework

Description

This course will undertake an examination of inherited divisions - a legacy of the varied forms of Christianity introduced into the Caribbean. Consideration will be given to the introduction of new groups from North America, and the unhealthy competitiveness which continues to be encouraged. The origin and development of the Ecumenical Movement in the West Indies up to the formation of the Caribbean Conference of Churches in 1973 will be reviewed. Consideration will also be given to the effects of continued divisiveness on the movement.

COURSE CODE: THEO 6210

TITLE: Pastoral Care

CREDITS: 10 (2-semester course)

ASSESSMENT: 50% Coursework; 50% Final Examination

Description

This course seeks to provide an understanding of the nature of pastoral care: its foundations and various historical expressions within the life of the church. Foundations of Pastoral Care: Biblical, Theological, Psychological, Historical perspectives of pastoral care - healing, sustaining, guiding and reconciling. Spiritual Directions. The birth of CPE and its impact on pastoral care and theological education. Pastoral Care and the Life Cycle. Pastoral Care in the moments of Crisis. The Rise of Pastoral Counselling: Psychology and Pastoral Counselling. The interface between pastoral counselling and other disciplines. Diagnosis and Change in Pastoral Counselling; The Pastoral Counsellor; Pastoral Counselling with Individuals; Pastoral Counselling with Families and Groups.

COURSE CODE: THEO 6300

TITLE: Contemporary Trends in Theology

CREDITS: 10 (2-semester course)

ASSESSMENT: 100% Coursework

Description

Students wishing to be examined in this subject must pursue in-depth research in the topics listed below. They must be familiar with the ideas that are contained therein as well as some of their leading exponents.

- The Phenomenon of Third World Theologies and other Theologies
- Inter-culturation Theology in Africa
- Theological Perspectives in Asia
- Theologies of Liberation: Latin America; Africa.
- Black Theology; North America: South Africa
- Theology of Development

- Theology of Revolution
- Ecumenical Theology
- Contemporary Roman Catholic Theology

COURSE CODE: THEO 6305

TITLE: Systematic Theology

CREDITS: 10 (2-Semester course)

ASSESSMENT: 100% Coursework

Description

Candidates will ***EITHER***

Trace the historical development and explore fully the ideas associated with ONE of the following doctrines:

- (i) God;
- (ii) CHRISTOLOGY;
- (iii) HOLY SPIRIT AND THE CHURCH

OR

Attempt an historical review of the doctrines developed and expounded by theological thinkers in the various ages:

- (iv) (i) Patristic Age;
- (v) (ii) Medieval Period;
- (iii) Reformation and Counter-Reformation;
- (iv) Enlightenment Period;
- (v) Contemporary Period.

COURSE CODE: THEO 6310

TITLE: Theology in the Caribbean

CREDITS: 10 (2-Semester course)

ASSESSMENT: 100% Coursework

Description

Candidates will be expected to explore fully the historical, social, political, and economic influences

which have been shaping Caribbean understandings of Theology: a number of themes will be explored:

- Theology and Colonialism
- Theology and Slave Society
- Theology, Liberation and Development
- Political Ideologies and Christian Gospel
- Fatalism
- Theological Evaluation of the Caribbean Conference of Churches
- Evangelism
- Theology and Folk Culture
- Poverty and the Gospel
- A Theological Interpretation of Rastafarianism
- Eastern Influences on Theology in the Caribbean
- Theology and the Caribbean

COURSE CODE: THEO 6315

TITLE: African Religious Influences in the Caribbean

CREDITS: 10 (2-Semester course)

ASSESSMENT: 100% Coursework

Description

This course serves as a backdrop to research being carried out, from a theological perspective, into the African influenced religions or cults in the Caribbean, eg. Pocomania in Jamaica, Kele in St. Lucia, Shango in Trinidad, Vaudou in Haiti, Obeah and Myalism in the region.

Themes to be dealt with include: The Nature of African Religion; Survival of African Concepts; African Cosmology; Belief in God; Spiritual Beings; Concept of Worship; Ancestor Veneration; The Priesthood; Magic, Medicine and Healing; and Eschatological Concepts

COURSE CODE: THEO 6316

TITLE: Methods of Contextualizing Theology

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

Numerous leaders of the Anglican church in the West Indies and worldwide have encouraged critical and creative theological reflection upon the issues that are relevant in this context. While Caribbean pastors, theologians, and lay persons have begun the work of theologizing, this work needs to be recorded in written form and developed further. This course aims to introduce methods and skills for contextualizing theology in the West Indies.

COURSE CODE: THEO 6317

TITLE: The Theology of Karl Barth

CREDITS: 5

ASSESSMENT: 60% Coursework; 40% Final Examination

Description

Students in this course will study Karl Barth's life and historical context, his early theology, and the development of his mature theology. Selected portions from Barth's Church Dogmatics will be read and discussed, dealing with doctrine of God, election, creation, reconciliation, ecclesiology, ethics, and politics. Students will engage critically with Barth's theology and reflect on its relevance for issues in the church and the contemporary world.

COURSE CODE: THEO 6320

TITLE: Biblical Interpretation

CREDITS: 5

ASSESSMENT: Coursework 60% Examination 40%

Description

This course explores various methodologies that have been used in the interpretation of the Christian

Scriptures and their applicability to the development of Caribbean contextual theology. This course will be delivered face-to-face and its targeted audience will be church leaders, teachers, and Christians who are desirous of gaining a deeper knowledge and understanding of their faith.

COURSE CODE: THEO 6321

TITLE: The Pentateuch

CREDITS: 5

ASSESSMENT: Coursework 60% Examination 40%

Description

This course comprises the first five books of the Christian Bible, and explores various historical, textual, literary and theological aspects of the Pentateuch. The targeted audience includes church leaders, educators and persons who want a deeper knowledge and understanding of the Christian Bible.

COURSE CODE: THEO 6322

TITLE: The Prophetic Literature

CREDITS: 5

ASSESSMENT: Coursework 60 % Examination 40 %

Description

The Prophetic Literature comprises the second of the three major divisions of the Old Testament. In this course students explore the various historical, textual, literary and theological aspects of this Corpus.

Students will also discern life-transforming lessons from both the Bible and their socio-political and economic context; and use the scriptures as a primary source in doing theology in context.

COURSE CODE: THEO 6323

TITLE: The Wisdom Literature

CREDITS: 5

ASSESSMENT: Coursework 60% Examination 40%

Description

This course explores various historical, textual, literary and theological aspects of the Wisdom Corpus, and

the universal appeal and relevance of Wisdom. Church leaders, Church workers, Educators, and Social

workers should be among those benefitting from this course.

COURSE CODE: THEO 6324

TITLE: Second Temple Judaism (s)

CREDITS: 5

ASSESSMENT: Coursework 60% Examination 40%

Description

This course surveys the historical settings, sociological contexts, and literary productions of the Second Temple Period. It also enables students, particularly Church Leaders, Educators and Social Workers to understand and appreciate the primacy of context for interpreting and applying Biblical texts.

COURSE CODE: THEO 6325

TITLE: The Text and Canon of the New Testament

CREDITS: 5

ASSESSMENT: Coursework 60% Examination 40%

Description

This course considers the historical, sociological, and ideological context of the formation of the New Testament Canon of Scripture in the early centuries of Christianity.

Church leaders, Church workers, Educators, and Social Workers should be among those benefitting from this course.

COURSE CODE: THEO 6326

TITLE: The Historical Jesus

CREDITS: 5

ASSESSMENT: Coursework 60% Examination 40%

Description

This course explores the relevance of attempts, starting from the late 19th century, to examine the relationship between the “Jesus of History” and the “Christ of Faith” and the implications of such attempts for doing theology.

Church leaders, Church workers, Educators, and Social Workers should be among those benefitting from this course.

COURSE CODE: THEO 6327

TITLE: The Letter of Paul to the Romans

CREDITS: 5

ASSESSMENT: Coursework 60% Examination 40%

Description

This course will explore historical, sociological, and ideological issues relating to Paul’s Letter to the Romans. It also enables students, particularly Church Leaders, Educators and Social Workers to understand and appreciate the primacy of context for interpreting and applying Biblical texts.

COURSE CODE: THEO6238

TITLE: The Letter of Paul to the Galatians

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

This course will explore the theological, historical, sociological, and ideological issues as addressed in Paul’s letter to the Galatians. This course would be especially concern to examine Paul’s theology regarding

Gender and Ethical Issues.

It also enables students, particularly Church Leaders, Educators and Social Workers to understand the importance of being sensitive to Gender issues in interpreting and applying Biblical texts in a Caribbean context.

COURSE CODE: PHIL 6025

TITLE: African Philosophy and Sagacity

CREDITS: 5

ASSESSMENT: 100% Coursework

Description

The starting point of the course is that despite the apparent distinction between philosophical reasoning and sagacious reasoning—the latter often regarded as largely habitual and retrograde whilst the former as theoretical and dynamic—the two coincide cognitively. In the main, besides comparing and contrasting the two modes of reasoning, this course seeks to give students a grasp of the relevance of sagacious reasoning in present-day world, the supposition being that philosophy tinkered with sagacity would be better equipped to resolve some of the issues that have and continue to bedevil humanity especially in the cultural and religious domains within Africa and its Diaspora.

COURSE CODE: THEO6331

TITLE: African Theology: Enculturation and Liberation

CREDITS: 5

ASSESSMENT: Coursework 50% Examination 50%

Description

In this course, students from faith-based communities in the Caribbean, educators and social workers will explore the indigenous religious cultures of Sub-Sahara West Africa, with particular emphasis on their pre-Christian and pre-Islamic religious tradition.

Students will also be introduced to traditional sub-Sahara West African Ontology thereby being enabled to understand African religiosity as a preparation for the Gospel.

COURSE CODE: THEO 6332

TITLE: Black Theology: The Theology of Liberation in response to Apartheid in South African

Credits: 5

ASSESSMENT: Coursework 50% Examination 50%

Description

The aim of this course is to heighten student's awareness of the indispensable role of theological reflection for faith-based communities in addressing justice, ethical and environmental issues in context.

Students will also examine one of five types of theological reflection on the social history of apartheid South Africa, and especially on the role of the churches within that history. Special emphasis will be placed on the struggle against injustice and oppression, and Afrikaner Calvinism's theological rationale for the legitimization of Apartheid.

COURSE CODE: THEO6333

TITLE: Caribbean Theology

CREDITS: 5

ASSESSMENT: Coursework 50% Examination 50%

Description

The aim of this course is to enable students to understand theology as a rationalization of their experience of God within the context of the Caribbean. In this course, students from faith-based communities, educators and social workers will reflect on the lived experiences of the peoples of the Caribbean and their resistance to slavery and colonialism in ways that deepened their sense of the possibilities under God for human flourishing in this region.

COURSE CODE: THEO 6334

TITLE: The Philosophical Theology of Saint Augustine of Hippo –

CREDITS: 10 – (2- Semester Course)

ASSESSMENT: Coursework 100%

Description

The aim of this course is basically two-fold:

1. to heighten the awareness of the African Diaspora in the Caribbean. The enduring influence of Augustine of Hippo on Christianity and Christian Theology from the 5th CE to the present time, and
2. to see the role of both Philosophy and Theology in transforming lives and society for the greater good.

In this course, students will assess the primacy and importance of experience and context in the study and doing of Theology by examining the moral struggles, the intellectual inquisitiveness, the religious restlessness, and the philosophical and religious conversion experiences of Augustine.

COURSE CODE: THEO6995

TITLE: MPhil Theology

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

Students are required to register for this section every semester and are expected to produce a thesis of approximately 50,000 words under the supervision of a member of Faculty.

COURSE CODE: THEO 8000

TITLE: PhD Theology

CREDITS: 0

ASSESSMENT: Pass/Fail

Description

Students are required to register for this section every semester and are expected to produce a thesis of approximately 80,000 words under the supervision of a member of Faculty.

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