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PRESIDENT'S APPROVAL  
**12 DEC 2006**  
 Department of Women and Development Studies  
 College of Social Work and Community Development  
 University of the Philippines  
 Diliman, Quezon City

**Revision of the Diploma in Women and Development (DWD) and Master of Arts (Women and Development) (MAWD) Program**

**Background**

*A. The Context of the Women and Development Academic Programs*

The Department of Women and Development Studies (DWDS) currently offers two graduate degrees: a Diploma in Women and Development (DWD) and a Master of Arts (Women and Development) (MAWD). The DWDS used to be known as the **Women and Development Program (WDP)**. The latter was instituted in 1988 as a response to the need for the University to have a degree-granting program in women's studies in the context of a growing women's movement in the Philippines and the worldwide academic trend emphasizing greater visibility of women's concerns in the curriculum.

The Board of Regents of the University of the Philippines approved the elevation of the Program to a Department on March 29, 2001. The elevation to departmental status of the Women and Development Program brought recognition to the fact that since its establishment in 1988, the Program had fulfilled the requirements of a department in terms of student enrollment, faculty complement, research and extension work.

Up to now, the DWDS offers the only degree-granting program in women's studies in the entire U.P. system. It remains the only graduate program on women and gender studies with a development orientation in the entire country, and one among just a handful in the region.

*B. Need for DWD and MAWD Curricular Revision*

The program's curriculum was last changed in 1995. In the last decade, there have been many developments both nationally and globally necessitating curricular changes. The Department itself conducted curriculum reviews at least three times in the last five years, with the participation of students and alumni, which clarified and crystallized the desired changes. Faculty have also shared and updated their syllabi, and developed new courses under the rubric of "Special Topics" in the current curriculum.

Globally, women's studies continued to develop and explore new terrain. DWDS faculty attended numerous international conferences, many of which were interdisciplinary, which stimulated them to adapt new curricular insights which seemed appropriate to the Philippine setting. Their continued involvement in both

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local and global advocacy alerted them to new issues and needs which had to be addressed by curricular changes. The multifarious dimensions and impacts of globalization, the increasing incidence of violence against women and girls, the promotion of women's rights as human rights (given the renewed emphasis on various international instruments such as the Convention on the Elimination of Discrimination Against Women [CEDAW], and the challenges posed by gender-mainstreaming and gender-responsive participatory governance, all implied a more comprehensive, interdisciplinary, and praxis-oriented curriculum.

The DWDS also got signals from the changes in its student mix and the career paths of its graduates. Increasingly, it has been attracting not only women but also men, and persons of diverse sexual orientation. It has had students not only from the Philippines but also the US, Switzerland, Japan, Nepal, Burma, Vietnam, and other Asian countries. Among its students are not only women's movements activists and advocates, but also teachers, government and private sector employees, social workers, entrepreneurs, housewives, lawyers, economists, and other professionals from diverse fields. Among its graduates, there are academics, researchers, NGO executives and senior staff, middle-level government officials, staff and consultants of UN and other international development agencies. The DWDS therefore wishes to also tailor its curriculum based on the competencies required of its graduates, both women and men, when they enter these various career paths.

### ***C. General Thrust of the Proposed Women and Development Graduate Programs***

The WD degree programs seek to provide a historical and comprehensive perspective to the study of gender and development particularly in the context of the South and the Philippines., as well as equip students with the competencies to conduct gender and development work in both professional and community or field settings.

- **Diploma in Women and Development (DWD):** Designed as an intermediate program for individuals interested in women's and gender studies as an academic discipline which relates theory to practice, and which brings them in contact with development practitioners as well as exposes them to actual field experiences. Students may proceed to MAWD program after completion
- **Master of Arts (Women and Development) (MAWD):** Designed as advanced training for women and gender advocates, educators, development practitioners, and other interested individuals, both women and men, aiming to be better organizers, educators trainers, researchers, project and program planners and managers, policy formulators, and extension workers by situating their activities in the context of feminist and development theories. Two tracks are offered



from which students can choose depending on their interests and needs:

- Plan A: With thesis but no comprehensive examination
- Plan B: Without thesis but with comprehensive examination

### *Main Feature*

The main feature of the WD programs is the division of the curricula into clusters, each is which is designed to attain specific objectives. The first and last modules, namely, core courses and field work, are common to diploma and masteral programs, while the electives and cognates are selected by students depending on their needs and interests.

- Required Major Courses - provide a firm foundation in terms of basic theories, approaches, and strategies essential to development work with a gender perspective and towards gender equality and women's empowerment
- WD Elective Courses - focused on the development of specific knowledge and/or competencies in the areas of feminist learning strategies, counseling, policy advocacy, and gender-related national and international development work
- Cognates- provide in-depth analysis of problems and issues related to gender and development from the perspective of related or allied disciplines—e.g., social work, community development, sociology, anthropology, psychology, etc.
- Field Work Courses - direct field experience and practice to test and enrich knowledge gained in the classroom

### ~~I. Institution of Courses~~

1. ~~WD 227~~ **Gender and Sexuality.** The study of gender and sexuality as a core area of women and development studies, with emphasis on the centrality of investigating and reconstructing sexuality to feminist theorizing and politics.

**Credit:** 3 u.

**Justification :** The study of gender and sexuality has emerged in feminist theory and advocacy in general and in development theory in particular as central to understanding women's subordination. Sexuality is a main area wherein human beings become engendered not just as sexual beings. Sexuality also intersects with other social constructions that imprint race and class, ethnicity and other dimensions on human identities, social relations and social institutions. Just as earlier political theories recognized the importance of class as a main lever in political analysis, feminist theories recognize gender and sexuality as an equally important lever.



2. **WD 292 Feminist Research: Perspectives and Methods.** Study of qualitative and quantitative perspectives and methods in women, gender and development studies.

**Prerequisite:** WD 291

**Credit:** 3 u.

**Justification:** Because WD graduates are expected to fill roles as gender specialists in community, national and international settings, research skills and the capacity to use research findings for policy analysis and political action are necessary competencies. However, WD students come from a variety of disciplines including those in the arts and letters or the natural sciences where social science research skills are not taught. A single three unit course (WD 291) in the previous curriculum, is only able to cover issues related to paradigm differences and feminist perspectives in doing research. At most it can serve as an introduction to social science research for majors coming from non-social science backgrounds or as a review for those who are from social science disciplines. An additional 3 units is necessary to help students, especially those under Plan A (Thesis) gain competency in a variety of methods as these are employed within feminist research practice. This need is reflected in the other departments in the CSWCD which require two research courses.

3. **WD 280 Women, Gender and Development Field Instruction I.** Supervised field practice in actual community immersion and community work with focus on women's situation and gender relations.

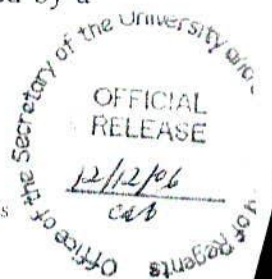
**Credit:** 3 u.

4. **WD 281 Women, Gender and Development Field Instruction II.** Supervised field practice for students to develop critical analysis of the situation of women and men, implement interventions and develop specialized skills in organizational and program management and other aspects of development work.

**Credit.** 3 u.

**Justification :** The Department's Field Instruction courses were patterned after those of the Community Development (CD) Program and bore the CD course titles (CD 280 and 281) but were taught by WD faculty and coordinated by a WD Field Coordinator.

Note: The field instruction courses (WD 280 and 281) have been taught previously as CD 280 and 281 (course titles belonging to the Department of Community Development, one of which (CD 281) has already been abolished)



Since the Department has acquired a rich experience in its fieldwork program distinct from the CD fieldwork program, as evidenced by the development of its own fieldwork manual, there is need to formalize the institution of courses with the appropriate title and content (WD 280 and WD 281) in order to capture the specific focus on gender relations in its fieldwork practice. **No additional faculty will be required for these as the Department has always relied on its own**

## II. Revision of Courses

### Change in Course Title and Description

1. **FROM :**            **WD 201 History and Perspectives of Gender and Development.** A historical survey of the major issues in the women's movement.

**TO:**                 **WD 201 Women, Gender and Development: History and Perspectives.** A historical overview of women's issues and of gender relations in the context of development.

**JUSTIFICATION:** This title and course description better capture the intent of the course and the contents of the current syllabus.

2. **FROM:**            **WD 230 Women and Work.** An examination of the different spheres within which women work and an analysis of their respective situations in relation to women and development.

**TO:**                 **WD 230 Women, Gender, and Work.** An examination of concepts of work from an interdisciplinary perspective, the work situation of women and men in the light of globalization, and strategies for change.

**JUSTIFICATION:** The above course description is now based on the current syllabus and published modules which were developed based on recent trends in the world of work, as well as the strategies being implemented to address these trends.

3. **FROM :**            **WD 291 Women and Development Research.** Research approaches, methods and techniques for participatory and gender-responsive development highlighting theoretical and methodological perspectives and issues on women's studies.

**TO:** **WD 291. Introduction to Women, Gender and Development Research.** Basic theoretical and methodological perspectives and issues in feminist developmental research.

**JUSTIFICATION:** There is need to emphasize the introductory nature of the course and its basic contents in relation to the more advanced WD 292 (Feminist Research: Perspectives and Methods).

### III. Abolition of Courses

1. **WD 225 SEMINAR ON GENDER, CULTURE, AND IDEOLOGY. 3 u.**
2. **WD 240 SEMINAR ON FEMINISM IN THE THIRD WORLD. 3 u.**

**Justification:** The abovementioned courses have not been regularly offered in the past few years. In case students express an interest in them, these topics can be covered under WD 270 and WD 271 (Special Topics).

### IV. Change in Program Requirements

#### Change in Curricular Framework and Total Number of Units.

#### Diploma in Women and Development

**FROM:** 21 units composed of 15 units of core courses, 3 units of electives/cognates, and 3 units of field instruction

**TO:** 24 units composed of 18 units of general courses, 3 units of electives/cognates and 3 units of field instruction

**JUSTIFICATION:** The additional three units are needed to include a major course on gender and sexuality (WD 227), which is now considered central to the understanding of women's subordination, and the many forms of violence that they face. Many graduate students, including those from other fields, have also expressed their need for and interest in such a course.

## Master of Arts (Women and Development)

## FROM :

Module	MAWD Plan A	MAWD Plan B
Core courses	18	18
Electives/Cognates	3	12
Fieldwork Courses	3	6
Thesis	6	---
Comprehensive examination	---	*
Total Units Load	30	36

\* take the comprehensive exam given by the DWDS

## TO:

Module	MAWD Plan A	MAWD Plan B
Major courses	24	21
Electives/Cognates	3	12
Fieldwork Courses	3	6
Thesis	6	---
Comprehensive examination	---	*
Total Units Load	36	39

\* take the comprehensive exam given by the DWDS

**JUSTIFICATION:** To add a major course (WD 227) on gender and sexuality for both Plans<sup>1</sup>, and an advanced research course entitled WD 292 (Feminist Research: Perspectives and Methods) for Plan A (thesis).



<sup>1</sup> Please see justification for WD 227 on page 3.

Based on the justifications found on pp. 6 and 7, the curricular and unit requirements for the graduate programs in women and development studies will therefore be as follows:

Module	Dip.WD	MAWD	MAWD
		Plan A	Plan B
Core courses	18	24	21
Electives/Cognates *	3	3	12
Fieldwork Courses	3	3	6
Thesis	---	6	---
Comprehensive examination	**	---	**
Total Units Load	24	36	39

\* any level 200 courses in women, gender and development studies ,  
community development, social work, and the social sciences  
\*\* take the comprehensive exam given by the DWDS

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