



**UWI**  
MONA CAMPUS  
JAMAICA, WEST INDIES

# FACULTY OF HUMANITIES AND EDUCATION



**UNDERGRADUATE  
STUDENT HANDBOOK  
2019-2020**







**THE UNIVERSITY OF THE WEST INDIES  
MONA CAMPUS**

**FACULTY OF  
HUMANITIES AND EDUCATION**

**UNDERGRADUATE STUDENT HANDBOOK**

**ACADEMIC YEAR 2019-2020**

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## **DISCLAIMER**

The information contained in this undergraduate handbook is designed to provide helpful information regarding regulations governing the Faculty of Humanities and Education and all the undergraduate programmes offered by the Faculty.

Every effort was made to ensure that the information in this handbook was correct at the time of printing. However, students are encouraged to check with the Faculty Office as well as the respective departments during the course of the academic year for updates, corrections as well as omissions that may have been detected subsequent to the completion of this handbook.

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## **PURPOSE OF THE HANDBOOK**

This Undergraduate Handbook is intended for use by prospective, new and continuing students as well as staff of the Faculty and provides information on all the Humanities-based courses and programmes of study offered by the Faculty. The Handbook also sets out those regulations of the Faculty (e.g. those governing registration, the award of Degree, leave of absence, etc.) which are essential for the aforementioned groups to know. The regulations contained herein, should however be used as a supplement rather than a substitute for the official sources of University policies and procedures.

It is important that the programme requirements outlined in this Handbook are strictly observed by all newly-admitted students (i.e. those accepted to the Faculty for the 2018/2019 academic year), all students who transferred into the Faculty during the said academic year, as well as those students who were approved for a change of Major/Special within the Faculty during the 2018/2019 academic year.

**It is equally important that each student ensures that the University/Faculty regulations are observed.**

Courses are subject to change and may not necessarily be available in a given year or semester. Correspondingly, the Faculty retains the right to cancel any course in any semester if registration numbers are insufficient. Students are therefore encouraged to check with departmental advisors regarding possible changes and/or cancellations.

Students are also encouraged to seek academic advice from their Academic Advisors and/or Heads of Department.

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## FACULTY OF HUMANITIES AND EDUCATION

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### **EDNA MANLEY COLLEGE OF VISUAL AND PERFORMING ARTS**

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# PART I

## FACULTY OF HUMANITIES AND EDUCATION

- ◎ MESSAGE FROM THE DEAN
- ◎ OVERVIEW OF THE FACULTY
- ◎ ADMISSION REQUIREMENTS
- ◎ GENERAL INFORMATION
- ◎ BA/BFA DEGREE REGULATIONS

## **MESSAGE FROM THE DEAN**



On behalf of the teaching and administrative staff, I heartily welcome both new and returning students to the Faculty of Humanities and Education at the Mona Campus of the University of the West Indies in Jamaica. Our overall mission, which is in sync with the University's Strategic Plan, is to advance learning through teaching, research and publication, including service to society, by offering outstanding undergraduate and graduate programmes that are globally competitive.

Although our resources are severely limited, we are committed in this Faculty to the total academic and social development of our undergraduate and postgraduate students. As an expression of that commitment we strive constantly for student-centeredness in our policy formulations and practices, as well as in our quest at improving the teaching and learning environment through the provision of cutting-edge information technology designed to enhance teaching delivery.

Your choice of the Faculty of Humanities and Education for tertiary education was not misplaced; and we wish for you all a very productive and rewarding academic year. Finally, in your own interest and those to come behind, we also implore you to protect and care for those resources that the University has put in place to promote your own intellectual and social wellbeing during the period of your stewardship in the Faculty of Humanities and Education, Mona Campus.

**Professor Waibinte E. Wariboko**

## **OVERVIEW OF 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. In 1996, the Faculty of Arts and General Studies was merged with the Faculty of Education and became the Faculty of Arts and Education. In 2002, the decision was taken to rename the Faculty to the **Faculty of Humanities and Education**.

The Faculty of Humanities and Education enjoys a long tradition of excellence in teaching and pioneering research in cultural studies, education, history & archaeology, heritage studies, library and information studies, linguistics, literature, film, media and communication, modern languages and philosophy. Departments in the Humanities and Education have made substantial and on-going contributions to the work of the Caribbean Examinations Council, as well as to the Joint Board of Teacher Education. The Faculty has significantly contributed to the development of regional thinking, professional standards and to the building of Caribbean identities.

## **QUALIFICATIONS FOR ADMISSION**

Before registration, and before beginning the courses leading to the BA degree in the Faculty, candidates must have satisfied:

- The University's matriculation requirements for entry to a degree programme;
- The entry requirements of the particular academic departments in which they propose to take courses.

**These two sets of requirements are as follows:**

### **I. UNIVERSITY MATRICULATION**

Please visit the UWI's Admissions webpage at: <http://www.mona.uwi.edu/admissions/>

### **II. DEPARTMENTAL REQUIREMENTS**

The following are the minimal qualifications required of students registering to read level one courses in the subjects stated:

PROGRAMME	QUALIFICATION
<b>Animation</b>	At least two subjects in Unit 1 at the CAPE level; and CAPE Communication Studies; and Information Technology OR Computing OR Visual Arts OR Art and Design OR Technical Drawing at the CSEC or CAPE level.
<b>Africa and African Diaspora Studies</b>	No requirements
<b>Caribbean Sign Language Interpreting</b>	No requirements
<b>Computer Science</b>	At least one approved Science subject at the CAPE level. Admission to the preliminary Computer Science courses is possible with CSEC Mathematics.
<b>Cultural and Creative Industries</b>	No requirements
<b>Dance</b>	An audition is applicable; for details consult <a href="http://www.emc.edu.jm">www.emc.edu.jm</a>
<b>Digital Media Production</b>	No requirements



<b>Drama</b>	CSEC English B or CAPE Literature. An audition is applicable; for details consult <a href="http://www.emc.edu.jm">www.emc.edu.jm</a>
<b>Education</b>	<a href="http://www.mona.uwi.edu/des/pages/admissioninfo.htm">http://www.mona.uwi.edu/des/pages/admissioninfo.htm</a>
<b>Entertainment &amp; Cultural Enterprise Management</b>	No requirements
<b>Film Production</b>	At least two subjects in Unit 1 at the CAPE level; and CAPE Communication Studies; and Information Technology OR Computing OR Visual Arts OR Digital Media at CSEC or CAPE
<b>French</b>	Grade 1, 2 or 3 in CSEC General or an O-Level in French or a C in Intermediate French II
<b>Geography</b>	Geography at CSEC or CAPE.
<b>History</b>	CSEC History, or CSEC Social Studies.
<b>Information Studies</b>	No requirements
<b>Integrated Marketing Communication</b>	Normal matriculation with a 1 or 2 in CSEC English A & B, a 1, 2 or 3 in CAPE Communication Studies, and similar grades in other CSEC and CAPE subjects.
<b>Journalism</b>	Normal matriculation with a 1 or 2 in CSEC English A & B, a 1, 2 or 3 in CAPE Communication Studies, and similar grades in other CSEC and CAPE subjects
<b>Language, Communication &amp; Society</b>	No requirements
<b>Languages &amp; Linguistics</b>	No requirements
<b>Liberal Studies</b>	No requirements
<b>Librarianship</b>	No requirements
<b>Linguistics</b>	No requirements
<b>Linguistics &amp; Language Education</b>	CSEC English B or CAPE Literatures in English
<b>Literatures in English</b>	CSEC English B or Literatures in English at the CAPE level.
<b>Mathematics</b>	CAPE Pure Mathematics. Admission to the preliminary Mathematics courses is possible with CSEC Mathematics.
<b>Music</b>	Not currently offered
<b>Philosophy</b>	No requirements
<b>Spanish</b>	Normally Grade 1, 2 CSEC General or any Grade in CAPE Spanish
<b>Theology</b>	No requirements
<b>Visual Arts</b>	CSEC Visual Arts; consult <a href="http://www.emc.edu.jm">www.emc.edu.jm</a>

## 1. CATEGORIES OF COURSES/COURSE WEIGHTING

- (i) Each course is classified either as a Foundation course or as a Faculty course.
- (i) Each course is designated as appropriate to Level I, II or III (indicated by the first numeral in the course code). The exceptions are FOUN1201 and FOUN1301 which are counted as level II courses in the Faculty of Humanities and Education and should normally be done at this level.
- (ii) Courses have a normal weighting of three (3) credits, except for some courses, whose weighting is 6 credits.

## 2. BEGINNERS' COURSES IN LANGUAGES

All students are required to take and pass, as part of the BA degree programme, a Beginners' level I one-semester foreign language course. **(Note: Students will be permitted to take ONLY ONE Basic/Beginner's Foreign Language course to fulfil this requirement).**

The following students are exempt:

- (i) A native speaker of any of the foreign languages offered in The Department of Modern Languages and Literatures, subject to the approval of the Head of Department.
- (ii) Students who have a foreign language pass in CAPE, CSEC general (1, 2, 3) or O'Level examination or its equivalent.

Beginners' courses may be offered in French, Spanish, Japanese, Chinese and Portuguese languages and any other foreign language that may be added from time to time.

**A candidate is not normally permitted to offer more than six Beginners' credits in Spanish, French or Portuguese towards the credits required for the degree.**

**Qualifications:** Beginners' courses are open to the following persons:

- (i) Those who have no previous knowledge of the language concerned;
- (ii) Those who have a limited knowledge of the language concerned, but no academic qualifications;
- (iii) Those with academic qualifications, but whose knowledge of the language, according to the Department concerned, is deemed to be inadequate for admission to normal Level I courses.

A student who has successfully completed a semester two Beginners' course is eligible for admission to Level I courses in the language concerned, and its associated literature and culture courses, at the discretion of the relevant Head of the Department. **A Beginners' language course cannot be offered as part of the Level II programme.**

## 3. REQUIREMENTS FOR ENTRY TO LEVEL II AND LEVEL III COURSES

Students are reminded that Level II and III courses often have prerequisites. The details of these **prerequisites** are available in the sections entitled "**Course Listing**" in this Handbook, and students are advised to ensure, by forward planning, that they acquire the prerequisites to the courses they intend to pursue in succeeding years.

## 4. DEGREE CATEGORIES

Degrees are offered in the following categories:

- Major
- Special

**A Major** is made up of a minimum of 33 credits in a particular discipline over the three levels. The actual number of credits varies by Department. For example, the major in Librarianship requires a minimum of 48 credits, while History requires 39. (See requirements under respective departments).

Students may opt to do a **Double Major** either in this Faculty or between two Faculties (Faculties of Humanities and Education and Social Sciences). A **Double Major** is made up of the required credits for each of the two disciplines. Students who choose to do a Double Major across Faculties **must first get the approval of the respective Deans.**

Some of our Majors are multidisciplinary, requiring registration in different concentrations at each level. This is true of the programmes in Cultural & Creative Industries, Film Studies, and Liberal Studies.

**A Special** is made up of a minimum of 54 credits in the discipline over the three levels. Permission to declare a Special in any given discipline must be sought from the Head of the relevant Department. Component courses in a Major, Double Major or Special are determined by the Faculty Board on the recommendation of the relevant Department(s).

## 5. DETERMINATION OF MINORS

Students desirous of pursuing a **Minor** MUST declare same by the start of level III of their academic programme. Having declared a Minor, students will, at the end of their degree programme, be certified as attaining a Minor where they have obtained **at least 15 credits** from Levels II and III courses in the particular discipline. Students should however bear in mind that some Minors have Level I prerequisites, which they **must** do before registering for the required Levels II and III courses for same. Students doing a single major, have the option of doing a maximum of two minors.

Students pursuing a Special or a multi-disciplinary Major **cannot** select a Minor alongside their Major.

## 6. PROGRAMME REGULATION

### A. Full-Time Programme Regulation

Throughout the entire degree programme, no more than 30 credits (distributed so as not to exceed 12 credits in any one year of the full time programme) may be selected from courses other than Humanities courses, except with the special permission of the Dean.

Extra credits gained in any Level subsequent to the original credits required for the degree at that level cannot be substituted retroactively for the original credits.

A full-time student shall normally complete the degree programme in not less than six and not more than twelve semesters and **should normally register for not more than fifteen and not less than twelve credits per semester.**

A student will be required to withdraw from the Faculty unless he or she has gained at least:

- Twelve credits by the end of the second semester
- Twenty-four credits by the end of the fourth semester
- Thirty-nine credits by the end of the sixth semester
- Fifty-seven credits by the end of the eighth semester
- Seventy-five credits by the end of the tenth semester
- Ninety credits by the end of the twelfth semester

**For purposes of these Regulations, the semester referred to includes any summer session immediately following it.**

### B. Part-Time Programme Regulation

<b>IMPORTANT:</b>	<b>Part-time is a matter of work-load, and does NOT mean evening studies. While some courses are offered in the evening, others are taught in the day <u>only</u>.</b>
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- i. A part-time student shall complete the degree in not less than eight and not more than eighteen semesters.
- ii. Normally, a part-time student will be required to spread the Level I programme over four semesters. The Foundation courses **FOUN1016/FOUN1019 and FOUN1002 must be done at first registration.**
- iii. Normally, no student (full or part time) will be permitted to register for level II courses unless he or she has gained at least 24 level I credits.

- iv. A part-time student will be required to withdraw from the Faculty unless he or she has gained at least:
- Six credits by the end of the second semester
  - Twelve credits by the end of the fourth semester
  - Twenty-one credits by the end of the sixth semester
  - Thirty credits by the end of the eighth semester
  - Forty-two credits by the end of the tenth semester
  - Fifty-four credits by the end of the twelfth semester
  - Sixty-six credits by the end of the fourteenth semester
  - Seventy-eight credits by the end of the sixteenth semester
  - Ninety credits by the end of the eighteenth semester

**For purposes of these Regulations, the semester referred to includes any summer session immediately following it.**

## **7. TRANSFERS AND EXEMPTIONS**

All students wishing to transfer to another faculty must make an online application to the programme of their choice in that faculty via the Student Administration System (SAS) <https://sas.mona.uwi.edu/>.

### **Transfer from Part-time to Full-time Status and Vice Versa.**

- (i) Part-time students with lower level matriculation may transfer to full time status after gaining 15 credits
- (ii) Requests for change of status should be made online via the Student Administration System (SAS) <https://sas.mona.uwi.edu/> at the beginning of the academic year.

### **I. Transfer to the Faculty of Humanities and Education from other Faculties or other Tertiary Institutions.**

- (i) Students transferring into the Faculty may request credit for, or exemption from, courses completed in another Faculty or Institution. They should apply online through the Automated Student Request Module at the Student Administration System (SAS) <https://sas.mona.uwi.edu/>.
- (ii) Exemptions and credits are not normally granted in respect of Level II and Level III courses.
- (iii) Credit will not be given to a transfer student for passes obtained for Faculty courses in the Preliminary Year in the Faculty of Science and Technology.

## **8. CHANGE OF MAJORS**

A student may, with the permission of the Dean or their respective Head of Department, change Majors within the Humanities. Full-time students must do this no later than the start of their third semester of registration. Part-time students, who have registered in accordance with **regulation 6(ii)** above, must do it no later than the start of the fifth semester of registration, or the completion of the bulk of Level I credits. Change of Major requests must be made online via the Student Administration System (SAS) <https://sas.mona.uwi.edu/>.

## 9. COURSE REGISTRATION

- i. In registering in the Faculty, students must obtain both departmental and faculty (Dean's) approval for courses selected.
- ii. Registration for a course constitutes registration for the examinations in that course.
- iii. A student is not deemed to be fully registered for a course unless his/her financial obligations to the University have been fulfilled.
- iv. A student may, with the permission of the respective Head of Department, change his/her Major, Minor or Special within the Faculty.
- v. A student who has registered for a course but who wishes to withdraw from that course must apply to do so online during the Add/Drop period; late Add/Drop may be subject to financial penalties. Add/Drop requests must be made online via the Student Administration System (SAS) <https://sas.mona.uwi.edu/>.
- vi. Deadlines for changes to registration, including withdrawal from or addition of courses, will be as prescribed in University regulations.

## 10. DEFERRAL OF ENTRY AND LEAVE OF ABSENCE

- (i) A candidate who does not wish to commence studies during the year he/she was offered a place in the Faculty may apply for deferral of entry through the Admissions Section of the Registry.
- (ii) A student who, for good reason, wishes to be absent from an academic programme for a semester or more must apply online for formal Leave of Absence through the Automated Student Request Module at the Student Administration System (SAS), stating the reason for the application.
- (iii) The length of such Leave of Absence, if granted, will be subject to approval by the Academic Board of the Campus concerned, but will not exceed one academic year in the first instance terminating at the end of the academic year for which the application is approved.
- (iv) Leave of Absence will not be granted for more than two consecutive academic years.
- (v) Applications for Leave of Absence for a semester shall be submitted by the end of the third week of the relevant semester.
- (vi) Applications for leave of absence for the academic year shall be submitted by the end of the third week of Semester 1.
- (vii) Leave of Absence is not granted for the first semester of a degree programme. A student wishing to withdraw from the programme for the duration of that semester or the academic year, must request deferral of entry instead.

The attention of students is drawn to University Examination Regulation 31:

**"Any candidate who has been absent from the University for a prolonged period during the teaching of a particular course for any reason other than illness or whose attendance at prescribed lectures, classes, practical classes, tutorials or clinical instructions has been unsatisfactory or who has failed to submit essays or other exercises set by his/her teachers may be debarred by the relevant Academic Board, on the recommendation of the relevant Faculty Board, from taking any University examinations."**

## 11. CO-CURRICULAR CREDITS

- (i) Co-curricular courses are offered to students through the Office of the Director Student Services and Development in collaboration with the Sports Unit and the UWI Health Centre's Counselling Unit.
- (ii) Students will be eligible for no more than 3 credits for involvement in co-curricular activities.
- (iii) The grading of co-curricular credits will be pass /fail.
- (iv) All co-curricular activities/programmes must be approved by Academic Board on the recommendation of the relevant Faculty Committee.

## 12. EXCHANGE PROGRAMME

Students who seek to do part of their programme at another university must have the courses they intend to do at the overseas university assessed by the relevant department(s) before proceeding on to study abroad.

Once the courses are approved by the relevant departments they must then be submitted through the Faculty to obtain Academic Board approval. Once the results are received from the overseas university, students will then receive credit for the courses as substitutes as approved by the Academic Board. The grade recorded will be the grade received, assessed and approved by the Board as the equivalent of that awarded by the examining university.

## 13. EXAMINATION

- (i) Students will be examined during/at the end of each semester and the summer session in the courses for which they are registered.
- (ii) A course may be examined by one or more of the following methods:
  - a. written examination papers
  - b. oral tests
  - c. course-work
  - d. any other method or combination of methods approved by Senate.
- (iii) A student failing a course that is not compulsory may substitute another course in a subsequent semester or may repeat the failed course.
- (iv) A student who does not sit the examination in a course for which he/ she is registered is deemed to have failed that examination unless permission to withdraw has been granted.
- (v) A student who, on grounds of illness or in other special circumstances as referred to in *Examination Regulations 25*, fails to take an examination in a course for which he/she is registered, may be given special consideration by the Board of Examiners to take the examination at the next available sitting, without penalty.

## 14. EXAMS ONLY REGULATIONS

Students are entitled to register for exams only with the permission of the lecturer for the particular course once the student has registered, attended class and has completed all course work.

The following are the circumstances under which **EXAMS ONLY** is granted:

- i. If the student has obtained a medical excuse, certified by the University Health Centre, for not having attempted an exam.

- ii. In exceptional circumstances, the Dean may grant a student a deferral from sitting an exam and permission to take it on a subsequent occasion, by virtue of special assignments overseas for an employer (part-time students only) or by virtue of being selected to represent the country on a national team. In both instances, formal representation will have to be made by the employer/ national association.

## **15. ORAL SUPPLEMENTAL** *(for final year students)*

The Board of Examiners may recommend to the department concerned that a student who has failed the last and only course required to complete the degree be offered an oral examination in that course, provided that he/she has obtained at least 45% in that course.

- i. If an Oral supplemental is granted, the student may choose to decline the offer.
- ii. The Oral Supplemental, which will be of a minimum length of one hour, will be held as soon as possible after the previous examination. The student must contact the Department concerned immediately so that arrangements may be made for the Oral.
- iii. The Oral Examination will concern the course as a whole, and not be restricted to the questions set in the examination which the student did.
- iv. If the examination is passed, the student cannot be awarded a grade higher than 'C' and this grade will replace that previously gained for the entire evaluation in that course.
- v. If the student fails the Oral, he/she will not have the right of appeal or review.
- vi. A student will be allowed only one Oral Supplemental Examination for any one course.

## **16. MEDICAL CERTIFICATES** *(See also University Examination Regulations)*

Students who submit medical certificates as an excuse for absence from examinations should note that although each student is free to visit his/her private physician he/she is required, for the purpose of securing exemption from examinations, including coursework, to comply with the following:

- i. To be examined by a medical practitioner from the University's panel of doctors;
- ii. In the event of illness being so acute that the student cannot subscribe to (i) above, he/she should obtain a medical certificate from his/her private physician and in addition the physician should be required to supply the University Student Medical Officer with the reasons for the student's absence from the examinations; and
- iii. Ensure that the report is submitted to the University Student Medical Officer.

## **17. AEGROTAT DEGREE** *(See also University Examination Regulations)*

A candidate who has been absent through illness for one or more examinations held in respect of Level II or Level III courses may apply for an exemption from these examinations provided that:

- i. No exemption shall be granted in respect of any course unless the candidate has successfully completed all the required work for the course and has achieved, in the opinion of his/her tutor(s) and of the Department, a satisfactory level of performance in the course;

- ii. No exemption shall be granted unless the candidate has obtained the minimum 30 Level I credits and at least twelve Level II credits;
- iii. No exemption shall be granted in respect of any dissertation or project;
- iv. The total number of credits for which exemption may be granted shall not exceed eighteen, except that where a student has satisfactorily completed both the Level I and Level II programmes, exemption may be granted from a total of twenty-four credits.

**Such exemption shall permit the student, on completion of all the other requirements for the BA degree, to apply for an aegrotat degree.**

## **18. REGULATION CONCERNING PLAGIARISM/CHEATING**

Plagiarism is a form of cheating.

Plagiarism is the unauthorised and/or unacknowledged use of another person's intellectual efforts and creations howsoever recorded, including whether formally published or in manuscript or in typescript or other printed or electronically presented form and includes taking passages, ideas or structures from another work or author without proper and unequivocal attribution of such source(s), using the conventions for attributions or citing used in this University.

**See University Plagiarism Regulation for the Penalties**

## **19. REGULATIONS CONCERNING ABSENCE FROM LECTURES/TUTORIALS/WORKSHOPS SEMINARS, CONVERSATIONS AND LABORATORY CLASSES WITHOUT MEDICAL CERTIFICATE**

- (i) Students in courses taught in the School of Education, the Caribbean School of Media and Communication, the Department of Modern Languages, and the Department of Language, Linguistics and Philosophy, must attend no less than 75% of all lectures, tutorials, and/or conversation and laboratory class activities, associated with the courses in their various study programmes.
- (ii) Students in courses taught in the Departments of History and Archaeology, Language, Linguistics and Philosophy, Literatures in English, Library and Information Studies, and the Institute of Caribbean Studies, must attend no less than 75% of all tutorial classes associated with the courses in their various study programmes.
- (iii) Students in breach of 19(i) or 19(ii), on the request of the relevant Department/Institute/School, may be debarred from the final examination(s) associated with the course(s) at the end of the semester.
- (iv) Heads and/or Directors may submit the request for debarment to the Dean for consideration and recommendation to the Mona Campus Academic Board. Requests for debarment in the first semester cannot be made later than 20<sup>th</sup> October. Requests for debarment in the second semester cannot be made later than 20<sup>th</sup> March.

Following the Academic Board's endorsement of the Faculty's recommendation, the designation to be recorded for such delinquent students shall be **DB** (Debarred).



## 20. THE GPA MARKING SCHEME FOR EXAMINATIONS

- (i) The grade conversion table below shows the relationship between grades and corresponding quality points. Students are encouraged to read carefully the University's GPA Regulations, which came into effect in the 2003/04 academic year.

GRADE	% RANGE	POINTS
A+	90 -100	4.30
A	80 - 89	4.00
A-	75 - 79	3.70
B+	70 - 74	3.30
B	65 - 69	3.00
B-	60 - 64	2.70
C+	55 - 59	2.30
C	50 - 54	2.00
F1	40 - 49	1.70
F2	30 - 39	1.30
F3	0 - 29	0.00

- (ii) A student whose GPA for a given semester is less than 2.0 will be deemed to be performing unsatisfactorily and will be placed on warning. **A student on warning** whose GPA for the succeeding semester is less than 2.0 will be required to withdraw from the Faculty.

## 21. REQUIREMENTS FOR THE AWARD OF THE DEGREE

In order to qualify for a degree a student must have completed a **MINIMUM** of 90 credits as follows:

- (i) At least 30 credits shall be for Level I courses including Foundation courses (FOUN1016/FOUN1019 and FOUN1002), and a basic foreign language course (except for those students who satisfy 2 (i and ii) on page 4);
- (ii) At least 30 credits shall be taken at Level II (including Foundation courses (FOUN1201 and FOUN1301), 21 of which shall be for courses exclusively at Level II. The remaining three credits may be taken from Levels II or III courses;
- (iii) At least 30 credits shall be taken at Level III, 24 of which shall be for courses exclusively at this Level. The remaining six credits may be taken from Levels II or III courses;
- (iv) At least NINE of the 90 credits required for the degree must be taken from within the Humanities and Education group of subjects outside of the department of the student's declared Major/Special. Philosophy majors however have the option to register for these credits either from other disciplines within their department or from another department within the Faculty. Majors in Linguistics programmes may also satisfy this requirement by taking courses in Philosophy.
- (v) On entry declare a Major(s) or Special.
- (vi) Satisfy the requirements for the declared Major(s) or Special.
- (vii) Where relevant, satisfy the requirements for any Minor declared by the student.

**Note: Students with a single Major are not normally allowed to take more than a total of 90 credits.**

## 22. DETERMINATION OF CLASS OF DEGREES

- (i) In order to be eligible for the award of a degree, candidates must **have a GPA of at least 2.0**.
- (ii) The Class of degree to be awarded shall be determined on the basis of weighted (programme) Grade Point Average (GPA).
- (iii) In the calculation of the weighted (programme) GPA, a weight of zero shall be applied to all Level I courses as well as the Foundation Courses (FOUN1201 and FOUN1301).
- (iv) Levels II and III courses shall have equal weight (credit for credit) in the determination of the weighted (programme) GPA.
- (v) A course designated at registration as Pass/Fail shall not count in the determination of the weighted (programme) GPA.
- (vi) The class of degree shall be awarded as follows:
  - **First Class Honours:** Weighted GPA 3.60 and above
  - **Second Class Honours (Upper):** Weighted GPA 3.00 – 3.59
  - **Second Class Honours (Lower):** Weighted GPA 2.50 – 2.99
  - **Pass:** Weighted GPA 2.00 – 2.49

### GUIDELINES FOR REGISTRATION FOR NEW STUDENTS

#### Full-time Level I students should register for 30 credits for the year as follows:

1. Foundation courses: FOUN1016 Critical Reading and Expository Writing in the Humanities and Education (Semester 1) and FOUN1002 Language-Argument (Semester 2).
2. A 3-credit foreign language course. Students who have passed a foreign language at the CSEC/CXC level, or who are native speakers of a foreign language, are exempt from this requirement. **(Exemption to native speakers is subject to the approval of the Head of the Modern Languages & Literatures Department).**
3. Compulsory courses for majors (as prescribed)
4. Free electives

#### Part-time Level I students should register for the following number of credits for the year:

1. Students with normal matriculation or lower level matriculation with at least one CAPE subject should register for up to 21 credits **which must include FOUN1016/FOUN1019 and FOUN1002.**
2. Students with lower level matriculation (with no CAPE units) should register for up to 15 credits **which must include FOUN1016/FOUN1019 and FOUN1002**

**Part-time students, too, must observe the order of priority listed in 1-4 above, when choosing their courses.**

### IMPORTANT!!

- i. All Humanities-based students of the Faculty are required to register for **nine (9) credits, outside of the department of their declared major, within the group of subjects in Faculty of Humanities and Education**. These can be done across all three levels. Philosophy majors however have the option to register for these credits either from other disciplines within their department or from another department within the Faculty. Majors in Linguistics programmes may also satisfy this requirement by taking courses in Philosophy.
- ii. Students without Grade 1 in CSEC/CXC English or Grade 1 or 2 in CAPE Communication Studies are required to sit and pass the English Language Proficiency Test (ELPT) prior to registering for FOUN1016 or FOUN1002. Other grounds for exemptions from the ELPT exist; consult <http://www.mona.uwi.edu/dllp/language/elptu> for detailed information.
- iii. Students who are not exempt from the ELPT and who have earned a grade 2 in that test should register for FOUN1019 Critical Reading & Writing in the Disciplines (year-long) instead of FOUN1016. These students will be required to pass that course before registering for FOUN1002 Language-Argument.

### GUIDELINES FOR PROBLEM RESOLUTION

Students of the Faculty of Humanities and Education are required to elect a student representative for each course they are pursuing, to serve as a liaison representing students' views to the respective Department. A Faculty student representative should also be elected by students to sit on the Board of the Faculty. The Board, which meets monthly, is a forum for discussing academic and other policies and issues of the Faculty.

Students who have complaints or problems may either themselves or via their course or Faculty representatives bring them first to the attention of their tutor or lecturer. If unresolved, they can then take the matter to the Head of the Department concerned, and subsequently to the Dean. If still unresolved, the matter can then be brought to the attention of the Deputy Principal.

## PRIZES AND AWARDS

The Faculty has a wide range of prizes and awards available for outstanding students in all three years; eligibility for these prizes normally presupposes a minimum of a **B+** average in the preceding year.

Departmental prizes are available in all departments in the Faculty as follows:

PRIZE	CRITERIA
<b>DEPARTMENT OF HISTORY AND ARCHAEOLOGY</b>	
Neville Hall Prize	Awarded to the student with the best results in courses covering the History of the Americas over Levels I, II & III
Walter Rodney Prize	Awarded to the student with the best results in courses concerned with the History of Africa over Levels I, II & III.
Elsa Goveia Prize	Awarded to the student with the best results in HIST2006: Conquest Colonization and Resistance in the Caribbean 1600-the end of Slavery, or HIST2007: Freedom, Decolonization and Independence in the Caribbean since 1804.
Gladwyn Turbutt Prize	Awarded to the students with the Most outstanding academic performance in: <ul style="list-style-type: none"> <li>● Archaeology</li> <li>● Asian History</li> <li>● Atlantic World History</li> <li>● European History</li> <li>● Historical Methodology</li> <li>● Heritage Studies</li> </ul>
<b>DEPARTMENT OF LITERATURES IN ENGLISH</b>	
Ian Randle Prize	Awarded to the student with the most outstanding academic performance in Literatures in English at Level I
Peepal Tree Prize	Awarded to the student with the most outstanding academic performance at Level II in Literatures in English
Vicens Prize	Awarded to the student with outstanding academic performance in Literatures in English, Level II
UWI Bookshop Prize	Most outstanding academic performance in Literatures in English at Level III
Brodber/Pollard Prize	Awarded to the student with the most outstanding performance in Creative Writing, Prose Fiction
Melvina Myrie-Mckenzie Prize	Awarded to the student with the most outstanding academic performance in Prose Fiction at Level I
Modesta Riley Cooper Prize	Awarded to the B.Ed. student with the most outstanding academic performance in a Level I Literatures in English course
Mervyn Morris Prize	Awarded to the student with the most outstanding academic performance in Creative Writing at Level II
Gloria Lyn Prize	Awarded to the student with the most outstanding academic performance in any West Indian Literature course
Perry Henzel Prize	Awarded to the student most outstanding academic performance in LITS2606: Creative Writing Screen and Stage
Departmental Prize	Awarded to the student with the most outstanding academic performance in any Level II Film course

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES	
William Mailer Prize	Awarded to the most outstanding Level I French student.
Prix Jambec Prize	Awarded to the most outstanding Level II French student
Gertrude Buscher Prize	Awarded to the most outstanding Level III French student.
French Embassy Prize	Awarded to the student with the most outstanding academic performance in French for the particular academic year.
Gabriel Coultard Prize	Awarded to the most outstanding Level II Spanish Student
Paul Davis Memorial Prize	Awarded to the most outstanding Level III Spanish Student
Kemlin Laurence Prize	Awarded to the student with the most outstanding academic performance in Spanish language and Literature
Translators and Interpreters Association prize	Awarded to the most outstanding Level II/III Student in Spanish translation (Move this below to the Spanish prizes)
Chinese Embassy Prize	Awarded to students with the most outstanding academic performance in Chinese at Levels I, II & III
Japanese Embassy Prize	Awarded to the student with the most outstanding academic performance in Japanese over levels I, II & III
Departmental Prize	Awarded to the student with the most outstanding academic performance in Spanish Literature and Film at Level III
DEPARTMENT OF LANGUAGE LINGUISTICS AND PHILOSOPHY	
Language Prize	<p>Awarded to the student with the most outstanding academic performance in the following Foundation courses:</p> <ul style="list-style-type: none"> <li>● FOUN1002</li> <li>● FOUN1016</li> <li>● FOUN1013</li> <li>● FOUN1014</li> <li>● FOUN1019</li> <li>● LANG 3001</li> </ul>
Linguistics Prize	<p>Awarded to the most outstanding academic performance in:</p> <ul style="list-style-type: none"> <li>● Linguistics - Level I</li> <li>● Formal Linguistics – Level II</li> <li>● Non-Formal Linguistics – Level II</li> <li>● Formal Linguistics – Level III</li> <li>● Non-Formal Linguistics Level III</li> </ul>
John Reinecke Memorial Prize	Awarded to the graduating student with the most outstanding academic performance in Linguistics
Philosophy Prize	<p>Awarded to the student with the most outstanding academic performance in:</p> <ul style="list-style-type: none"> <li>● Philosophy - Level I</li> <li>● Philosophy – Level II</li> <li>● Philosophy – Level III</li> </ul>
Philosophy Prize	Awarded to the student with the most outstanding academic performance in Philosophy
DEPARTMENT OF LIBRARY AND INFORMATION STUDIES	
Alumni Prize	Awarded to the most outstanding Level I student
Departmental Prize	Awarded to the most outstanding Level II student
Daphne Douglas Prize	Awarded to the student who portrays the utmost personal and professional development

Dorothy Collings Prize	Awarded to the most outstanding graduating student at the: <ul style="list-style-type: none"> <li>● Undergraduate Level</li> <li>● Graduate Level</li> </ul>
Hazel Bennett Prize	Awarded to the student with the most outstanding academic performance in a Level I Management course: Management of Information Units (LIBS1201)
Fay Durrant Prize	Awarded to the student with the most outstanding academic performance in the course, Access to Information in the Caribbean (LIBS3901)
Stephney Ferguson	Awarded to the student with the most outstanding academic performance in the graduate course, Trends and Issues in Library and Information Work (LIBS6901)
Records Management Prize	Awarded to the student with the most outstanding academic performance in the graduate course, Records Management in the Digital Age (ACRM6004)
<b>CARIBBEAN SCHOOL OF MEDIA &amp; COMMUNICATION (CARIMAC)</b>	
Departmental Prize	Awarded to the student with the most outstanding academic performance in each of the following specialization areas. <ul style="list-style-type: none"> <li>● BA Journalism</li> <li>● BA Integrated Marketing Communication</li> <li>● BA Digital Media Production</li> <li>● BFA Film Production</li> <li>● BFA Animation</li> </ul>
Director's Prize	Awarded to the most outstanding graduating student at the undergraduate level
<b>INSTITUTE OF CARIBBEAN STUDIES (ICS)</b>	
Departmental Prize	Awarded to the most outstanding academic performance in Entertainment and Cultural Enterprise Management.
Stuart Hall Prize	Awarded to the undergraduate student with the most outstanding academic performance in Cultural Studies
Departmental Prize	Awarded to the graduate student with the most outstanding academic performance in the Department's graduate courses
Caribbean Civilization Prize	Awarded to the student with the most outstanding academic performance in the foundation course, Caribbean Civilization (FOUN1101)
<b>SCHOOL OF EDUCATION</b>	
Departmental Prize	Awarded to the student with the most outstanding academic performance in the following areas: <ul style="list-style-type: none"> <li>● Language Education: English</li> <li>● Language Education: Literacy Studies (Mona &amp; Moneague)</li> <li>● Mathematics Education</li> <li>● Educational Administration</li> <li>● Science Education</li> <li>● History Education</li> <li>● Social Studies/Geography Education</li> <li>● Computer Science/Information Technology</li> <li>● School Librarianship</li> <li>● B.Ed. Online (Open Campus)</li> </ul>
Madge Hall Prize	Awarded to the student with the most outstanding academic performance in B.Ed. 90 credit programme

School of Education Prize	Awarded to the student with the most outstanding academic performance at Level II
The Professor Aubrey Phillips Prize	Awarded to the student with the most outstanding academic performance at Level III
The Professor John Figueroa Prize	Awarded to the student with the most outstanding academic performance in the Diploma in Education programme
<b>FACULTY PRIZES</b>	
The Dean's Award for Excellence	The Faculty recognizes the distinction achieved by its most outstanding student in Levels I, II and III of the Undergraduate Programme by awarding to such students the Dean's Award for Excellence.
Faculty Prize	Awarded each year to the top FIVE (5) outstanding full-time students at Levels I and II. Students must have completed courses <b>exclusively</b> at Level I (for level I students) and II (for level II students) in order to be considered.
Mokimon Prize	Awarded to the most outstanding part-time/evening student upon completion of his/her Level I courses (30 credits).
<b>UNIVERSITY PRIZES</b>	
The Hugh Springer Prize	This is a cross campus prize awarded to the most distinguished graduating undergraduate student in the Faculties of Humanities and Education and Social Sciences as a whole

# **PART II**

## **FOUNDATION COURSES & RESEARCH PROJECT**



## **FOUNDATION COURSES**

The University **requires all** undergraduate students to complete at least twelve credits of Foundation Courses over the period of their degree. The specific regulations relative to Foundation Courses will be available to students on entry.

BA students are required to take six or nine credits of Foundation courses at **Level I** within the Faculty of Humanities and Education plus six other credits of the Foundation Courses offered outside the Faculty at **Level II**. These are:

### **LEVEL I**

#### **EITHER**

FOUN1016 - Critical Reading and Expository Writing in the Humanities and Education

#### **OR**

FOUN1019 - Critical Reading & Writing in the Disciplines

#### **AND**

FOUN1002 - Language: Argument

#### **NOTE:**

- (i) Students without Grade 1 in CSEC English/Grade 1 or 2 in CAPE Communication Studies are required to sit and pass the English Language Proficiency Test (ELPT) prior to registering for FOUN1016 and FOUN1002.
- (ii) Students who are not exempt from the ELPT and who have earned a grade 2 in that test should register for **FOUN1019: Critical Reading & Writing in the Disciplines** (year-long) instead of **FOUN1016**. These students will be required to register for **FOUN1002: Language Argument** in their second year of study.
- (iii) Students enrolled in Bachelor of Education (B.Ed.) programmes should not register for FOUN1002. These students have the option to register for FOUN1101: Caribbean Civilisation and either FOUN1201 or FOUN1301.

### **LEVEL II**

FOUN1201 - Science, Medicine & Technology in Society  
(Offered by the Faculty of Science and Technology)

FOUN1301 - Law, Governance, Economy & Society.  
(Offered by the Faculty of Social Sciences)

With special permission of the Dean, students **may** be allowed to take **FOUN1101: Caribbean Civilization in lieu of FOUN1201** where the programme has largely a non-Arts core; for example BA students majoring in Computer Science, Geography or Mathematics.

## **COMPULSORY RESEARCH-LINKED CREDITS**

All BA students are required to take at least one 3-credit research-linked course at Level III from the Faculty's approved list (see below). Courses may be added to the list by departments from time to time. As an alternative to this requirement, a student may, with permission of the Department concerned, be allowed to take the Research Project, HUMN3099.

COURSE CODE	COURSE TITLE	CREDITS
HUMN3099	Research Project	6
CARIMAC		
COMM3910	Communication Analysis and Planning	6
COMM3399	Media Research and Production	6
MDIA3004	New Media Portfolio Presentation	3

DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
HIST3008	Race Ethnicity in the British Caribbean	3
HIST3013	History of the Jamaican Landscapes	3
HIST3019	History of West Indies Cricket	3
HIST3025	Banking in the Commonwealth Caribbean	3
HIST3105	The Idea of Liberation in Latin America	3
HIST3203	The Black experience in the USA	3
HIST3301	Origin and Development of Apartheid	3
HIST3305	Culture, Religion and Nation Building in West Africa Since 1500	3
HIST3310	Colonialism and Underdevelopment in West Africa Since 1800	3
HIST3407	The Holocaust in History	3
HIST3601	Capitalism and Slavery	3
HIST3610	Emancipation in the Americas	3
HIST3901	Urban Heritage of Jamaica	3
HIST3902	A Century of Politics in Free Jamaica	3
INSTITUTE OF CARIBBEAN STUDIES		
CLTR3406	Documentary Film	3
CLTR3507	Gender and Sexuality in Jamaican Popular Music	3
MUSC3300	Bob Marley & his Music	3
DEPARTMENT OF LANGUAGE, LINGUISTICS AND PHILOSOPHY		
LING3399	Language Planning	6
PHIL3099	Research in Philosophy	6
DEPARTMENT OF LIBRARY AND INFORMATION STUDIES		
LIBS3901	Access to Information in the Caribbean	3
DEPARTMENT OF LITERATURES IN ENGLISH		
LITS3111	Contemporary Science Fiction	3
LITS3316	Post-Colonial Literature I	3
LITS3317	Post-Colonial Literature II	3
LITS3319	The Sonnet	3
LITS3504	W.I. Literature 'Special Author A	3
LITS3505	W.I. Literature 'Special Author' Seminar B	3
HUMN3199	Research Topics in Comparative Caribbean Literature	6
DEPARTMENT OF MODERN LANGUAGES AND LITERATURES		
FREN3507	Francophone Caribbean Literature I: Martinique-Guadeloupe	3
FREN3508	Francophone Caribbean Literature I: Haiti	3
SPAN3301	Issues in Contemporary Cuban Culture	3
SPAN3703	The New Spanish American Novel	3
SPAN3714	Latin American Cinema	3

UNITED THEOLOGICAL COLLEGE OF THE WEST INDIES		
THEO03303	Church and Development II	3
DEPARTMENT OF GEOGRAPHY AND GEOLOGY		
GEOG3430	Geography Research Project	6
DEPARTMENT OF MATHEMATICS		
MATH3423	Research Project in Mathematics	3
DEPARTMENT OF COMPUTING		
COMP3901	Capstone Research Project	3

### **HUMN3099 RESEARCH PROJECT**

- 1) Students shall develop a topic which must be substantially different from any course-work in the programme undertaken by the student. The topic must be approved by the Moderator of HUMN3099. In all cases, approval will only be given when the topic is feasible and a Supervisor has been identified. The topic need not be limited to the Caribbean.
- 2) An outline plan indicating the scope and organization of the proposed study should be submitted when seeking topic approval.
- 3) Topics approved by the Moderator shall be registered by the end of the registration week of the ensuing Semester 1.
- 4) The paper shall be between 5,000 and 8,000 words excluding bibliography, and must be of a quality appropriate to the work of an undergraduate in the final year of the degree course.
- 5) Each student shall arrange and observe a schedule of regular consultations with his/her Supervisor.
- 6) In cases where all regulations governing Final Year Supplemental Examination have been met (i.e. that the candidate has only these 6 credits left to complete the degree and has obtained at least 45% in HUMN3099, candidates who, having duly submitted, do not pass at the first attempt and wish to graduate without losing time may re-submit not later than the last Friday before the beginning of the next academic year.

# PART III

## **BA/BFA PROGRAMMES (MAJORS, SPECIALS, DIPLOMAS, MINORS & FACULTY COURSES)**

## CARIBBEAN SCHOOL OF MEDIA AND COMMUNICATION (CARIMAC)

### MESSAGE FROM THE DIRECTOR OF CARIMAC



The Caribbean School of Media and Communication (CARIMAC) remains relevant in an era where many essential processes are governed and facilitated by media and communication. Our longstanding contributions to the field come in the form of producing educated and skilled graduates in the areas of Journalism, Digital Media Production (DMP), Animation, Film Production and Integrated Marketing Communication (IMC). Upon completion of your first degree, we invite you to apply to one of our postgraduate programmes. At this level, we offer Master of Arts degrees in Communication Studies (CS), Communication for Social and Behaviour Change (CSBC), IMC, and Media Management. We also offer an M.Phil/Ph.D in Communication Studies.

At the School we prioritize producing educated and skilled graduates who will go on to be changers and shapers in the global work environment. Entrepreneurial, creative, design, problem-solving, analytical and managerial skills are therefore among those we help you hone. Our recent acquisition of new equipment geared toward strengthening our Film Production and Animation programmes is a testament of this.

Going forward, CARIMAC intends to build on our accomplishments by increasing the School's scholarly research output, making teaching more versatile, improving facilities for our students and staff, and continuing on the qualitative expansion of our programmes and student output at all levels. In light of this, in addition to offering most compulsory undergraduate courses in Semesters 1 and 2 of each academic year, we now offer credited courses during the summer. Additionally, the internship programme incorporated into our various undergraduate programmes is geared toward ensuring that our students get necessary real-life training to complement their university education. In short order also, we intend to offer blended learning, which incorporates both face-to-face and online methods of delivering our curriculum.

Your acceptance into CARIMAC speaks volumes of your abilities and capabilities, as the field is a competitive one that is rigorously monitored on a constant basis. It is therefore expected that throughout your years of study high standards and discipline are maintained so that The University of the West Indies can remain among the top five percent of best universities in the world. We anticipate that this partnership will yield a year stapled with achievements at all levels. Welcome, and have a productive and successful academic year.

Dr. Livingston A. White

## **B.A. PROGRAMMES IN THE CARIBBEAN SCHOOL OF MEDIA AND COMMUNICATION: MAJORS, SPECIALS AND MINORS**

### **SPECIAL IN ANIMATION**

The Bachelor of Fine Arts (BFA) in Animation is a three-year programme designed to produce graduates skilled in animation and capable of working independently or to become employed in local, regional and international animation production enterprises. Animation is an expansive art form with multiple sub-areas that must be mastered. Students will not specialize in any one animation discipline, but will instead be exposed to multiple techniques and production workflows in the areas of 2D and 3D Animation, as well as Motion Graphics. This programme aims to create well-rounded animators capable of participating at multiple points of the production pipeline in the various animation disciplines.

Students will be taught the history and principles of 2D Animation, which act as a foundation for the teaching of other aspects of animation. Key concepts in the area of motion analysis will also be taught consistently throughout the programme. Every student must develop a commanding knowledge of key framing, squash and stretch, anticipation and overlapping action as tenets of the professional practice. These techniques are commonplace in 2D Animation but are also applicable to 3D Animation and Motion Graphics, which will also be taught. Students will be trained in the use of industry-standard software while also taking part in courses geared at developing the higher order skills required to execute complex animation, visual effects and motion graphics productions.

A robust competency in drawing is at the core of this programme since each animation sub-area requires a high-level of drawing dexterity. A series of drawing workshops throughout the three years of the programme provides continuous development of the students' drawing ability. The content of these workshops is aligned with assignments in the core animation courses, supporting and reinforcing the content being covered. The programme combines both critical theory and applied production, with drawing serving as a prime tool for conceptual character and scenic development.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>ANIM1001</b> <b>ANIM1002</b> <b>ANIM1011</b> <b>ANIM1020</b>  <b>COMM1001</b> <b>COMM1121</b>  <b>AND</b>  <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b> <b>Foreign Language</b>  <b>1 Free elective</b>	<b>ANIM2003</b> <b>ANIM2012</b> <b>ANIM2013</b> <b>ANIM2021</b> <b>ANIM2030</b>  <b>COMM2110</b> <b>COMM2201</b>  <b>AND</b>  <b>FOUN1201</b> <b>FOUN1301</b>  <b>1 Free elective</b>	<b>ANIM3014</b> <b>ANIM3031</b> <b>ANIM3040</b> <b>MDIA3004</b> <b>LANG3001</b>  <b>COMM3399**</b>  <b>AND</b>  <b>3 Free electives</b>
<b>*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.</b>		
<b>** Research linked course</b>		

**NB. Compulsory: THREE Humanities non-major courses**

## MAJOR IN DIGITAL MEDIA PRODUCTION

The purpose of the BA in Digital Media Production is to meet an increasing demand in the media and communication services for specific and focused skills in web-based media design and production technologies. The growth of the World Wide Web and the Internet over the past decade has created these demands for new skills to exploit the advantages of the new communication platforms.

This programme will allow the Institute to move towards producing graduates with a sharper perspective that is more focused on best practices in the media and communication services. The graduates' skills will be more marketable.

Consequently, the BA in Digital Media Production programme will develop the skill of communicating creatively. Using digital tools and design principles, students will be encouraged to solve design and communication problems.

The BA in Digital Media Production is **ONLY** offered at the Western Jamaica Campus, Montego Bay, St. James.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>MDIA1001</b> <b>MDIA1002</b> <b>MDIA1003</b> <b>MDIA1004</b> <b>MDIA1006</b>  <b>COMM1001</b> <b>COMM1121</b>  <b>AND</b>  <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b>  <b>Foreign Language</b>	<b>MDIA2002</b> <b>MDIA2003</b> <b>MDIA2004</b> <b>MDIA2005</b> <b>MDIA2006</b>  <b>COMM2110</b> <b>COMM2201</b>  <b>AND</b>  <b>FOUN1201</b> <b>FOUN1301</b>  <b>Free elective</b>	<b>MDIA3001</b> <b>MDIA3002</b> <b>MDIA3003</b> <b>MDIA3004**</b> <b>MDIA3005</b> <b>LANG3001</b>  <b>COMM3399**</b>  <b>AND</b>  <b>2 / 4 Free electives</b>
<p><b>*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.</b></p> <p><b>** Research linked course</b></p> <p><b>***COMM3399 is recommended but not compulsory</b></p>		

**NB. Compulsory: THREE Humanities non-major courses**

## SPECIAL IN FILM PRODUCTION

The purpose of the Bachelor of Fine Arts in Film Production is to meet the demand to produce graduates who have skills that are aligned with contemporary best practice in filmmaking and production and who have the theoretical, educational and technical understanding of film creation and production.

The programme will be delivered in six semesters over three years. Students will complete five three credit courses per semester, with a mandatory Practical Application in Film Production (FILM3901) course with components starting in the summer breaks between years one and two and years two and three.

The programme has been structured to provide a continuity of application with courses building on one another and assignments across courses building on the skills and insights acquired from courses in the programme.

The programme will be offered as a special (that is a minimum of 54 credits); this is in light of the fact that the programme is a BFA and is designed to facilitate more intense study and production in the area of Film.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>FILM1810</b> <b>FILM1820</b> <b>FILM1823</b> <b>FILM1830</b>  <b>COMM1001</b> <b>COMM1121</b> <b>COMM1234</b>  <b>AND</b>  <b>FOUN1016/FOUN1019</b> <b>FOUN1002</b> <b>Foreign language</b>  <b>1 Free elective</b>	<b>FILM2812</b> <b>FILM2815</b> <b>FILM2824</b> <b>FILM2826</b>  <b>COMM2110</b> <b>COMM2201</b>  <b>AND</b>  <b>FOUN1201</b> <b>FOUN1301</b>  <b>2 Free electives</b>	<b>FILM3815</b> <b>FILM3901</b> <b>FILM3829</b>  <b>LANG3001</b> <b>COMM3399**</b>  <b>AND</b>  <b>4 Free electives</b>
<p><b>*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.</b></p> <p><b>** Research linked course</b></p>		

**NB. Compulsory: THREE Humanities non-major courses**



## MAJOR IN JOURNALISM

The Bachelor of Arts in Journalism is to meet an increasing demand in the media and communication services for specific and focused skills in across traditional and new journalistic platforms.

The programme will be delivered in six semesters over three years. Students will complete five three-credit courses per semester, with a mandatory internship between the second and final years, and which will value three credits. Students will require 90 credits to fulfill requirements for graduation from the programme.

The purpose of the programme is to produce graduates with the skills to meet a growing need for journalists who are competent in an increasingly converged media industry. The graduates from the programme will be competent in working on four journalistic platforms – print, radio, television and new media. These converged skills are in keeping with changes in the structure and operations of media, and will make the graduates more relevant and marketable to media and communication services.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>JOUR1004</b> <b>JOUR1001</b>  <b>COMM1001</b> <b>COMM1121</b> <b>COMM1234</b>  <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b> <b>Foreign Language</b>  <b>AND</b>  <b>2 Free electives</b>	<b>JOUR2004</b> <b>JOUR2301</b> <b>JOUR2401</b> <b>JOUR2801</b>  <b>COMM2201</b> <b>COMM2110</b>  <b>FOUN1201</b> <b>FOUN1301</b>  <b>AND</b>  <b>2 Free elective</b>	<b>JOUR3301 or JOUR3801</b>  <b>AND</b>  <b>JOUR3901 (Internship)</b> <b>LANG3001</b> <b>COMM3399 **</b>  <b>AND</b>  <b>5 Free electives</b>
<p><b>*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.</b></p> <p><b>** Research linked course</b></p>		

**NB. Compulsory: THREE Humanities non-major courses**

## MAJOR IN INTEGRATED MARKETING COMMUNICATION

The BA in Integrated Marketing Communication programme fundamentally addresses changes that are taking place in an increasingly converged media and communication environment, where agencies and institutions – corporate, state and para-statal – offer a range of services rather than being engaged as discrete, stand-alone operations. This level of integration that is created by convergence in media and communication is at the heart of this programme. The intention is to produce a graduate who will be competent on converged communication platforms.

Integrated marketing communication (IMC) brings convergence of thoughts, processes and techniques in communication. As public relations and advertising become more interrelated and the field of marketing becomes more concerned with social and behavioural change, the benefit of convergence in promotional, organisational and interpersonal communication becomes even more obvious. IMC is a coordinated strategic programme of total communication and is the most advanced system of communication analysis and planning geared towards maximising efficiency and effectiveness in the design, development and delivery of communication strategies, tactics and tools.

Graduates of the BA in Integrated Marketing Communication programme would have been prepared to become leaders in the process of providing an integrated communication experience for its publics – public, corporate, or social. Consumer or consumption communication is in increasing demand internationally. So too is behaviour change education and communication. Both are demanding research, planning and design skills in advertising, public relations, promotions, and commercial and social marketing that are effectively and efficiently developed, implemented, evaluated and reported on. Graduates from this programme will find careers in corporate public relations, government information agencies, institutional profiling, marketing, social marketing, events planning and management, and electronic commerce.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>IMCC1010</b>  <b>COMM1001</b> <b>COMM1121</b> <b>COMM1234</b> <b>COMM1268</b>  <b>AND</b>  <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b> <b>Foreign Language</b>  <b>2 Free electives</b>	<b>IMCC2601</b> <b>IMCC2801</b> <b>IMCC2701</b> <b>IMCC2900</b>  <b>AND</b>  <b>COMM2201</b> <b>COMM2110</b> <b>FOUN1201</b> <b>FOUN1301</b>  <b>2 Free electives</b>	<b>IMCC3199</b> <b>IMCC3900</b> <b>IMCC3901 (Internship)</b> <b>LANG3001</b> <b>COMM3199 **</b>  <b>AND</b>  <b>At least ONE of the Following:</b> <b>IMCC3601</b> <b>IMCC3701</b> <b>IMCC3801</b>  <b>3 Free electives</b>
SPECIAL IN IMC		
<b>A Student completing the 45 credits for the major in IMC along with additional 9 credits chosen from IMC electives can declare a special in IMC.</b>		
<b>*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1</b>		
<b>** Research linked course</b>		

**NB. Compulsory: THREE Humanities non-major courses**

## **MINORS**

<b>DIGITAL MEDIA PRODUCTION</b>		
<b>MDIA1001 MDIA1004</b>	<b>MDIA2004 MDIA2005 MDIA2006</b>	<b>MDIA3002 MDIA3005</b>
<b>JOURNALISM</b>		
<b>JOUR1001 JOUR1004</b>	<b>COMM2110</b>  <b>Plus any TWO of the following:</b>  <b>JOUR2301 JOUR2401 JOUR2801</b>	<b>LANG3001</b>  <b>Plus any ONE of the following:</b>  <b>JOUR3301 JOUR3801</b>
<b>INTEGRATED MARKETING COMMUNICATION</b>		
<b>COMM1001 IMCC1010</b>	<b>Either COMM2201 Or COMM2110</b>  <b>Plus any TWO of the following:</b>  <b>IMCC2601 IMCC2701 IMCC2801</b>	<b>LANG3001</b>  <b>Plus any ONE of the following:</b>  <b>IMCC3601 IMCC3701 IMCC3801</b>

## **CARIMAC COURSE LISTING**

SEMESTER	COURSE CODE	COURSE TITLE	CREDIT	PREREQUISITE
1	ANIM 1001	Motion Studies	3	None
2	ANIM 1002	Drawing for Animators	3	ANIM1001
1	ANIM 1011	Life Drawing	3	None
2	ANIM 1020	Principles of 2D Animation	3	ANIM1001
1	ANIM 2003	Storyboarding and Screenwriting	3	ANIM1001 & ANIM1002
2	ANIM 2012	Perspective and Composition	3	ANIM1011 & ANIM1002
2	ANIM 2013	Layout	3	ANIM2012
1	ANIM 2030	Principles of 3D Animation	3	ANIM1020
2	ANIM 2021	2D Animation Production	3	ANIM1020
1	ANIM 3014	Digital Painting	3	None
1	ANIM 3031	3D Animation Production	3	ANIM 2030
2	ANIM 3040	Time-Based Typography	3	None
1 & 2	COMM1001	Communication Culture and Caribbean Society	3	None
2	COMM1121	Understanding the Media	3	None
1 & 2	COMM1234	Basic Media Production	3	None
2	COMM1268	Basic Visual Communication	3	None
1	COMM2110	Media Ethics and Legal Issues	3	None
1	COMM2201	Introduction to Communication Research Methods	3	None
2	COMM2202	Advanced Communication Research Methods	3	COMM2201
1	COMM2324	Broadcast Journalism	3	None
2	COMM2901	The Art of Feature Writing	3	None
2	COMM2905	Electronic Publishing	3	None
1	COMM2907	Media, Gender and Development	3	None
1	COMM2926	Organizational Communication	3	None
1	COMM3000	Cross-Cultural Communication for the Caribbean	3	COMM1001 or CLTR1001
Yearlong	COMM3199	Communication Analysis and Planning	6	None
1	COMM3248	Entrepreneurial Skills in the Communication Industry	3	None
2	COMM3269	Business Journalism	3	None
1	COMM3301	Advance Broadcasting Skills – Radio	3	JOUR 2004, JOUR 2401
2	COMM3428	Media and Children	3	None
1	COMM3901	Advertising and Copywriting	3	None

2	COMM3921	Issues in Media and Communication	3	None
2	COMM3931	Introduction to Broadcast Media Management	3	None
Yearlong	COMM3399	Media Research and production	6	COMM2201
1	FILM1810	The Art of Screenwriting	3	None
1	FILM1820	Film Production Fundamentals	3	FILM1810 & COMM1234
2	FILM1823	The Evolution of Cinematic Art	3	None
2	FILM1830	Visual Storytelling	3	None
1	FILM2812	Film Producing	3	FILM1820
1	FILM2815	Film Aesthetics and Genres	3	None
2	FILM2824	Film Directing	3	FILM1820 & FILM2812
2	FILM2826	Art Direction	3	FILM2812 & FILM2824
2	FILM3815	Film Post Production, Compositing & Distribution	3	FILM1820 & FILM2812
1	FILM3829	Art and Experimental Film	3	None
2	FILM3901	Practical Application in Film Production	3	FILM1820, FILM2812 & FILM2824
2	MDIA1001	Web Page Layout and Design with CSS	3	None
2	MDIA1002	Digital Illustration Fundamentals	3	None
2	MDIA1005	Digital Photography and Image Manipulation Fundamentals	3	None
1	MDIA1004	Elements of Style for Design Presentation	3	None
1	MDIA1006	Drawing Fundamentals	3	None
1	MDIA2002	Writing and Report Design for Designers	3	None
1	MDIA2003	Introduction to Video Production	3	MDIA1003 & MDIA1004
2	MDIA2004	Advanced web layout and Design with CSS	3	MDIA1001 & MDIA1004
2	MDIA2005	Communication Through Typography and Layout	3	MDIA1004
2	MDIA2006	Web Animation Fundamentals	3	MDIA1001 & MDIA1006
1	MDIA3001	Online Marketing Strategies	3	None
2	MDIA3002	Motion Graphics and Time-Based media	3	MDIA2003 & MDIA2005
1	MDIA3003	Usability and the Online User Experience	3	COMM2201
2	MDIA3004	New Media Portfolio Presentation	3	MDIA1004
1	MDIA3005	Web Management	3	MDIA2004
2	JOUR1001	Writing for Journalism	3	JOUR1004
1	JOUR1002	History of Journalism	3	None
1	JOUR1004	Principles and Practice of Journalism	3	None

1	JOUR2004	Broadcast Announcing and Presentation	3	JOUR1004
1	JOUR2301	Print Journalism I	3	JOUR1004
2	JOUR2401	Broadcast Journalism – Radio	3	JOUR2004
2	JOUR2801	Broadcast Journalism – Television I	3	JOUR2004
1	JOUR3301	Print Journalism II	3	JOUR2301
2	JOUR3801	Broadcast Journalism – Television II	3	JOUR2801
2	JOUR3901	Journalism Internship	3	Completion of the level II Journalism programme
1 & 2	IMCC1010	Fundamentals of Integrated Communication Planning	3	None
1 & 2	IMCC2601	Public Relations Principles and Practices	3	IMCC1010
2	IMCC2701	Social Marketing Principles and Practice	3	IMCC1010
1	IMCC2801	Advertising Principles and Practice	3	IMCC1010
2	IMCC2900	Media Design and Production I	3	COMM1268
1	IMCC3601	Public Relations Lab	3	IMCC2601 & IMCC2900
1	IMCC3701	Social Marketing Lab	3	IMCC2701 & IMCC2900
1	IMCC3801	Advertising Lab	3	IMCC2801 & IMCC2900
1	IMCC3900	Media Design and Production II	3	IMCC2900
2	IMCC3199	IMC Implementation and Evaluation	3	IMCC3900 & one of: IMCC3601, IMCC3701, IMCC3801

## **COURSE DESCRIPTIONS**

### **CARIMAC CORE COURSES**

CARIMAC students, regardless of their major or special, are expected to complete a combination of courses that provide a foundation in media and communication theories and ethics as well as research and production skills; these courses form what is known as the "CARIMAC Core".

#### **LEVEL I**

##### **COMM1001 COMMUNICATION CULTURE AND CARIBBEAN SOCIETY**

This is a core course which seeks to analyze the evolution of Caribbean culture by focussing on the various forms and media of communication through which that culture has been expressed historically and contemporarily.

##### **COMM1121 UNDERSTANDING THE MEDIA**

Special attention will be paid to the constraints and limitations influencing the products of media practitioners; the basis in identifying and selecting sources; and basic concepts in communication science such as effects of the media, audiences, and media format, portrayal, etc.

##### **COMM1234 BASIC MEDIA PRODUCTION**

This course is designed for students who must develop an ability to create basic media products as an early exposure to content production and use of online platforms. Students will be sensitized to issues regarding the changing media landscape and their impact on the requirements for being a communication professional in the 21<sup>st</sup> century. Basic skills in audio and video production, photography and online content generation will be introduced in this course. Students will learn to record and edit sound; to compose and photograph select subjects; and to edit moving images, supported by appropriate recorded sound, and graphics.

##### **COMM1268 BASICS OF VISUAL COMMUNICATION**

This introductory course will be of interest to students working with multimedia technologies or students studying Art Philosophy, Art Education, and Psychology. CARIMAC students specializing in Integrated Marketing Communication, Journalism, Digital Multimedia Production will find this course particularly useful. The course is open to individuals majoring in Media and Communication-related areas and any other student who has an expressed interest in visual communication. Students will be introduced to the sense of sight and learn how the human eye perceives images.

#### **LEVEL II**

##### **COMM2110 MEDIA ETHICS AND LEGAL ISSUES**

Professional practice within Caribbean media and communication systems are guided by legal and ethical norms that are not sufficiently known by communication practitioners. At present, elements of these norms are taught within different technique areas at CARIMAC. The intention is to present a single main course on the topic, incorporating new areas of practice and spanning all existing technique areas. The course would also take more into account the need for critical assessment and reform of existing laws, ethical principles and professional applications, in light of changing technologies.

##### **COMM2201 INTRODUCTION TO COMMUNICATION RESEARCH METHODS**

This introductory course during the first Semester will deal with approaches to Mass Communication Research emphasizing various theoretical and research traditions, ranging from Positivism to Naturalism. Students are exposed to methods of data collection including survey, content analysis, experiments as well as focus groups, field observation, case study and in-depth interviewing.

## **COMPULSORY RESEARCH-LINKED CREDITS**

Depending on choice of major or special, CARIMAC students can select any of the following level III courses to fulfil their compulsory research-linked credit requirement within the Faculty. These courses may be taken as a substitute for the HUMN3099 (formerly AR3X0) final year research project.

### **COMM3199 COMMUNICATION ANALYSIS AND PLANNING II**

This course is designed to offer participants the opportunity to investigate and formulate in writing a feasible communication project capable of attracting funding and to implement funding. The emphasis is on the supportive function of communications within specific projects for development, whether in agriculture, culture, health, population, education and others. Having completed this course, participants should be able to conduct research for purposes of project planning and evaluation; write proposals for communication support projects; plan, implement and manage such projects and assess the progress of these projects through evaluation.

### **COMM3399 MEDIA RESEARCH AND PRODUCTION**

Media and communication technologies continue to evolve and today's media practitioner must be able to present research information in a variety of formats that go beyond the traditional research paper. Research can now be conducted and presented using formats ranging from digital video and audio documentaries to multimedia formats created for dissemination in various media channels. This course allows the student to conduct research and present the research using select media outputs. Students work with their supervisors during the course of the year to complete a research project that must be presented in a digital format. The emphasis in this course is on research and not on production; the student is therefore expected to be familiar with the production demands for the media format in which they choose to present their research.

### **MDIA3003 USABILITY AND THE ONLINE USER EXPERIENCE**

The goal of this course is to introduce the use of usability metrics to measure the effectiveness of an online user experience. Participants will design, plan and implement a usability study. The usability of a product cannot be effectively measured without critically identifying appropriate metrics and then using the resulting data to determine important information. The course exposes students to tools and techniques that can help to analyze the user experience both qualitatively and quantitatively. Students will be required to review the best methods for collecting, analyzing, and presenting the data.

## **ANIMATION**

### **LEVEL I**

#### **ANIM1001 MOTION STUDIES**

This course is designed to provide students with an introduction to the principles of four-dimensional design through the use of optical toys, stop motion, video, photography and traditional hand drawn animation. Assignments will allow students to explore attributes of movement and time, still photography and moving images, sequential and non-linear narratives. Emphasis will be placed on the relationship of composition, pacing and storytelling rather than technical dexterity.

#### **ANIM1002 DRAWING FOR ANIMATORS**

Building on the principles of observational drawing, this course introduces students to the dynamic aspects of drawing. Emphasis is placed on motion analysis throughout all assignments given. Students are tasked with creating drawings of the human figure that are dynamic and emotive. Great attention is paid to the anatomy and musculature of the human form, specifically movement and proportion. This course assumes students have a basic knowledge of observational drawing, either figure drawing, landscape or still life.



### **ANIM1011 LIFE DRAWING**

This course aims to give students an in-depth introduction to drawing the human form as an integral component in the creation of believable animation. Students focus on specific principles related to structure, proportion, volume and form as they pertain to the human anatomy. This course emphasizes the acquisition of knowledge of the human anatomy and drawing dexterity and as such will include weekly live model studio sessions. These sessions allow students to acquire knowledge of the human anatomy and drawing dexterity to then be used in subsequent courses such as Drawing for Animators.

### **ANIM1020 PRINCIPLES OF 2D ANIMATION**

This course covers the fundamental principles of 2D animation with a focus on character animation utilizing the technique of 'cutout' animation (individual body elements connected by a skeleton or rig) and 'tradigital' animation (a combination of digital and traditional cel animation) workflows. Following an explanation of a typical animation production procedure, students are introduced to some of the terminology commonly found in the industry. Students will learn how to differentiate between keys, breakdowns, x-sheets, in-betweens and the proper indicating and charting thereof. They will create camera keys and layouts, study basic principles including squash and stretch, anticipation and settle, wave principle and overlapping action, and apply these principles to assignments.

## **LEVEL II**

### **ANIM2003 STORYBOARDING AND SCREENWRITING**

This course will explore storytelling, both written and visual, spanning several animation genres and formats, and will allow students to create and review screenplays and storyboards of their own. Building on the history of animation covered in ANIM1001 - Motion Studies, this course involves the analysis of seminal works created by legendary animators. Concepts to be covered include: tools, methods and techniques, visual storytelling and narrative structure, shot composition, acting, character development, scriptwriting, and storyboarding.

### **ANIM2012 PERSPECTIVE AND COMPOSITION**

Building on work done in ANIM1011 - Life Drawing this course aims to introduce students to the fundamental aspects of painting and drawing for animation, expanding observational drawing skills and drawing dexterity. Topics to be covered during the semester include colour theory, composition, perspective, foreshortening, structure, form, volume, line and tone. This course emphasises the acquisition of knowledge and dexterity of observational drawing and as such will include weekly live model and still life studio sessions. This course involves geometric still life compositions, landscapes and live model figure drawing. These sessions allow students to develop an understanding of composition and perspective, while continuing to build drawing dexterity to be used in subsequent courses such as ANIM2013 - Layout and ANIM3031 - 3D Animation Production.

### **ANIM2013 LAYOUT**

This course aims to apply the fundamentals of observational painting and drawing covered in ANIM2012 - Perspective and Composition to the discipline of animation. Within the animation production pipeline the layout process consists of converting scene information contained in the storyboard into a series of assets that can be manipulated by the animation team. Students will explore issues that arise in the visual storytelling process, such as scene planning and pacing, camera framing, blocking and movement, as well as story continuity. All of these storytelling elements must also be balanced with the fundamental principles of drawing, such as balance, contrast, composition, perspective and more.

### **ANIM2021 2D ANIMATION PRODUCTION**

This course is designed to expand upon the principles and techniques of animation established in ANIM1020 - Principles of 2D Animation and presents the student with an opportunity to apply a combination of the knowledge acquired in drawing courses taken throughout the first and second years. This course is meant to be taken alongside ANIM2013 - Layout and ANIM2003 - Storyboarding and Screenwriting the course content of which directly relates to that covered throughout the semester. Students will apply their cumulative knowledge and skills to their final animation project that will be a 60 second film of their own making. This short form piece should be produced at quality level worthy of placement in the student's portfolio.

## **ANIM2030 PRINCIPLES OF 3D ANIMATION**

Building on the content covered in ANIM1020 - Principles of 2D Animation, this course explores the basics of working with and animating rigid body objects in 3D space, using any standard 3D animation software package. Students will get an overview of the entire 3D animation process from modelling to final render, giving them a solid foundation in each of the key aspects of a single animated shot. Topics include UVW mapping, shaders and textures, lighting, NURBS and sub-divisional surfaces, extrusion and box modelling techniques.

### **LEVEL III**

#### **ANIM3014 DRAWING WORKSHOP: DIGITAL PAINTING**

This course aims to translate the fundamentals of traditional painting to the digital format utilising Corel Painter and Adobe Photoshop. It combines principles and techniques covered in previous courses. The nuances of the digital painting workflow are compared to traditional production models. Topics covered include rendering texture, line thickness and quality, simulating paint and other media, colour palette creating, level blending in Photoshop, custom brushes, compositing and the principles of matte painting.

#### **ANIM3031 3D ANIMATION PRODUCTION**

This course covers the art and science of breathing life into a 3D object. Building on what was learnt in 2D animation principles, the course will teach students how to create a working skeletal structure, animate that skeleton in a convincing manner and combine that with facial movement to make a character that evokes emotion. Topics include using the hypervisor, key frame animation in the 3D environment, rigging, blend shapes, inverse and forward kinematics, motion paths, and non-linear approaches to animation.

#### **ANIM3040 TIME-BASED TYPOGRAPHY**

This course explores the creation, design and animation of typographic concepts used in film and television. Students will utilise techniques which mix motion and text to express ideas using animation. The history and fundamentals of typography are explored in-depth as students learn how to use typographic form to express messages and emotion. Topics include the fundamentals of motion graphics, the principles and elements of design, composition, timing and pacing, storyboarding, sound and synchronisation.

## **FILM PRODUCTION**

### **LEVEL I**

#### **FILM1810 THE ART OF SCREENWRITING**

The course explores the fundamental techniques of screenwriting and how to structure a good screenplay. The course explores the elements needed to tell a good story, including an action idea that can propel the story, conflict, 3D characters, a series of obstacles, narrative techniques, and Alfred Hitchcock's suspense techniques and applying them to the personal screenplay students are required to write for this course. The course seeks to give students an insight into what studios or producers look for when they read a screenplay before deciding if they will make it into a film and the skills to create production worthy and marketable scripts, for fiction or non-fiction films.

#### **FILM1820 FILM PRODUCTION FUNDAMENTALS**

The course introduces students to elements of the technical side of filmmaking. This course is an integration of the technical and the artistic, it is about the equipment and how that is used in the context of filmmaking. It includes camera operation, lighting, sound, movement, composition, angles, shot sizes, blocking, lighting and editing techniques.

#### **FILM1823 THE EVOLUTION OF CINEMATIC ART**

The course seeks to enhance students' understanding of the role and development of the art in filmmaking. It will highlight the distinction between art film and mainstream commercial cinema and how they affect the industry. Studying the history of cinematic art will further expose students

to a wider vocabulary in cinematic aesthetics. It will bring together issues such as historical relevance in technique, technology and the social implications of various filmic expressions.

### **FILM1830 VISUAL STORYINGTELLING**

Focusing on music video and commercial production, this course will apply fundamental cinematic concepts, fine art and visual theory to practical assignments. It seeks to remove the wall between theory and practice and make visual structure easy to use. In the course, students will study traditional storytelling theories and their application to visual narrative design. Although some of these principles are hundreds of years old, others are the results of new, emerging technologies. As students apply the visual principles they will see how important they are to practical production. FILM1830 assignments can therefore be used in the preparation, production and editing of all motion pictures.

## **LEVEL II**

### **FILM2812 FILM PRODUCING**

This course addresses critical areas of production; the roles of the various types of producers, budgeting and scheduling shoots, the order of the production workflow, liaising with relevant film crew and the basic running of a film set.

### **FILM2815 FILM AESTHETICS AND GENRES**

Areas investigated in the course will include the Caribbean aesthetic, film genres, geographical film identities and industries. Students will be exposed to examples of film from short features, documentary film, drama, action experimental and art film, from various eras of cinema and international cinema centres such as the Caribbean, Nollywood, Bollywood, Hollywood Europe and Asia. Students will study the different film formats from a historical cultural and technical perspective as well as how the functions of lighting cinematography editing and art direction symbolism, iconography, are expressed in film as it relates to origin and historical position.

### **FILM2824 FILM DIRECTING**

This course continues students' comprehension of visual expression. It builds on the foundation of studies about the role of the director. Students will examine the role of director as artist, auteur, artist and technician. Students will develop an understanding of the how the director works with actors, script performance and technology in creating a visual realization of the script and how this is expressed this with reference to an understanding of the language and grammar of the screen.

### **FILM2826 FILM ART DIRECTION**

Areas investigated in the course will include the Caribbean aesthetic, film genres, geographical film identities and industries. Students will be exposed to examples of film from short features, documentary film, drama, action experimental and art film, from various eras of cinema and international cinema centres such as the Caribbean, Nollywood, Bollywood, Hollywood Europe and Asia. Students will study the different film formats from a historical cultural and technical perspective as well as how the functions of lighting cinematography editing and art direction symbolism, iconography, are expressed in film as it relates to origin and historical position.

## **LEVEL III**

### **FILM3815 FILM POST PRODUCTION, COMPOSITING AND DISTRIBUTION**

This course will introduce students to the concepts that underpin the techniques employed in finalizing a film project and strategies to promote and screen the production. Students will be exposed to the key techniques and workflow in the postproduction department of filmmaking. Students will gain an understanding of the importance of the postproduction role in the successful completion and exposure of film products.

## **FILM3820 ART AND EXPERIMENTAL FILM**

Student will broaden their understanding of art and experimental film and develop the ability to analyze recognize the techniques employed in this area and how they serve the narrative and visual creativity of the films. It will allow students to consider expressing their cinematic aspirations in varying ways while learning the theories underpinning the techniques in class and on the set. Art and experimental film techniques are of importance and are related to independent features, commercials, television, video animation and video games.

## **FILM3901 PRACTICAL APPLICATION IN FILM PRODUCTION**

The students in part one of the course will be engaged in entry level positions as runners and production assistants placed with film production companies, media organizations, film projects and the film productions of third year students. Each student will be required to complete 240 hours on the course: 80 hours in the first year and 160 in the second year, at the selected production house or on the various production projects. Before embarking on the course students must attend an orientation session where they will be briefed on professional working practices and what will be expected of them.

## **JOURNALISM**

### **LEVEL I**

#### **JOUR1001 WRITING FOR JOURNALISM**

This course instructs on word usage, sentence structure, clarity of expression and the ordering of information in writing news stories. It shows how to convey information in the most efficient and direct manner, and how this can be applied to all journalism platforms. The course addresses the basics of writing as a journalist in a manner that informs the listener, reader and viewer. It demonstrates the need for the journalist to be informed on current affairs.

#### **JOUR1002 HISTORY OF JOURNALISM**

The course provides a regional and international history of journalism. It examines the evolution of journalism from hieroglyphics to the Internet, looking at events and people who have revolutionized journalism, such as Gutenberg and Bose. The course examines journalism trends in the Caribbean, and how Caribbean journalism has developed.

#### **JOUR1004 PRINCIPLES AND PRACTICE OF JOURNALISM**

This course will explain the main principles and practices that are fundamental to journalism. It addresses definitions of journalism and what journalists do. The course covers the organization and culture of the newsroom, demonstrates the responsibilities of each department and post. The course will explain how journalism differs from other forms of communication, such as public relations and advocacy. Students will also be instructed on modes of deportment, the importance of deadlines and punctuality, and how they present themselves as journalists.

### **LEVEL II**

#### **JOUR2004 BROADCAST ANNOUNCING AND PRESENTATION**

The course focuses on announcing for Radio and Television. It develops an appreciation of proper presentation and a sensitivity to appropriate styles that is invaluable to the broadcast journalist. It lays the fundamentals of broadcast presentation that will increase the credibility of the information when it is received by the listener and the viewer. The course aims at making the student comfortable with live and recorded presentation, and concentrates on the different styles of delivery.

#### **JOUR2301 PRINT JOURNALISM 1**

The course develops skills required for newspaper and other forms of print journalism. It addresses gathering and the presenting of that information. The course focuses initially on the news story, the structure of which lies at the core of journalism, but also examines differences between news stories and other forms of journalistic writing, such as features and op-ed columns. It emphasizes writing, editing and layout skills. An introduction to software programmes provides students with the skills necessary for desktop publishing.

### **JOUR2401 BROADCAST JOURNALISM – RADIO**

This course requires students to apply the tenets of journalism gained from earlier courses to the medium of radio. It demands the creation of news content and its delivery, using a range of technical and conceptual skills involved in the production of radio journalism programme formats. Students will be made cognizant of the unique requirements of the medium, and will complement their practical radio journalism skills with the demands of achieving best practices in the professional radio environment.

### **JOUR2801 BROADCAST JOURNALISM – TELEVISION 1**

The course applies the journalism skills that were taught in earlier courses to reporting news for television. It introduces television reporting skills, including the shooting of interviews and footage for news stories. The student will learn to edit, produce and present and critically assess the news. Students are introduced to professional best practices in television news, and are directed to produce broadcast quality television journalism.

## **LEVEL III**

### **JOUR3301 PRINT JOURNALISM II**

This course helps students to develop their magazine writing skills and their design and layout skills. Students will be required to write in-depth articles and will develop specialized reporting skills in aspects such as health, sport and the environment. The course also delivers elements of online journalism such as web credibility, online reporting sources, cyber law, blogging and basic multimedia design.

### **JOUR3801 BROADCAST JOURNALISM – TELEVISION II**

The course introduces advanced television reporting and news gathering techniques, both on location and in the studio. This includes planning and producing, live and recorded news, on location pieces to camera, live reports and news features and packages. It instructs on the use of the camera, writing and editing and audience-generated material creatively and responsibly to bring the television news stories and features to viewers.

### **JOUR3901 JOURNALISM INTERNSHIP**

The internship provides students with a firsthand, practical experience in journalism. Students are interned during the summer at the end of the second year of the Journalism programme. Each student is required to complete a minimum of one-month full-time attachment (160 hours) at a selected media house. Interns are supervised by someone designated by the host. The degree for the BA in Journalism will be awarded only after the successful completion of this component of the programme.

## **DIGITAL MEDIA PRODUCTION**

## **LEVEL I**

### **MDIA1001 WEB PAGE LAYOUT AND DESIGN WITH CSS**

The course provides an understanding of the methodologies used for layout of text and images on the World Wide Web. Students will develop a fundamental understanding of web design while gaining hands on experience with cascading style sheets and HTML.

### **MDIA1002 DIGITAL ILLUSTRATIONS FUNDAMENTALS**

The course is designed to expose participants to the use of vector drawing tools. Participants will learn the principles of vector drawing and apply their understanding to projects such as creating simple illustrations, logos, posters and other vector art.

### **MDIA1003 DIGITAL PHOTOGRAPHY AND IMAGE MANIPULATION**

The course explores the basics of digital photography and image manipulation, students will be exposed to lighting, composition and distinguish between photography for various purposes such as photojournalism. Students will also learn the basic principles of working with image manipulation software such as Adobe Photoshop or the GIMP. The course is hands-on; students are expected to apply their knowledge in practical photography and image manipulation projects.

#### **MDIA1004      ELEMENTS OF STYLE FOR DESIGN PRESENTATION**

The course introduces students to the important elements and principles that work together to make a design visually appealing. Knowledge of these principles is important for understanding what makes a piece an effective design.

#### **MDIA1006      DRAWING FUNDAMENTALS**

The course introduces students to the skills associated with hand drawing. There will be an emphasis on the process of drawing, including understanding of how to represent proportion, light, depth and texture. The course provides practical experiences in drawing. Aspects of knowledge gained in this course should be transferable to digital illustration, photography and painting.

### **LEVEL II**

#### **MDIA2002      WRITING AND REPORT DESIGN FOR DESIGNERS**

This course provides an opportunity for students to study and practice various forms of writing necessary for them to be successful designers. Students will learn industry terminology, techniques of writing, styles of writing, ethics, process, and theory in writing for the industry. Students will use planning and research to create professional copy and supporting graphics/charts for media such as: websites, brochures, advertisements, reports, proposals, creative briefs, letters, memos, résumés and other communication. Students will be expected to maintain consistency in documents by appropriately using writing tools and templates.

#### **MDIA2003      INTRODUCTION TO VIDEO PRODUCTION**

This course will allow students to explore, identify, discuss, and apply several aesthetic and production approaches to the aural and visual presentation of information. In this course student will learn pre-production, production, and post production tools as they pertain to audio-visual projects. They will learn the fundamentals of planning and implementing media design projects.

#### **MDIA2004      ADVANCED WEB LAYOUT AND DESIGN WITH CSS**

The course introduces students to up-to-date best practices in Cascading Style Sheets (CSS) based design. Candidates will be exposed to well-known as well as emerging methodologies which can be applied to laying out websites using CSS and supporting technologies.

#### **MDIA2005      COMMUNICATION THROUGH TYPOGRAPHY AND LAYOUT**

This course provides a practical approach to understanding of typographical structure, terminology, and methodologies for visual communication. It looks at how typography is used as a language in graphic design through typographic form, function, hierarchy, construction, context, and effects. Students will develop an awareness of the emotional and intellectual potential of type along with the expressive and aesthetic dimensions of typography.

#### **MDIA2006      WEB ANIMATION FUNDAMENTALS**

This course provides a practical introduction to technologies which can be used for creating animation and interactivity on the World Wide Web such as Flash and HTML5. It also explores emerging standards that can be used for creating web based animations.

### **LEVEL III**

#### **MDIA3001      ONLINE MARKETING STRATEGIES**

The course helps to provide a framework of understanding around effective strategies for promoting a brand or organization online. There are several competencies needed for online marketing, this course deliberately focuses on those skills a student will need to play a supporting role, specifically in the aspects of a marketing campaign that will need to be deployed online. Some of the skills include measurement, budgeting, and determining the priority of various activities. Students will be encouraged to develop an appreciation of the different types of online marketing approaches and how these can be used effectively to engage audiences. The course covers topics such as Social Media, Search Engine Marketing, Search Engine Optimization, and Affiliate Marketing.

### **MDIA3002      MOTION GRAPHICS AND TIME-BASED MEDIA**

The course explores motion graphics and related time based media such as animation, visual effects and basic sound editing. Students will be required to interpret and understand the interaction of composition and choreography in the context of motion sequences, they will also be exposed to common animation techniques such as keying and motion tracking. Students will be encouraged to mix and experiment with different time-based forms such as audio, motion and visual effects.

### **MDIA3003      USABILITY AND THE ONLINE USER EXPERIENCE**

The goal of this course is to introduce the use of usability metrics to measure the effectiveness of an online user experience. Participants will design, plan and implement a usability study. The usability of a product cannot be effectively measured without critically identifying appropriate metrics and then using the resulting data to determine important information. The course exposes students to tools and techniques that can help to analyze the user experience both qualitatively and quantitatively. Students will be required to review the best methods for collecting, analyzing, and presenting the data.

### **MDIA3004      NEW MEDIA PORTFOLIO PRESENTATION**

This course may be taken as a substitute for the HUMN3099 (formerly AR3X0) final year research project. A portfolio is very important for new media professionals. It provides a medium to showcase work and experience to potential employers and collaborators. The course focuses on developing a usable and aesthetically pleasing portfolio. It covers the important processes associated with preparing digital portfolios including conceptualization, identifying suitable formats, preparing work and converting traditional material into a digitally ready form, repurposing digital material and creating a portfolio web site. In addition to learning best practices for developing a personal portfolio, students will also learn approaches to effectively presenting their portfolios for new media career options. The course also prepares students to make presentations incorporating aspects of the digital portfolio during the job interview exercise.

### **MDIA3005      WEB MANAGEMENT**

There are many issues that must be balanced when planning, launching and managing a web site. These include quality, costs, content, schedules and contributors. This course explores both the technical infrastructure and the management issues that must be considered in deploying a website that successfully supports a business or organization. The course covers planning and implementation of websites employing commonly used platforms such as content management systems, e-learning systems and other web applications.

## **INTEGRATED MARKETING COMMUNICATION**

### **LEVEL I**

#### **IMCC1010      FUNDAMENTALS OF INTEGRATED COMMUNICATION PLANNING**

This course is designed for students who will lead the processes of planning, designing and developing advertising, public relations, corporate and social marketing, and promotional communication in both corporate and public enterprises. It is an introduction to the planning, production, delivery and consumption of media and communication images and meanings aimed at long term positive customer relations and desirable individual, collective, private and public behaviour and performance. Students will be introduced to the fundamentals of each discrete area of the marketing and communication mix while developing an appreciation for the integrated platform on which they converge.

### **LEVEL II**

#### **IMCC2601      PUBLIC RELATIONS PRINCIPLES AND PRACTICE**

In this course, participants are introduced to the basic principles of public relations and an understanding of how these principles relate to the practical world of the profession. The course is designed to establish the understanding of public relations as an interdisciplinary field and as a management tool. They will learn specific techniques and skills in writing for media distribution

as an important part of the public relations process. Students will also develop an awareness of public relations as a problem-solving process, using applied and integrated communication planning strategies.

#### **IMCC2701 SOCIAL MARKETING PRINCIPLES AND PRACTICE**

The course provides students with a foundation upon which their practical skills training in developing and implementing a social marketing programme will be based. The overall aim of the course is to develop students' knowledge and critical skills in the principles of social marketing and to underline their understanding of the history and evolution of both the study and practice of social marketing as an approach to communication for social and behaviour change. Students will learn principles and processes involved in developing the social marketing campaign mix from concept to presentation.

#### **IMCC2801 ADVERTISING PRINCIPLES AND PRACTICE**

This course introduces students to a theoretical base for subsequent practice and skills training in creating and implementing advertising campaigns. The general purpose of the course is to provide initial exposure to the processes involved in producing a campaign and the roles of the actors in advertising agencies who manage the campaign. Students will be exposed to principles and processes that form part of developing the advertising campaign from concept to implementation. Advertising analysis will expand students' knowledge and critical skills in advertising theory with the aid of examples from the Caribbean context.

#### **IMCC2900 MEDIA DESIGN AND PRODUCTION I**

Media Design and Production seeks to develop the student's knowledge, practical, technical, and application skills in the creative development and production of visual communication media which form the core of all organizational integrated communications efforts with various publics. Students in this course will learn basic graphic design and layout techniques and principles for desktop publishing as well as skills involved in the design of content for use on social media.

### **LEVEL III**

#### **IMCC3601 PUBLIC RELATIONS LAB**

This course is designed to build on the theories and concepts taught in IMCC2601 – Public Relations Principles and Practice. It will provide final year students majoring in Integrated Marketing Communications with the requisite skills, competencies and knowledge of event planning and promotions in public relations. Students will develop leadership and teambuilding skills as part of the management function of public relations practitioners. The course will facilitate the practical application of the principles of public relations aligned to the achievement of the strategic goals of the organization.

#### **IMCC3701 SOCIAL MARKETING LAB**

At this level, the course seeks to further students' understanding of the social marketing approach as a specialist area of integrated communication planning which could be applied to health-related behaviours, injury-related prevention behaviours, environmental behaviours, or community involvement behaviours. Having been exposed to the principles and practice of social marketing, this course continues the students' exposure to the research, planning, analysis and design of the social marketing campaign. The foundation laid with exposure to the principles and practice of social marketing in IMCC2701 is underscored at this level as the students expand their concept briefs into specific planning, message design and implementation activities. The students will also learn specific research skills which support the design, dissemination and evaluation of the socially beneficial message.

#### **IMCC3801 ADVERTISING LAB**

In this follow-up course to the level 2 course in Advertising Principles and Practice, students focus on ideation and execution of campaign ideas. They will apply their acquired knowledge of layout, design and copy; typography, photography and illustration as well as copywriting for print and Internet advertising; scripting for radio and television as applied in the context of an advertising campaign. Participants will do a group project based loosely on the collaboration of skill sets required to produce effective advertising.



### **IMCC3900      MEDIA DESIGN AND PRODUCTION II**

Media Design and Production II seeks to develop the student's ability to apply design techniques to practical communication projects. The student will learn advanced graphic design skills, audio and video production as well as design for web sites. Designing alternative media formats and integrating them into an existing campaign will also be done during this course. Students will develop and present an integrated media communication campaign. The focus will be on the design elements and material of the campaign. It is expected that the course will support the work done in other final year/level three production courses: IMCC3601-Public Relations Lab; IMCC3701-Social Marketing Lab; and IMCC3801-Advertising Lab.

### **IMCC3199      IMC IMPLEMENTATION AND EVALUATION**

This course is designed to offer participants the opportunity to demonstrate at least entry level mastery in the management, implementation and evaluation of an approved integrated communication project. The emphasis is on the application of IMC theory, principles, processes and techniques while implementing an actual communication project during the 13 weeks/3 months of the semester. During the semester, the students will monitor the progress of the project and make necessary revisions regarding the allocation of human, financial and other resources to ensure that the goals and objectives of the project will be met. Toward the end of the semester, a summative research evaluation exercise will be conducted to assess the success of the implementation. Because the project is being done as part of a programme in integrated communication planning, students must work in groups and the implemented project must incorporate aspects of public relations, advertising, marketing communication and other communication approaches. Students are advised to plan ahead so that proposals done as coursework in IMCC3601: Public Relations Lab; IMCC3701: Social Marketing Lab; or IMCC3801: Advertising Lab can now form the basis of an integrated communication project ready for implementation during this course.

### **IMCC3901      IMC INTERNSHIP**

As part of its ongoing efforts to better prepare students for the world of work, this internship provides students with a firsthand experience in integrated marketing communication areas (public relations, advertising, social marketing). The internship provides practical experience opportunities during the summer, at the end of the student's second year at CARIMAC for those students doing a Bachelor of Arts (BA) in Integrated Marketing Communication (IMC). It allows students to get involved with activities and projects that further hone the skills learnt in public relations, marketing and advertising.

Under the CARIMAC Internship, each student is required to complete a minimum of 160 hours at a selected organization, prior to graduation. The student must be placed under the supervision of someone who is knowledgeable and engaged in the area in which the student is being trained at CARIMAC.

The internship is normally served after completing level II of the IMC programme, during the summer semester between levels II and III so that students can apply what they have learned so far. Subsequently, students return to the final year of the programme with a greater appreciation of the practice of IMC after being exposed to the institutional and occupational culture of communication-related departments/teams of organizations, programmes or projects. The degree for the BA in IMC will be awarded only after the successful completion of this component of the programme.

Before starting the internship, students must attend a mandatory orientation. At this session, students will discuss with the internship coordinator the requirements and expectations of the internship, the code of conduct to be followed while serving the internship as well as any other matters relating to completing the internship. This session is usually held at the end of the second semester of Level II (second year) of the IMC programme.

## **CARIMAC OPEN ELECTIVES**

### **LEVEL I**

#### **COMM1268      BASICS OF VISUAL COMMUNICATION**

This introductory course will be of interest to students working with multimedia technologies or students studying Art Philosophy, Art Education, and Psychology. CARIMAC students specializing in Integrated Marketing Communication, Journalism, Digital Multimedia Production will find this course particularly useful. The course is open to individuals majoring in Media and Communication-related areas and any other student who has an expressed interest in visual communication. Students will be introduced to the sense of sight and learn how the human eye perceives images.

### **LEVEL II**

#### **COMM2901      THE ART OF FEATURE WRITING**

The course will deal with the writing of essays, interviews and profiles, and the writing of feature articles for newspapers and magazines. The course will stress the constant need for thorough research and in-depth reporting as the foundation on which memorable articles are built.

#### **COMM2905      ELECTRONIC PUBLISHING**

Development in electronics has widened the scope, access and span of publishing. The new technologies require new formats and approaches in communication as a practical level. This course should provide students with essential information about all phases of publishing on line. Students should be able to understand the basic principles of electronic publishing and be able to use commonly available technology in publishing.

#### **COMM2907      MEDIA, GENDER AND DEVELOPMENT**

The central focus of this course is to understand and critique the role of the media in constructing and perpetuating notions of gender and development. By the end of the course, students should be able to apply gender analysis in interpreting and deconstructing media content; and in producing media content.

### **LEVEL III**

#### **COMM3000      CROSS-CULTURAL COMMUNICATION FOR THE CARIBBEAN**

The concept and manifestations of culture in the Caribbean are as diverse as the shapes and sizes of the territories within the region. This course seeks to highlight and analyze the existing cultural variations among these cultures, with the overall aims of understanding, sustaining and improving cross-cultural communication within and outside of Caribbean. Students will be exposed to the challenges of globalization; cultural communication and cross-cultural communication theories; an understanding of other cultures; and cross-cultural communication in Business.

#### **COMM3148      ALTERNATIVE MEDIA AND COMMUNITY BASED INITIATIVES**

The course is designed to broaden students' understanding of media beyond traditional mass media and to introduce interpersonal communication and "edutainment" techniques as important media and communication channels in public awareness building, social and behaviour change promotion, and community empowerment. The course also offers an avenue for academic research on the Caribbean experience with alternative media in development.

#### **COMM3248      ENTREPRENEURIAL SKILLS IN THE COMMUNICATION INDUSTRY**

Some students who graduate from the University of the West Indies, having specialised in Media and Communication are equipped with the theoretical and practical skills to enable them to produce a workable business plan. This course is one of the new initiatives seeking to bridge the gap between theory and practice.

### **COMM3269 BUSINESS JOURNALISM**

This course is intended to introduce students to the basics of reporting business and economic affairs. Business and economic news is of increasing importance to the regional economy. On successfully completing this course, students should be able to: report on business matters; use statistics in reporting, translate jargon into news and feature stories, apply reporting skills to budgets and national economies, produce news stories from corporate and institutional sources, as well as to write business stories from non-business sources.

### **COMM3301 ADVANCED BROADCASTING SKILLS – RADIO**

The course has two modules: (a) Advanced Radio News Production and (b) Advanced Broadcast Presentation. The Radio News Production module requires students to produce and present radio news features. The module also covers critical deconstruction of news stories and bulletins, word usage, sentence structure and story organisation. The broadcast presentation module addresses issues of the conversational style, authority and credibility in voicing broadcast content. It also advances skills in efficient interviewing for the broadcast media.

### **COMM3428 MEDIA AND CHILDREN**

In Media and Communication Studies "media influence and children" is becoming a more and more frequently researched topic, although still with many areas of ignorance. Some of these reflect voids in other disciplines such as psychology and pedagogy. International research has focused on establishing the correlation between the intended, and the, perhaps more important, unintended effects of for instance television viewing and children's behaviour. In advertising studies the emphasis has mainly been on children's brand awareness, brand attitudes and purchase intentions. Other areas of concern that sparked an increased interest in the possible media effects on children are risky sexual behaviour and increased violence. Over the last fifteen years, a new set of media has emerged and is challenging us to develop a much wider frame of reference: internet with its range of uses, videogames, and music videos etcetera. Recent effect studies emphasise the complexity of media as socialising agents-never operating in isolation, often depending on intermediating factors- and the many individual and social differences between audiences at the receiving end. In addition, socio-economic status, gender and age may all make a difference. The debate on these topics is controversial.

### **COMM3931 INTRODUCTION TO BROADCAST MEDIA MANAGEMENT**

This course intends to prepare the student for a leadership role in Broadcast Media Management in his/her respective territory, by exploring the basic concepts of management in the Caribbean Society.

## DEPARTMENT OF HISTORY AND ARCHAEOLOGY

### MESSAGE FROM HEAD OF DEPARTMENT



Welcome to the Department of History and Archaeology!

In joining us, you have chosen to become a part of a department with a recognised track record for excellence in education and research. For nearly seven decades, the Department of History and Archaeology (DoHA) has provided top-quality education to numerous generations of Caribbean students while advancing knowledge of the rich and complex historical experiences of Caribbean societies. Today, we strive to expand this legacy to meet the needs and aspirations of 21<sup>st</sup> century students like you, who as our UWI graduates will be capable of successfully furthering your education at postgraduate level and competing in a highly-competitive work environment.

Our Department continually restructures our course programmes and offerings to provide you with the best service possible. As a result of this, we are offering you a new undergraduate academic programme, BA History and Journalism. This programme combines courses from Department of History and Archaeology DoHA and the Caribbean Institute of Media and Communication (CARIMAC) so as to equip students to learn the research and analytical skills of historians and the communication strategies and ability of journalists. DoHA's renewed emphasis on skills seeks to provide you, our valued students, with opportunities to develop the type of transferable skill that will help you to adapt to the changing demands of both the working world and postgraduate education. Such emphasis is equally reflected in the thoroughly revised version of our flagship programme, the BA History. Through a combination of new and existing courses, The renewed BA History maintains the same focus on the rigorous study of the past, while emphasizing relevant skills and the significance of history to understanding the challenges of the present and developing the solutions of the future.

My Colleagues and I are looking forward to the start of this new academic year. It is our hope that you will take full advantage of the programmes and courses that we offer by taking a proactive role in your education as you start this new stage in your life. No doubt, your commitment will be the best reward that we can receive as we continue to provide you and successive cohorts of students the best education possible. Your enthusiasm will also inspire my colleagues and me to further our understanding of the past and the lessons that it has to offer to societies in Jamaica, the Caribbean and elsewhere.

*Dr Enrique Okenve*

**B.A. PROGRAMMES IN THE DEPARTMENT OF HISTORY AND ARCHAEOLOGY:  
MAJORS, SPECIALS AND MINORS**

**HISTORY MAJOR**

History Majors must have at least 45 credits in History courses (or 15 History courses) at the end of their programme of study. Each course is weighted 3 credits

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>HIST1201</b> <b>HIST1704</b> <b>HIST1604</b>  At least <u>ONE</u> other History course  AND  <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b> Foreign language  3 Free electives	<b>HIST2006</b> <b>HIST2007</b>  At least <u>THREE</u> other History courses  AND  <b>FOUN1201</b> <b>FOUN1301</b>  3 Free electives	<b>HIST*** – Caribbean in the Atlantic Worlds</b> <b>HIST*** History Capstone I</b> <b>HIST*** History Capstone II</b>  At least <u>THREE</u> other History courses, <u>ONE</u> of which must be a Caribbean History course  AND  4 Free electives
HISTORY MAJOR WITH FOREIGN LANGUAGE CONCENTRATION**		
	At least <u>TWO</u> courses from foreign language concentration	At least <u>ONE</u> course from foreign language concentration

NB. Compulsory: THREE Humanities non-major courses

\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at Level I.

\*\* Students doing the Foreign Language Specialization are advised to consult with the Department of Modern Languages and Literatures on language course options before making course selections.

\*\*\*Course Codes not yet assigned

### **HISTORY SPECIAL (Not offered in 2019-2020)**

Admission to the History Special is strictly by interview with the Head of Department. At least **twenty** (20) 3-credit courses offered by the History Department, for a total of 60 credits, distributed as follows:

LEVEL ONE	LEVEL TWO	LEVEL THREE
<p>At least <u>SIX</u> History courses which must include:</p> <p>HIST1601/HIST1201 HIST1703/HIST1704</p> <p>AND:</p> <p>FOUN1016 / FOUN1019* FOUN1002 Foreign language (unless exempt)</p> <p>1/2 Free elective(s)</p>	<p>At least <u>SEVEN</u> History courses which must include:</p> <p>HIST2006 HIST2007</p> <p>AND:</p> <p>FOUN1201 FOUN1301</p> <p>1 Free elective</p>	<p>At least <u>SEVEN</u> History courses which must include a minimum of <u>TWO</u> Caribbean History courses</p> <p>AND:</p> <p>3 Free electives</p>

NB. Compulsory: THREE Humanities non-major courses

\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at Level I.

### **HISTORY AND HERITAGE STUDIES MAJOR (Not offered in 2019-2020)**

Students are required to read at least **thirteen** (13) 3-credit courses for a total of **39 credits** in History & Heritage.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<p>HIST1703/HIST1704 HIST1901</p> <p>At least <u>ONE</u> other History course</p> <p>AND</p> <p>FOUN1016 / FOUN1019* FOUN1002 Foreign language(unless exempt)</p> <p>4 Free electives</p>	<p>HIST2006 HIST2007 HIST2901</p> <p>At least <u>TWO</u> other History courses</p> <p>AND</p> <p>FOUN1201 FOUN1301</p> <p>3 Free electives</p>	<p>HIST3801 HIST3901 HIST3013</p> <p>AND</p> <p>At least <u>TWO</u> other History courses, <u>ONE</u> of which must be a Caribbean History course</p> <p>AND</p> <p>5 Free electives</p>

NB. Compulsory: THREE Humanities non-major courses

\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at Level I.

## HISTORY & ARCHAEOLOGY MAJOR

Each student will need **39 credits** in History/Archaeology courses.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>HIST1703/HIST1704 HIST1801</b>  <b>At least <u>ONE</u> other History course</b>  <b>AND</b>  <b>FOUN1016 / FOUN1019* FOUN1002</b>  <b>Foreign language (unless exempt)</b>  <b>4 Free electives</b>	<b>HIST2006 HIST2007 HIST2801 HIST2804</b>  <b>At least <u>ONE</u> other History course</b>  <b>AND</b>  <b>FOUN1201 FOUN1301</b>  <b>3 Free electives</b>	<b>HIST3801 HIST3802</b>  <b>AND</b>  <b>At least <u>THREE</u> other History courses, <u>TWO</u> of which must be Caribbean History courses.</b>  <b>AND</b>  <b>5 Free electives</b>

NB. Compulsory: THREE Humanities non-major courses

\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at Level I

## HISTORY AND ARCHAEOLOGY SPECIAL (Not offered in 2019-2020)

Admission to History/Archaeology **Special** is strictly by interview with the Head of Department. Students are required to read at least **twenty (20)** 3-credit courses for a total of **60 credits** in History/Archaeology and *recommended* Geography and Geology courses. A prerequisite for taking these courses is a pass in CXC Geography.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>HIST1304 HIST1407 HIST1505 HIST1601 HIST1703 HIST1801</b>  <b>AND</b>  <b>FOUN1016 / FOUN1019* FOUN1002</b> <b>Foreign language (unless exempt)</b>  <b>1 Free elective</b>	<b>HIST2801 HIST2804 HIST2006 HIST2007</b>  <b>At least <u>THREE</u> other History courses</b>  <b>AND</b>  <b>FOUN1201 FOUN1301</b>  <b>1 Free elective</b>	<b>HIST3801 HIST3802</b>  <b>And</b>  <b>At least <u>FIVE</u> other History courses, <u>TWO</u> of which must be Caribbean History courses</b>  <b>AND</b>  <b>3 Free electives</b>

NB. Compulsory: THREE Humanities non-major courses

\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at Level I.

## HISTORY & JOURNALISM MAJOR

The B.A. History and Journalism programme combines courses from both History and Journalism to train graduates capable of combining the research and analytical skills of historians and the communication skills and strategies of journalists.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>HIST1704</b> <b>HIST1003</b> <b>At least <u>ONE</u> other History course</b>  <b>AND:</b> <b>JOUR1004</b> <b>JOUR1001</b> <b>COMM1234</b>  <b>AND</b>  <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b> <b>Foreign language (unless exempt)</b>  <b>1 Free elective</b>	<b>HIST2006</b> <b>HIST2007</b> <b>HIST2807</b> <b>At least <u>ONE</u> other History course</b>  <b>AND:</b> <b>COMM2110</b> <b>COMM2201**</b>  <b>Plus <u>ONE</u> of the following:</b> <b>JOUR2301</b> <b>JOUR2801</b> <b>JOUR2004</b> <b>OR</b> <b>JOUR2401</b>  <b>AND:</b> <b>FOUN1201</b> <b>FOUN1301</b>  <b>2 Free electives</b>	<b>HIST*** History Capstone I</b> <b>HIST*** History Capstone II</b>  <b>At least <u>THREE</u> other History courses</b>  <b>JOUR3901</b>  <b>Plus <u>EITHER:</u></b> <b>LANG3001</b> <b>OR</b> <b>LANG3101</b>  <b>And <u>ONE</u> of the following:</b> <b>JOUR3301</b> <b>JOUR3801</b> <b>OR</b> <b>COMM3301</b>  <b>1 Free elective</b>

**NB. Compulsory: THREE Humanities non-major courses**

**\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at Level I**

**\*\*Recommended that students register for this course in semester one of Level III.**

**\*\*\*Course codes not yet assigned**



## AFRICAN DIASPORA STUDIES MAJOR (Not offered in 2019-2020)

Each student will need at least **39 credits** in African Diaspora Studies (ADS). All Level II majors in African Diaspora Studies (ADS) must declare **a concentration within the ADS programme**. All students who are completing Level I, but are also taking Level II courses must also declare a **concentration**. Majors should do **4 courses** from the same concentration across Levels II and III.\*

LEVEL ONE	LEVEL TWO	LEVEL THREE
<p>HIST1601/HIST1201 HIST1304</p> <p>Plus <u>ONE</u> of the following: GOVT1000 CLTR1001 FREN1304 HUMN1101</p> <p>AND: FOUN1016 / FOUN1019** FOUN1002 Foreign language (unless exempt)</p> <p>4 Free electives</p>	<p>HIST2006/HIST2007 HIST2301/HIST2302</p> <p>AND: At least <u>TWO</u> other courses from concentration</p> <p><u>Plus ONE</u> other African Diaspora Studies course from outside declared ADS concentration</p> <p>AND: FOUN1201 FOUN1301</p> <p>3 Free electives</p>	<p>HIST3614</p> <p>Plus <u>ONE</u> of the following: HIST3203 GOVT3022 CLTR3518</p> <p>AND: <u>TWO</u> other courses from concentration</p> <p><u>Plus ONE</u> other African Diaspora Studies course from outside declared ADS concentration</p> <p>5 Free electives</p>

NB. Compulsory: THREE Humanities non-major courses

\*Students, in selecting electives from the various disciplines in the African Diaspora Studies programme, should take note of pre-requisites from Level I courses in preparation for Level II.

\*\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at Level I.

## HISTORY MINOR

A total of 15 credits (i.e. five courses) done in Levels II and III are required to complete the History minor. HIST2006 and HIST2007 are compulsory. The other three courses are to be chosen from second and third level courses.

## HISTORY, ARCHAEOLOGY, AND HERITAGE STUDIES COURSE LISTING

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS	PREREQUISITE(S)
2	HIST1003	Caribbean Media Since 1717	3	None
1	HIST1018	Origin and Growth of Modern Sport	3	None
1	HIST1201	An Introduction to World History	3	None
Not offered in 2019-2020	HIST1304	Africa in World Civilization to 1800	3	None
2	HIST1305	Africa's History in Reverse	3	None
2	HIST1407	States and Societies: Continuity and Change in Early Modern Europe	3	None
2	HIST1505	The Asian World Prior to 1600	3	None
Not offered in 2019-2020	HIST1601	The Atlantic World 1400-1600	3	None
2	HIST1604	"Out of Many": The Development of Jamaican Society	3	None
Not offered in 2019-2020	HIST1703	Introduction to History	3	None
1	HIST1704	The Study of the Past in the Atlantic World	3	None
2	HIST1801	Introduction to Archaeology	3	None
2	HIST1901	Introduction to Heritage Studies	3	None
1	HIST2006	Conquest, Colonization and Resistance in the Caribbean, 1600 to the End of Slavery	3	None
2	HIST2007	Freedom, Decolonization and Independence in the Caribbean since 1804	3	None
Not offered in 2019-2020	HIST2103	Latin America 1600-1870: From Colonialism to Neo Colonialism	3	None
2	HIST2104	Societies and Economics in Latin America from 1870	3	None
Not offered in 2019-2020	HIST2203	Peoples Wars and Revolution: North America 1600 to 1812	3	None
2	HIST2204	From Developing to "Developed": North America 1815-1980	3	None
Not offered in 2019-2020	HIST2301	The State and Development in Africa 1800-1900	3	None
Not offered in 2019-2020	HIST2302	The State and Development in Africa since 1900	3	None
Not offered in 2019-2020	HIST2403	Revolution and Industrialization in 19 <sup>th</sup> Century Europe	3	None
Not offered in 2019-2020	HIST2404	Fascism and Communism in 20 <sup>th</sup> Century Europe	3	None

Not offered in 2019-2020	HIST2405	War and Conflict	3	None
Not offered in 2019-2020	HIST2406	Politics and Society in Europe Since 1945	3	None
1	HIST2407	Europe in an Age of Revolutions: 1789-1918	3	None
1	HIST2408	Introduction to Modern Japan	3	None
2	HIST2409	Europe Since 1917	3	None
2	HIST2503	History of Modern China	3	None
Not offered in 2019-2020	HIST2602	Imperialism Since 1918	3	None
Not offered in 2019-2020	HIST2603	The International Economy since 1850	3	None
2	HIST2801	Research Methods and Techniques in Archaeology	3	HIST1801
1	HIST2804	A Survey of World Prehistory	3	None
1	HIST2807	Digital History	3	None
1	HIST2901	Heritage Management and Tourism in the Caribbean	3	None
2	HIST2902	Caribbean Historical Landscapes and Development of Eco-Tourism	3	None
2	HIST3003	Women and Gender in the History of the English-Speaking Caribbean	3	None
Not offered in 2019-2020	HIST3008	Race and Ethnicity in the British Caribbean since 1838	3	None
Not offered in 2019-2020	HIST3011	The Idea of Caribbean Nationhood	3	None
1	HIST3013	History of Jamaican Landscape	3	None
Not offered in 2019-2020	HIST3014	Haiti in the Twentieth Century	3	None
Not offered in 2019-2020	HIST3017	The Spanish Caribbean 1810-1979: Nationalism and Underdevelopment	3	None
2	HIST3019	History of West Indies Cricket since 1870	3	None
Not offered in 2019-2020	HIST3021	Organized Labour in Twentieth Century Caribbean	3	None
2	HIST3022	Politics and Society in Twentieth Century Cuba	3	None
2	HIST3025	Banking in Commonwealth Caribbean 1836-1990	3	None
Not offered in 2019-2020	HIST3026	History of Education and Development in Commonwealth Caribbean since 1930s	3	None

Not offered in 2019-2020	HIST3105	The Idea of Liberation in Latin America	3	None
1	HIST3203	The Black Experience in the United States After 1865	3	None
Not offered in 2019-2020	HIST3301	Origins and Development of Apartheid	3	None
Not offered in 2019-2020	HIST3303	Socialism and Development in 3 20 <sup>th</sup> Century Africa		None
Not offered in 2019-2020	HIST3305	Culture Religion and Nation-Building in West Africa Since 1500	3	None
Not offered in 2019-2020	HIST3310	Colonialism and Under-development in West Africa since 1880	3	None
Not offered in 2019-2020	HIST3407	The Holocaust in History	3	None
2	HIST3408	Anglo-American Societies 1580-1660	3	None
1	HIST3411	Britain Since 1945	3	None
Not offered in 2019-2020	HIST3501	Modern Japan: Meiji to Present	3	None
2	HIST3502	History of Middle East 1915-1973	3	None
Not offered in 2019-2020	HIST3601	Capitalism and Slavery	3	None
Not offered in 2019-2020	HIST3610	Emancipation in the Americas	3	None
1	HIST3614	The African Diaspora in the West	3	None
1	HIST3801	Historical Archaeology	3	HIST1801
2	HIST3802	Archaeology of the Caribbean	3	HIST2801
1	HIST3901	Urban Heritage of Jamaica	3	None
2	HIST3902	A Century of Politics in Free Jamaica, 1838-1938	3	None

## AFRICAN DIASPORA STUDIES COURSE LISTING

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS	PREREQUISITE(S)
1 & 2	CLTR1001	Introduction to the Study of Culture	3	None
2	FREN1304	Introduction to Caribbean & African Literatures in French	3	B in FREN1000; CSEC French; or O'Level French
1 & 2	GOVT1000	Introduction to Political Institutions	3	None
Not offered in 2019-2020	HIST1304	The Atlantic World, 1400-1600	3	None
Not offered in 2019-2020	HIST1601	Africa in World Civilization	3	None
	HUMN1101	Introduction to Comparative Caribbean Literature: Afro-Caribbean Poetry	3	None
<b>HISTORY &amp; POLITICS</b>				
1	GOVT2005	Caribbean Political Thought	3	GOVT1000, GOVT1001
1	GOVT2006	Foundations of Caribbean Politics	3	GOVT1000, GOVT1001
2	GOVT2007	Politics in the Caribbean	3	GOVT2006
1	GOVT2009	Introduction to African Politics	3	GOVT1000, GOVT1001
2	GOVT2012	Popular Jamaican Music	3	GOVT1000 OR GOVT1001 OR HIST1004 OR HIST2006 OR LIT1002 OR PHIL1001
2	GOVT2017	Issues in Contemporary African Politics	3	GOVT2009

2	GOVT3022	Garveyism in the Americas/Africa	3	GOVT1000, GOVT1001 & Any Level II course in: Political Science, History, or Economics
1	HIST2006	Conquest, Decolonization and Resistance in the Caribbean, 1600 to the End of Slavery	3	None
2	HIST2007	Freedom, Decolonization and Independence in the Caribbean since 1804	3	None
Not offered in 2019-2020	HIST2301	State and Development in Africa, 1800-1900	3	None
Not offered in 2019-2020	HIST2302	State and Development in Africa since 1900	3	None
2	HIST3003	Women and Gender in the History of the English-Speaking Caribbean	3	None
2	HIST3008	Race and Ethnicity in the British Caribbean	3	None
Not offered in 2019-2020	HIST3011	The Idea of Caribbean Nationhood	3	None
Not offered in 2019-2020	HIST3014	Haiti in the 20 <sup>th</sup> Century	3	None
1	HIST3203	The Black Experience in the US After 1865	3	None
Not offered in 2019-2020	HIST3301	Origins and Development of Apartheid	3	None
Not offered in 2019-2020	HIST3305	Culture, Religion and Nation Building in West Africa Since 1500	3	None
Not offered in 2019-2020	HIST3310	Colonialism and Underdevelopment in West Africa Since 1880	3	None
Not offered in 2019-2020	HIST3601	Capitalism and Slavery	3	None
1	HIST3614	The African Diaspora in the West	3	None

CULTURAL STUDIES AND PHILOSOPHY				
1	CLTR2018	Introduction to Caribbean Folk Philosophy	3	None
1	CLTR2501	Caribbean Cultural Studies	3	CLTR1001
2	CLTR2506	Caribbean Films and Their Fictions	3	None
1	CLTR2518	Culture of Rastafari	3	None
2	CLTR2524	African Religious Retentions in the Caribbean	3	None
1	CLTR3506	African Diaspora Film	3	None
2	CLTR3507	Culture, Gender	3	CLTR1001
2	CLTR3516	Performing Culture: Dancehall as Ritual and Spectacle	3	CLTR1001
2	MUSC2200	Jazz and Blues	3	None
2	MUSC3300	Bob Marley and his Music	3	None
2	PHIL2025	Introduction to Caribbean Philosophy	3	None
1	PHIL2601	African Philosophy I	3	None
2	PHIL2602	African Philosophy II	3	None
2	PHIL3006	American Philosophy	3	None
LITERATURE AND LINGUISTICS				
2	FREN3507	French Caribbean Literature, Film and Culture I: Martinique, Guadeloupe, French Guiana	3	FREN1002 OR FREN1199 OR any other LIT course (English or Spanish)
2	FREN3508	Caribbean Literature in French III: Haiti	3	FREN1002 OR FREN1199 OR any other Lit. Course (English or Spanish)
2	LING2810	Introduction to the Structure & Usage of Jamaican Creole	3	None (Competence in Jamaican Creole is assumed)
1	LING3201	Caribbean Dialectology	3	Any TWO Level II Linguistics course
2	LING3202	Creole Linguistics	3	Any TWO of: LING2001, LING2002, LING2302
1	LITS2107	African/ Diaspora Women's Narrative	3	LITS1002
2	LITS2706	Reggae Poetry	3	None

1	LITS2806	Reggae Films: Screening and the Caribbean	3	None
Not offered in 2019-2020	LITS3113	Africa in the Black Atlantic Imagination	3	LITS1002, HUMN2201 OR LITS2103 OR LITS2107 OR LITS2108 OR LITS2113
2	LITS3601	African Literature I	3	LITS2103 OR LITS2107 OR LITS2108 OR LITS2113 OR HUMN2201
1	LITS3701	African American Literature	3	LITS2103 OR LITS2107 OR LITS2108 OR LITS2113 OR HUMN2201
Not offered in 2019-2020	LITS3702	African American Women Writers	3	LITS2103 OR LITS2107 OR LITS2108 OR LITS2113 OR HUMN2201
1	PHIL2701	Philosophy in Literature	3	None



## **COURSE DESCRIPTIONS**

### **LEVEL I**

#### **HIST1003 Caribbean Media History since 1717**

This survey course introduces students to a pan-Caribbean history of mass media, tracing its evolution since the first printing press was established in Jamaica in 1717 through to the twentieth century and beyond with the invention of film, radio, television and the internet. Among the themes covered is the development of the mass media within various watershed periods in the Caribbean, such as slavery, emancipation, independence and post-independence developments. The course also examines mass communication and culture in the Caribbean, as well as the influence of certain factors such as ownership, and the important role played by governments, particularly with regards to control and censorship. Emphasis is placed on the technology involved in the production and consumption of information in the Caribbean media industry, especially in the current digital age. The course will also critically assess the impact of international developments on Caribbean media.

#### **HIST1018 THE ORIGINS AND GROWTH OF MODERN SPORT, 1850-1945**

This course examines the origins and growth of modern sport during a period, 1850-1945, where amateurism was largely replaced by professionalism. It looks at the origins of the various traditional sports in Europe, Asia and North America (football, cricket, boxing, basketball, baseball etc.) and how they spread throughout the world and assumed global proportions. This all became possible with the formal organization of sports and the rise of international competitions such as the FIFA World Cup and the Olympics. This course deals broadly with the various values associated with sport during this period related to race, class and gender and the impact of the Industrial revolution in Britain and social movements such as Muscular Christianity. This course aims to give the student a greater understanding and appreciation of sporting activities that are cherished all over the world.

#### **HIST1201 AN INTRODUCTION TO WORLD HISTORY**

An Introduction to World History provides a general and broad overview of key historical developments and themes that will allow students to gain a basic understanding of major changes throughout the past leading to the development of contemporary societies. The course will centre around one specific theme—economic change, political power, population movement, or cultural expansion—in order to explore significant political, economic, social and cultural transformations across major regions of the world, particularly Africa, Asia, Europe and the Americas. By examining key historical themes students will be able to learn about global developments such as the formation of sedentary societies from 8000 BCE and later rise of ancient states, the significance of the expansion of material and cultural innovations from 500 BCE, the impact of Islamic and Euro-Christian hegemonies in configuring the modern world, the importance of political revolutions and industrialisation in shaping modern states and societies from the mid-eighteenth century, the global impact of hegemonic militarism in the twentieth century, or the socio-cultural changes triggered by globalization in an increasingly multilateral world since the late-twentieth century.

#### **HIST1305 AFRICA'S HISTORY IN REVERSE**

Africa's History in Reverse introduces students to major themes necessary for the understanding of the continent's long and diverse history, paying special attention to regional patterns. It does so by exploring Africans' historical experiences in reverse, from the present to its distant past. The course starts by discussing the modern relationship between Africa and the African diaspora in an attempt to understand what it means to be African for those in and outside the continent today. It then explores some of the main challenges African societies have experienced since independence, laying the ground to examine the short colonial period and its significance in shaping modern African societies. The course then moves to the nineteenth century and explores Africans' innovative responses to the challenges triggered by the advance of globalization before European colonization. The course subsequently examines the ways in which the Atlantic trade influenced social and political change in West and Central Africa. Maritime contacts are further explored by looking at Eastern and Southern Africa to discuss the interaction between internal and external dynamics in shaping change within these regions. Continuing with the theme of regional contacts, the course then examines the influence of Middle-Eastern historical developments across large African regions since the birth of Islam. As students are taken further

back into Africa's past, the course explores the significance of the Nile, the Mediterranean and the Red Sea to cultural innovations and the formation of African ancient states. Finally, the course resumes the theme of identity to explore the role of migration in spreading and diversifying African cultures from ancient times.

#### **HIST1407      STATES AND SOCIETIES: CONTINUITY AND CHANGE IN EARLY MODERN EUROPE, C. 1350 TO C. 1760**

This course examines how people in early modern Europe envisioned themselves and their changing culture. Running from c. 1350 to c. 1760 the course will introduce students to the Renaissance and the Reformation in Europe through the cultural transformations that these movements provoked along with their long-term social repercussions. It offers foundations for upper level European and trans-Atlantic courses.

#### **HIST1505      THE ASIAN WORLD PRIOR TO 1600**

The course is a survey of the major themes in the history of Asia beginning with an analysis of notion of culture and civilization. It covers the three main cultural and religious centres and their traditions: Southwest Asia, with the focus at first in Mesopotamia and with the main thread of continuity being the great tradition of Iran/Persia, which includes Islam since the seventh century; secondly the Hindu-Buddhist culture of India, marked by a great diversity of race and language; and thirdly, the Confucian tradition of the Far East with China as the centre. Special emphasis is given to the governments within each culture and to the contacts within the Asian world. The continent's trading centres and their routes – the silk trade and the spice trade are examined.

#### **HST1604      “OUT OF MANY”: THE DEVELOPMENT OF JAMAICAN SOCIETY**

This survey course provides students with an overview of Jamaican history, beginning with the arrival of indigenous peoples through to European conquest, African enslavement and post-emancipation indentured labourers to independence and beyond. Among the issues covered is the emergence of different systems of government, race, class and gender relations, creolisation and retention of cultural practices, labour unrest and the evolution of the island's economy from slave-based agriculture to a more diversified one based on manufacturing and tourism. By tracing the island's political, economic, social and cultural development, the course focuses on historical antecedents that have shaped modern Jamaica. Central to this conversation is the contributions by the different groups who came to the island, making Jamaica “out of many”, but raising the question of whether this has truly led to the creation of “one people”.

#### **HIST1704      THE STUDY OF THE PAST IN THE ATLANTIC WORLD**

“The Study of the Past in the Atlantic World” is a learning-by-doing course that seeks to introduce students to the use of key historical methods to study and interpret the past around the theme of the Atlantic World, with a special emphasis on the Caribbean region. While the course is primarily conceived to help students to advance through any of the degrees offered by the Department of History and Archaeology, it will also prove most valuable for students from other disciplines who appreciate the contribution of historical skills and methods to their own field. Throughout this course, students will be able to learn about the relevance of critically engaging with the past to understanding the complex world in which we live, while producing comprehensible historical narratives that can enhance other forms of reporting. The course is divided into five units that will incrementally build basic skills for conducting historical research, by focusing on specific problems and questions relevant to understanding the influence of the Atlantic in shaping key historical transformations across different regions, and which set in motion the development of a true “new world” in the Caribbean. This course addresses problems of central interest to students of history, such as: trade and economic transformations; territorial and political expansion; identity and conflict; religious and cultural change; social formations and domination; migration and displacement of people; labour control; disease and environment; and material culture.

#### **HIST1801      INTRODUCTION TO ARCHAEOLOGY**

This course provides an introduction to the discipline of archaeology, and is a prerequisite for students wanting to take any further courses in archaeology. The course deals with the theoretical and practical aspects of the discipline, including the goals and approaches employed by archaeologists. Important topics to be covered are the development of the discipline as a scientific endeavour, the multidisciplinary and specialized nature of modern archaeology, the nature of archaeological fieldwork, types of archaeological sites, types of

archaeological evidence, post-excavation procedures, the variety of careers open to archaeologists, and the nature of Jamaican archaeology.

## **HIST1901 INTRODUCTION TO HERITAGE STUDIES**

This course provides a basic understanding of Heritage Studies. The course is divided into 4 sections- (1) The concept of Heritage Studies-What is Heritage Studies; its relationship with History; its value and relevance, (2) Sources used for researching Heritage Studies (3) Topics in Heritage Studies (4) Methodology.

## **LEVEL II**

### **HIST2006 CONQUEST, COLONIZATION AND RESISTANCE IN THE CARIBBEAN, 1600 - THE END OF SLAVERY**

This course, which spans the period 1600-1886, examines the primary forces and characteristic features evident in the Caribbean between the European invasion and the ending of the various slave regimes. It is concerned with the ways in which conquer, colonization, revolution of the plantation system, slavery and imperialism affected the course of Caribbean history and fostered a spirit of resistance in its indigenous and enslaved African people. It looks comparatively at the slave regimes in the Anglophone, Francophone and Hispanophone Caribbean and examines the degree to which the exploited and marginalised [male and female] were able to refashion their world and bring about a collapse of slavery and the plantation system. A significant objective of the course is to use the revisionist sources to interrogate the traditional and often racist/Eurocentric representations of Caribbean history and facilitate an engagement with counter-discourse. The course will pay attention to the diversity of Caribbean populations and take on broad issues of class, colour, gender and ethnicity.

### **HIST2007 FREEDOM, DECOLONIZATION AND INDEPENDENCE IN THE CARIBBEAN SINCE 1804**

This course offers a comparative analysis of socio-economic, cultural and political structures within the Danish, Dutch, English, French and Spanish speaking territories of the Caribbean region developed from the immediate post-slavery period through to 1990. Measures aimed at transforming these former slave/ plantation economies into modern nationalist states within the context of the international [global] political economy are emphasised. The analysis is divided into two major periods. The post-slavery adjustment era beginning from Haitian independence in 1804 to 1914 [WWI] constitutes the first period, while the second runs between 1914-1990. Topics include Caribbean agriculture –plantations and peasant farms, question of labour and labour migration, nationalist, reformist and revolutionary movements and political change, Caribbean social structure, foreign intervention and democracy and dictatorship.

### **HIST2018 SPORT AND NATIONALISM IN THE CARIBBEAN**

This course offers a comparative analysis of socio-economic, cultural and political structures within the Danish, Dutch, English, French and Spanish speaking territories of the Caribbean region developed from the immediate post-slavery period through to 1990. Measures aimed at transforming these former slave/ plantation economies into modern nationalist states within the context of the international [global] political economy are emphasised. The analysis is divided into two major periods. The post-slavery adjustment era beginning from Haitian independence in 1804 to 1914 [WWI] constitutes the first period, while the second runs between 1914-1990. Topics include Caribbean agriculture –plantations and peasant farms, question of labour and labour migration, nationalist, reformist and revolutionary movements and political change, Caribbean social structure, foreign intervention and democracy and dictatorship.

### **HIST2104 SOCIETIES AND ECONOMICS IN LATIN AMERICA FROM 1870**

This course will begin with the response of Latin America to world economic expansion in the late 19<sup>th</sup> century, and the social changes, emerging out of the interaction of Latin America's economies with international economic trends, induced rapid urbanization, manufacturing capabilities, ideological change, social legislation, and the labour pains of incipient labour organization. It will continue with the attempt by Latin Americans to redefine their nationality in terms of indigenous tradition, and indigenous philosophies, and in terms of Marxist analysis, socialist movements, and in terms of their response to US imperialism. The course will examine the long-term effort at import-substitution, industrialization, the problems encountered with that model, and the oil and debt crises of the 1980s onwards.

**HIST2203      PEOPLES, WARS AND REVOLUTIONS: NORTH AMERICA FROM 1870**

This course represents an attempt to broaden the view of 'America' to mean more than the United States of America. On the North American continent there were shared experiences of contact between peoples, of wars, of revolutions, among other things, which call for a holistic approach rather than the peculiarist examination of the History of the United States.

**HIST2204      FROM DEVELOPING TO "DEVELOPED" NORTH AMERICA 1815 - 1980**

This course will examine the meaning and processes of "development"; to follow the social, political and economic evolutions in the emerging nation-states and to explore the relationship between the United States and Canada.

**HIST2407      EUROPE IN AN AGE OF REVOLUTIONS: 1789-1918**

This course introduces students to the social, cultural and political changes that transformed Europe over a long nineteenth century extending from the outbreak of the French Revolution to the Bolshevik Revolution/end of the First War. Over this period many long-established social categories were reframed: "nation," "race," "class," religion and gender all faced radical changes. In considering how three very different revolutions – political, industrial and agricultural – all transformed Europe the course explores the broader shifts in the understanding of social relations across this period that not only transformed Europe, but also altered Europeans' relations with the Caribbean and the rest of the world.

**HIST2408      INTRODUCTION TO MODERN JAPAN**

The course is a survey of modern Japanese history. The focus is on the politico-economic transformations of the political regime since the seventh century although the emphasis is given to the modern and contemporary periods (mid-nineteenth century to the present). The course offers an in-depth and comprehensive analysis of political, economic and diplomatic issues that are prominent in the contemporary world. Students will have an opportunity to explore the political and economic modernisations, such as the development of democracy and constitutionalism and industrialisation, and the transforming relationships between Japan and its neighbours in the modern and contemporary periods.

**HIST2409      EUROPE SINCE 1917**

The shaping of ideas of "Europe" is an ongoing historical process. The aim of this course is to allow twenty-first century students in the Caribbean to grasp the varying impacts of the sweep of historical change across Europe's various societies – and, in the process, gain a broader view of the period and its issues that will allow them to contextualize specific elements in European history into broader contexts. The course extends beyond a narrow focus on a few "great" nations to consider both the wider experiences of smaller nations and those states that succeeded in maintaining their neutrality. Instead of splitting the century's experiences on either side of the Second World War this class addresses the origins of several current issues in European politics and societies to provide the students with contexts to consider the current revivals of exclusionary nationalist policies and Russian interventionism. In the process the course examines both the continuities and the divergences between the first and second halves of the continent's twentieth-century experiences.

**HIST2503      HISTORY OF MODERN CHINA**

The course is a comprehensive examination of the evolution of China from the seventeenth century to the present. Emphasis is placed on the broad patterns of economic, political, social and cultural development; the importance of tradition; western intrusion; modernization and industrialization; the rise of nationalism and revolutionary movements leading to the communist victory in 1949.

**HIST2801      RESEARCH METHODS AND TECHNIQUES IN ARCHAEOLOGY**

This is a practical course in archaeology, involving both work in the field and in the Archaeology Laboratory. It is compulsory for History/Archaeology majors. Students are required to undertake 10-12 days of fieldwork on a real archaeological site. The 10-12 days will be full working days of eight hours each, usually held during the semester break in early January prior to the start of second semester classes. Students must make themselves available for the first two weeks of January in order to complete this mandatory part of the course. A sizeable portion of the grade is assigned to this fieldwork component. Students will learn archaeological field techniques by doing survey work, excavation, and finds processing, all in a proper field setting. After the

fieldwork, and during normal class time (mid-January to April), Students will undertake lab projects in the Archaeology Laboratory as assigned by the instructor. These lab projects will be based largely on the archaeological material excavated by students in the field. Lectures will also be given in conjunction with the lab work. Emphasis in this part of the course will be on analytical approaches to archaeological evidence, and on interpreting the site from the archaeological evidence.

#### **HIST2804      A SURVEY OF WORLD HISTORY PREHISTORY**

This course is a survey of human and cultural evolution in both the Old and the New Worlds to the beginnings of 'civilization.' Lecture topics will deal with the general pattern of human evolution in all parts of the world up to the 'historic' period, which began at different times in different places. Topics to be considered are: our earliest hominid ancestors in their physical and cultural contexts, the development of agriculture and settled village life, and the emergence of the first complex societies with towns, bureaucracies, and rulers. Main regions to be covered include: Africa, China, the Near and Middle East, Europe, North, South and Middle American, and South Asia." A survey of human and cultural evolution in both the Old and New Worlds, up to the beginnings of "civilization.

#### **HIST2807      DIGITAL HISTORY**

This course is designed to expose the student of Caribbean history to the world of online resources and communication. The course examines the theoretical and practical elements of digital history (the expressions of history online) and the potential and shortcomings of such resources. In this assessment of the digital world's continuous and ever-changing impact on the humanities, students will be introduced to the major themes, issues and developments surrounding the research, writing, assessment and presentation of history online.

#### **HIST2901      HERITAGE MANAGEMENT AND TOURISM IN THE CARIBBEAN**

This course is intended to link the management of the national heritage with wider cultural policies and with tourism, which increasingly seeks to promote heritage as an aspect of tourism in Jamaica and the Caribbean. The course will engage itself with the principles involved in the formulation and implementation of heritage management policies and practices, with emphasis on the development of decision-making skills, the interpretation of heritage and the relationship between heritage management and tourism.

#### **HIST2902      CARIBBEAN HISTORICAL LANDSCAPES AND THE DEVELOPMENT OF ECO-TOURISM**

The course involves providing a definition of historic landscape, and identifying a variety of these locations throughout the English, French, Spanish and Dutch Caribbean, establishing the essential features of them which correspond with the official definition. It also involves an examination of the history of tourism and eco-tourism in the region, and an explanation for the links between historic landscapes, heritage and ecotourism. The course also involves an assessment of the value of ecotourism to preservation, conservation and management of eco-systems and historical [cultural] landscapes in the Caribbean, and the value of historic landscapes [as heritage] and ecotourism to sustainable development in the Caribbean. An examination of the marketing of a historical landscape site in the region for the ecotourism product is also addressed in this course.

### **LEVEL III**

#### **HIST3003      WOMEN AND GENDER IN THE HISTORY OF THE ENGLISH-SPEAKING CARIBBEAN**

Problems, issues, theoretical aspects of women, gender and history; gender and women's historical experience in the Caribbean during the era of slavery and colonisation (1490-1830s); Afro-Caribbean women after slavery; the historical experience of Indo-Caribbean women and of 'minority' women in the period 1838-1918; women's participation in Caribbean social, cultural and political life 1838-1918; women in labour and political struggles 1918-1960's; employment, demography, family structures, migration in the 20th century; biographical case studies e.g. M. Seacole, A. Jeffers, E. Manley, E. François, A. Bailey.

**HIST3008 RACE AND ETHNICITY IN THE BRITISH CARIBBEAN SINCE 1838**

An interdisciplinary course which will examine the influence of race and ethnicity in British Caribbean society since emancipation, making use of relevant theories and research data from the fields of sociology and social anthropology. In particular, the course aims to analyse the importance of race and ethnicity as determinants of political power, social and economic status, and cultural identity in the multiracial social environment of the modern Caribbean. It will examine the socio-economic roles and political society in this period, as well as their inter-relationships and cultural contributions to the integration of Caribbean society.

**HIST3013 HISTORY OF THE JAMAICAN LANDSCAPE**

History of the Jamaican Landscape aims at engendering a greater understanding and appreciation of local history. The course examines the changing physical and cultural or vernacular landscape of the island, as an indicator of social, economic, political and ideological transformation with emphasis on the period since the seventeenth century. The history of attitudes towards the land and the means employed to subdue, divide, exploit and manage space will be discussed. Topics include the concept of landscape –designed and vernacular, and space –secular and sacred, place names and methods of representing and depicting landscapes. Field trips form an integral part of the course; students are therefore, required to attend the scheduled trips.

**HIST3019: HISTORY OF WEST INDIES CRICKET SINCE 1870**

This course examines the development of cricket as a major social institution in West Indian popular culture. It will look at the growth of the game in the region in the late nineteenth and early twentieth centuries and assesses its role as a mechanism for the transmission of Victorian cultural and ethical values aimed at promoting consensus in support of the ideology and practice of imperialism while preserving existing social inequalities. Attention will then shift to the social transformation of the sport from an elitist institution into a dynamic expression of popular social culture after World War I; we will examine how cricket became a major vehicle of cultural resistance to imperial domination, and of nationalism. Finally, the course will look at how West Indies cricket has been more recently affected by globalisation and the increased commercialization and professionalization of the sport.

**HIST3022 POLITICS AND SOCIETY IN 20<sup>TH</sup> CENTURY CUBA**

The political, social and economic development of Cuba since 1895, with special reference to the Cuban Revolution since 1959, the influence of the United States on Cuba before and after 1959, and the impact of Cuba on Africa, the Caribbean, and Latin America since 1959 are examined, as well as the political thought and careers of prominent Cuban politicians and thinkers throughout the 20<sup>th</sup> century.

**HIST3025 BANKING IN THE COMMONWEALTH CARIBBEAN 1836-1990**

This course examines the history of the banking sector in the Commonwealth Caribbean from 1837 to c.1980/1990. The course aims at understanding the emergence and evolution of commercial banking within the wider socio-economic and political context of the region during the 19<sup>th</sup> and 20<sup>th</sup> centuries, focusing on the establishment of commercial banks, their products and services, organizational structures, and the regulatory environment in which they operated.

**HIST3203 THE BLACK EXPERIENCE IN THE UNITED (H32C) STATES AFTER 1865**

The course will examine the methods of political, social, economic and cultural segregation; White America's perspective Black America's response; Acceptance of status quo; Demands for integration; Rejection and separation; Celebration of pluralism.

**NB: Not to be taken with HIST2204 (H22D)**

**HIST3301 ORIGINS AND DEVELOPMENT OF APARTHEID IN SOUTH AFRICA**

The historical and ideological origins of apartheid and the implementation of the apartheid system after 1948. The background to the development of the apartheid regime from the 1950's, through the elaboration of the homelands policy in the 1960's to the reform era under Botha and De Klerk. Special emphasis will be placed on changing black strategies to resist apartheid.

### **HIST3303      SOCIALISM AND DEVELOPMENT IN 20<sup>TH</sup> CENTURY AFRICA**

The revolution of the ideas of leading African nationalist thinkers, studied through an analysis of biographies and speeches: including Steve Biko, Nelson and Winnie Mandela, Amílcar Cabral, Samora Machel, Kwame Nkrumah, Jomo Kenyatta, Julius Nyerere, Gamal Abdel Nasser and Hastings Banda. Topics covered will include: the sources of ideas, the programmes and policies of nationalist leaders when in government, and factors determining the attainment of nationalist ideals.

### **HIST3305      CULTURE, RELIGION AND NATION BUILDING IN WEST AFRICA SINCE 1500**

This course approaches the study of religion and culture in West Africa from the viewpoint that transformations in African belief systems and ritual practices are indicative of the ways in which ordinary Africans have interpreted and produced several responses to momentous changes in West African life over the past five hundred years. The course is particularly concerned with the encounter between opposing systems of religious belief, namely African traditional religion, Islam and Christianity. The specific dynamics which permit the growth or decline of particular ritual practices are examined. The Africanisation of Islam and Christianity is a major concern. Through a focus on the cross-fertilisation of religious ideas, images and practices, the course examines both change and continuity in the religious and cultural experiences of West Africa.

### **HIST3310      COLONIALISM AND UNDERDEVELOPMENT IN WEST AFRICA SINCE 1880**

This course will seek to provide historical insights into the contemporary problems of poverty, hunger and underdevelopment as it pertains to the erstwhile colonised West African societies. Students in this programme will be encouraged to reflect on the Caribbean colonial experience with a view to appreciating similarities and differences between West Africa and the Caribbean.

### **HIST3407      THE HOLOCAUST IN HISTORY**

The scale, brutality and sheer industrial efficiency of the Jewish Holocaust were without precedent in history and it is this 'uniqueness' which renders it such a delicate and controversial topic for historical study. This course examines the centrality of racism to the ideology of Hitler's National Socialist regime, tracing the evolution of anti-Semitic policies from 1933, the genesis of the "Final Solution" and its execution from 1941, the responses of the European population to it, and the historiographical debates which it has provoked.

### **HIST3408      Anglo-American Societies, 1580-1680**

This course is about the creation and recreation of societies. What were the "mental templates" that English men and English women brought with them to new locales between 1580 and 1680? Investigating which aspects of British society successive generations chose to reconstruct in different colonies offers important insights into what particular generations or particular groups saw as central to their identities. The course focuses around the lifetimes and careers of three generations of the Winthrop family. How had "English" societies and cultures developed over this period? How did these processes work out in the next generation that saw one of the New England Governor Winthrop's own sons move on to new Caribbean pastures? This course investigates a widening Anglo-American world, but it also examines the processes of selection and adaption of "English" usages. These choices, in turn, shed light on the seismic changes that reconfigured British society over the same period. on to new Caribbean pastures? This course investigates a widening Anglo-American world, but it also examines the processes of selection and adaption of "English" usages. These choices, in turn, shed light on the seismic changes that reconfigured British society over the same period.

### **HIST3411: BRITAIN SINCE 1945**

The course investigates Britain's experiences after Victory in Europe Day's (8 May, 1945), celebrations, perhaps the high point of British domestic unity, through the subsequent roller-coaster ride of imperial and economic decline. Examining the adjustments within modern British society as it has made the transition from an imperial hub and victorious great power to a second-rank European state, allows students to evaluate its social and political transformations over periods shaped both by the Cold War and decolonization and by extensive immigration and emigration. Considering successive social, economic, political and cultural developments allows students to consider the ways these intermeshed. The class explores definitions of British identities across three generations. In the process it traces how the aspirations of 1945 worked out.

**HIST3502 HISTORY OF THE MIDDLE EAST 1915-1973**

A comprehensive and critical study of contemporary political and diplomatic history of the Middle East. The focus will be on Iran, the Arab countries of the Fertile Crescent and around the Red Sea.

**HIST3614 THE AFRICAN DIASPORA IN THE WEST**

This is a survey course which focuses on the African presence in the Western Hemisphere. It will carry out a comparative examination of the responses of Africans and their descendants to the experience of enslavement, racism, and colonialism from the fifteenth century to the present. It will also examine the impact of the African presence on Western civilization and explore the evolution of an African identity, particularly identification with the destiny of the African continent among African descendants in the Western diaspora.

**HIST3801 HISTORICAL ARCHAEOLOGY**

A general survey of Historical Archaeology, its definitions, techniques and methodological approaches, sources used by Historical Archaeologists and their limitations, material culture of the historical period generally and analytical approaches to different types of evidence.

**HIST3802 ARCHAEOLOGY OF THE CARIBBEAN**

The course builds up on fundamental ideas and methods learned in level 1 and level 2 archaeology courses through the in-depth study of Caribbean Archaeology since the first human settlement of the region. Students will learn how archaeology data inform, and have been informed by, historical and contemporary interpretations of Caribbean peoples through the assessment of significant archaeological findings related to the regions indigenous, African, Asian and European inhabitants. Though content is organized more or less chronologically, several key themes will be traced throughout the course, including: theoretical approaches to the construction of chronologies, migration and colonialism; the ways in which archaeological data address issues of identity and cultures change; the relationship between written and archaeological sources; and issues of intra and inter-island variation as these relate to recurring tensions between unity and fragmentation. These themes resonate among contemporary Caribbean peoples and demonstrate how archaeology offers a unique perspective toward the past.

**HIST3901 Urban Heritage of Jamaica**

This course investigates how assumptions about towns developed in Jamaica; what roles towns fulfilled; how these roles changed and how townspeople thought about themselves. Investigating the development of the island's urban network illuminates the island's changing society, economy and cultures.

**HIST3902 A Century of Politics in Free Jamaica, 1838-1938**

This course covers two systems of government in Jamaica – the Old Representative system and Crown Colony government. It examines issues of governance and administrative policy and explores contests among the elites over social and political control since Emancipation. The course also looks at more popular forms of political expression.



## INSTITUTE OF CARIBBEAN STUDIES

### MESSAGE FROM HEAD OF DEPARTMENT



I am pleased to welcome new and returning students to the 2019/2020 academic year within a rebranded Faculty of Humanities and Education in which value is placed on Cultural Studies and Applied Cultural Studies. This is the core work of the Institute of Caribbean Studies (ICS), and the Reggae Studies Unit (RSU), established in 1987 and 1994 respectively. Collectively, the ICS and RSU have spent over half a century solidifying grounded approaches to Cultural Studies in the Caribbean. Therefore, if you have a solid interest in gaining expertise in entertainment, music, indigenous religions, intellectual property, performing arts, film studies, or any other dimension of culture, or creative industries, then you have chosen the right department.

Our cutting edge, flagship programmes include the B.A. in Cultural and Creative Industries (CCI), B.A. in Music and Performance Studies (MPS), and B.A. in Entertainment & Cultural Enterprise Management (ECEM) at the undergraduate level, as well as the Cultural Studies graduate programmes. They have attracted students and scholars locally, regionally and internationally. As you embark on this leg of your academic journey, we are delighted to serve and nurture students who we see as our most important asset. We are grateful that you, not only chose this Faculty, but you chose to entrust the staff of the ICS with academic training toward a component of your professional development. On behalf of the Institute's Faculty, Staff and Graduate Assistants, I wish to thank you for considering advancement of your academic career in this department.

We have an exciting slate of interdisciplinary programmes and experiences waiting to engage you intellectually and socially. From courses in music, fashion, sport, Rastafari, dancehall, gender, entertainment management and creative industries more broadly, to seminars, conferences and annual lectures honouring iconic figures such as Bob Marley, Walter Rodney and Stuart Hall, there is a rich cultural agenda and social engagement that we hope will enrich your UWI experience. As you walk the corridors, please look out for the student activities being shaped by the ECEM Society and get involved.

We have spent many years honing our competences as a department and invite you to enter our doors for advice, academic guidance and inspiration when you are in need. As you strive for excellence in this premier regional learning environment, now in the top 5% of universities globally, we look forward to serving you in your years ahead.

Best wishes for a positive year of empowerment and growth!

Dr. Sonjah N. Stanley Niaah

## B.A. PROGRAMMES IN THE INSTITUTE OF CARIBBEAN STUDIES: MAJORS AND MINORS

### MAJOR IN CULTURAL AND CREATIVE INDUSTRIES

The BA Cultural & Creative Industries recognizes the key role of creativity and cultural diversity in the building of new knowledge economies. It also recognizes that the potential of artistic and creative outputs for wealth creation and income generation is best realized by individuals rooted in academic knowledge, trained in relevant competencies, and able to critically assess trends and developments in the field. This programme aims to enable students to meet this human resource need in the cultural and creative industries.

Students in the programme receive academic grounding in an area of their choice, while also receiving exposure to the creative industries, and developing skills in conducting various aspects of sectoral operations. This is achieved through registration in courses in three Concentrations (formerly referred to as Clusters): a Disciplinary Concentration, a Fundamentals Concentration, and a multidisciplinary Cultural & Creative Industries Concentration. The programme is designed to be flexible and allow students to develop in myriad different directions and enable them to enter into processes of convergence of content, technology and business practices.

Students in the BA Cultural & Creative Industries must complete 24 credits for courses in the Fundamentals Concentration (CLTR courses), 24 credits in a Disciplinary Concentration, and 24 credits in a Cultural & Creative Industries Concentration.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>Fundamentals Concentration:</b> <b>CLTR1001</b> <b>CLTR1803</b>  <b>AND</b> <b>6 or 9 credits in the selected Disciplinary Concentration</b>  <b>AND</b> <b>6 or 9 credits in the selected Cultural and Creative Industries Concentration</b>  <b>AND</b> <b>FOUN1016 or FOUN1019*</b> <b>FOUN1002</b> <b>A foreign language (unless exempt)</b>	<b>Fundamentals Concentration:</b> <b>CLTR2505</b> <b>CLTR2803</b>  <b>AND</b> <b>6 or 9 credits in the selected Disciplinary Concentration</b>  <b>AND</b> <b>9 or 12 credits in the selected Cultural and Creative Industries Concentration</b>  <b>AND</b> <b>FOUN1201</b> <b>FOUN1301</b>	<b>Fundamentals Concentration:</b> <b>CLTR3803</b> <b>CLTR3903</b> <b>CLTR3099 (year-long)**</b>  <b>AND</b> <b>6-12 credits in the selected Disciplinary Concentration</b>  <b>AND</b> <b>6-12 credits in the selected Cultural and Creative Industries Concentration</b>
<p><b>*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at Level I.</b></p> <p><b>** CLTR3099 meets the Faculty requirement of a research-linked course (available 2019/2020)</b></p>		

The course descriptions for CLTR courses can be found in the course listing for the Institute of Caribbean Studies. A Disciplinary Concentration is to be selected from among the Liberal Studies options listed below. Students must also select one of the Cultural & Creative Industries Concentrations listed below. Some restrictions are applicable to the combination of Disciplinary, and Cultural & Creative Industries Concentrations.

Students enrolled in this programme will liaise with the Programme Coordinator to ensure that their course selections are appropriate to their interests and career goals and meet the requirements of the programme.

**DISCIPLINARY CONCENTRATION OPTIONS** (for details of options, consult the BA Liberal Studies pages):

Liberal Studies options in the Faculty of Humanities & Education:

- History
- Linguistics
- Philosophy
- Literatures in English
- Spanish
- French
- Library and Information Studies

Liberal Studies options in the Faculty of Social Sciences:

- International Relations
- Political Science
- Psychology
- Sociology

#### **CULTURAL AND CREATIVE INDUSTRIES CONCENTRATION OPTIONS:**

1. **Cinematic and Audio-Visual Arts:** This Concentration explores film, drama, radio broadcasting, and/or music from the perspectives of their creative content, their place in contemporary culture, and their production.
2. **Research & Documentation in the Cultural and Creative Industries:** This Concentration allows students to develop the skills to engage in researching, documenting, and reporting on the CCIs.
3. **Digital Arts, Science & Education:** This is a Concentration geared towards students who have an interest in ICT and its applications to and for the CCIs, for instance to reach audiences and markets, to develop training tools, and to develop content.
4. **Speech, Voice & Language:** This is a Concentration which focuses on the technical aspects of voice use and vocal production. It is geared both to those who might (aspire to) function as performers, trainers, coaches, broadcasters, or in any other profession which revolves around the voice in performance.
5. **The Performing Arts:** This Concentration is intended for students who see themselves as involved directly in the Cultural and Creative Industries as performers, directors, or producers.
6. **Writing in/for the Cultural and Creative Industries - Literature, Print Media & Publishing:** This Concentration is aimed at students who are interested in developing skills in all areas of writing which might be relevant to the CCIs, whether these be at the creative or the business end of the industries.
7. **Languages and Globalization in the Cultural and Creative Industries:** This Concentration is for students who have an existing or developing proficiency in at least one foreign language and are interested in the role of languages as vehicles of cultural transmission and in the globalization of the CCIs. This Concentration requires a minimum of 27 credits.

8. **Multidisciplinary Approaches to Culture:** This Concentration allows for the critical examination of cultural practices at different levels (local, regional, global) from academic perspectives which include gender studies, philosophy, anthropology/sociology, and history, and provides a basis for the pursuit of research supporting the industries.
9. **Business & Entrepreneurship:** This Concentration is for students with interests in the business end of the CCLs, and who see themselves managing practitioners, events, marketing strategies, and developing their own business ideas.
10. **Public Policy & Economy:** This Concentration targets students with an interest in public policy and who see themselves working at the national, regional, or global level in bodies operating in the public sphere, whether governmental or non-governmental, with relevance to the CCLs.
11. **Law:** This Concentration targets students with an interest in the pursuit of law and the Cultural and Creative Industries at specialist levels. Students will have the opportunity to engage at the introductory level, and later if required, in specialized study of entertainment law and intellectual property applied to CCLs.

## MAJOR IN MUSIC AND PERFORMANCE STUDIES

The B.A. in Music and Performance Studies is designed to expose students to a range of thinking primarily based on musicological and ethnomusicological concepts. It offers music courses that range from introductory to advanced levels and although grounded in Western diatonic harmony, considers and explores culturally diverse methods of making, performing, producing and consuming music. A strong feature of the degree is the recognition of technology as a critical component in many spheres of musical interaction and the need for music specialists to be well versed in a variety of software and hardware platforms. Although the degree focuses on music and performance studies, the development of critical thinking, reading and writing skills remain central in the development of a well-rounded UWI graduate.

The degree is multidisciplinary and allows the student to engage in a variety of academic thought through five distinct concentrations including: Music Performance, Music and Technology, Music Education, The Performing Arts, and Music Research and Sound Analysis. The three years of study include a foundation year that immerses the student in established concepts of music creation, performance, production, transmission, analysis and research. In the second year, many of the introductory themes will continue at an advanced level and the student will be exposed to a closer examination of musical practice in the context of the technology, culture and the societal forces that shape it. In the final year of study, course selection includes a mandatory year-long presentation project, which is based on the students selected Concentration and area of academic interest.

The general requirements for admission into the Faculty of Humanities and Education are applicable for the B.A. in Music and Performance Studies, however, one of the qualifying CSEC or CAPE subjects should be in the subject of Music or an equivalent Associated Board grade five in Music Theory. Without a music qualification at CSEC or CAPE level, the student will be required to pass the mandatory MUSC0102: Introduction to Music Theory course during the first semester of study.

### Programme Structure and Content:

The B.A. Music and Performance Studies consists of a combination of new and existing courses from the Mona, Cave Hill and St. Augustine campuses. The overall structure of the B.A. Music and Performance Studies is as follows:

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>Music and Performance Studies Core Concentration:</b>		
<b>9-12 credits:</b> <b>MUSC1212</b> <b>MUSC1103</b> <b>MUSC1102</b>  <b>Plus ONE of the following:</b> <b>MUSC0102*</b>	<b>12 credits:</b> <b>MUSC2501</b> <b>MUSC2101</b> <b>MUSC2100</b> <b>MUSC2008</b> <b>MUSC2200</b>	<b>6 credits:</b> <b>MUSC3300</b> <b>MUSC3501</b>
<b>Humanities (Liberal Studies) or Education Concentration</b>		
<b>3-9 credits as required by selected Concentration</b>	<b>6-12 credits as required by selected Concentration</b>	<b>6-9 credits as required by selected Concentration</b>
<b>Multidisciplinary Concentration</b>		
<b>6-12 credits as required by selected Concentration</b>	<b>6-12 credits as required by selected Concentration</b>	<b>6-18 credits as required by selected Concentration</b>  <b>NB: Students choosing the Music Education Concentration must do 18 credits for the practicum</b>
<b>Faculty Foundation Courses Requirement</b>		
<b>6-12 credits:</b> <b>FOUN1016/FOUN1019</b> <b>FOUN1002</b> <b>Foreign language (unless exempt)</b>  <b>NB: All Music Education Concentration students are exempt from FOUN1002</b>	<b>6 credits:</b> <b>FOUN1101</b> <b>FOUN1201</b> <b>FOUN1301</b>  <b>NB: ONLY Music Education Concentration students have the choice to do FOUN1101 (and one other FOUN course), all other students MUST do FOUN1201 and FOUN1301)</b>	

\*MUSC0102 – Introduction to Music Theory (required for all students accepted without related CSEC/CAPE and below level 5 with the Associated Board)

## MAJOR IN ENTERTAINMENT AND CULTURAL ENTERPRISE MANAGEMENT

The aim of the ECEM Programme is to produce innovative industry leaders who understand the convergence of media, information technology and culture within the local and global contexts. A major focus of the programme is entrepreneurial development and innovation.

The major consists of 42 credits of compulsory core courses, 36 elective credits, 6 credits of Foundation Courses and 6 credits of English Language courses.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>CLTR1001</b> <b>CLTR1007</b> <b>COMM1001</b> <b>FOUN1002</b> <b>AND</b> <b>EITHER</b>  <b>COMM1121</b> <b>OR IMCC1010</b>  <b>FOUN1016 OR FOUN1019*</b>  <b>Foreign Language**</b> <b>3 Free electives</b>	<b>CLTR2505</b> <b>CLTR2605</b> <b>CLTR2705</b> <b>AND</b> <b>EITHER</b>  <b>IMCC2601 OR</b> <b>MKTG2001</b>  <b>AND</b>  <b>FOUN1201</b> <b>FOUN1301</b>  <b>4 Free electives</b>	<b>CLTR3505</b> <b>CLTR3507***</b> <b>CLTR3605 (Summer Internship)</b> <b>CLTR3905</b> <b>LANG3101</b> <b>MGMT3058</b>  <b>AND</b>  <b>5 Free electives</b>
<b>CLTR3605: ECEM Internship (End of Level 3 Summer Term)</b>  <b>*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at Level I</b>  <b>** Students who do not have at least a CSEC pass in a Foreign Language will be required to take a 3-credit foreign language course as one of their electives</b>  <b>***Research-linked course required by the Faculty</b>		

**NB.** It is mandatory that each student completes three (3) non-major Humanities courses (excluding courses offered by the ICS).

## MINOR IN CULTURAL AND CREATIVE INDUSTRIES

The Cultural and Creative Industries minor requires 15 credits from the following courses at Levels II and III:

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>CLTR1803</b> <b>OR</b> <b>CLTR1001</b>	<b>CLTR2803</b> <b>CLTR2505</b>	<b>CLTR3505</b> <b>CLTR3803</b> <b>CLTR3903</b> <b>CLTR3508</b> <b>CLTR3516</b>

## **MINOR IN CULTURAL STUDIES**

The minor in Cultural Studies requires a minimum of 18 credits as follows:

LEVEL ONE	LEVEL TWO	LEVEL THREE
CLTR1001 or CLTR1005	Minimum of 15 credits over levels II and III as follows:	
	CLTR2501* CLTR2018 CLTR2506 CLTR2518 CLTR2519 CLTR2524 MUSC2001 LING2204	CLTR3501* CLTR3905 CLTR3507 CLTR3506 CLTR3508 CLTR3516 CLTR3518 CLTR3510

**NB:** It is highly recommended that students take both CLTR2501 and CLTR3501.

## **MINOR IN ENTERTAINMENT AND CULTURAL ENTERPRISE MANAGEMENT**

The minor consists of 18 credits (3 compulsory\* and 3 additional courses from Levels 2 & 3).

LEVEL ONE	LEVEL TWO	LEVEL THREE
CLTR1001* CLTR1007	CLTR2505 CLTR2605* CLTR2705* CLTR2007 MUSC2001 MUSC2200	CLTR3507 CLTR3905 CLTR3505 CLTR3508 CLTR3803 CLTR3516 MUSC3300

## **MINOR IN MUSIC**

The Music minor requires a minimum of 18 credits as follows:

LEVEL ONE	LEVEL TWO	LEVEL THREE
MUSC1100	MUSC2001 MUSC2007 MUSC2200 CLTR2705	MUSC3002 MUSC3300



### **MINOR IN REGGAE STUDIES**

The Reggae Studies minor requires a minimum of 15 credits as follows:

LEVEL TWO		LEVEL THREE
CLTR2501 GOVT2012 LITS2706	LITS2806 MUSC2007 SOCI2020	CLTR3507 MUSC3300 CLTR3516 CLTR3033

Students should take note of the relevant prerequisites in selecting courses from various disciplines for the Reggae Studies minor.

### **MINOR IN RASTAFARI STUDIES**

The Rastafari Studies minor requires a minimum of 15 credits over Levels II and III as follows:

LEVEL ONE	LEVEL TWO	LEVEL THREE
CLTR1001	CLTR2018 CLTR2518 LITS2706	CLTR3518 CLTR3033 CLTR3530 CLTR3565

**NB. PERMISSION TO DECLARE MINORS MUST BE GRANTED BY THE DEPARTMENT.**

## COURSE LISTING

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS	PREREQUISITE
1 & 2	CLTR1001	Introduction to the Study of Culture	3	None
2	CLTR1005	Material Culture and Identity in the Caribbean	3	None
1 & 2	CLTR1007	Accounting for the Humanities I	3	None
1 & 2	CLTR1803	Introduction to Cultural and Creative Industries	3	None
2	CLTR2007	Accounting for the Humanities II	3	CLTR1007
1	CLTR2018	Introduction to Caribbean Folk Philosophy	3	None
1	CLTR2406	The City in Film	3	None
1	CLTR2501	Caribbean Cultural Studies	3	CLTR1001
1	CLTR2505	Entertainment Media and Culture	3	CLTR1001
2	CLTR2506	Caribbean Films and Their Fictions	3	None
1	CLTR2518	The Culture of Rastafari	3	None
2	CLTR2519	Deconstructing the Culture of Sport	3	None
2	CLTR2524	African Religious Retentions in the Caribbean	3	None
2	CLTR2605	Producing Culture: Music Events and Festivals	3	CLTR2505

1	CLTR2705	Music Business Management	3	CLTR1001
2	CLTR2803	Cultural and Creative Industries in the Caribbean	3	CLTR1001 or CLTR1803
Yearlong	CLTR3033	Reggae Aesthetics and African Diasporan Resistance ( <i>research linked course</i> )	6	None
Yearlong	CLTR3099	Colloquium in Cultural and Creative Industries ( <i>NEW 2019/20</i> )	3	CLTR1803 CLTR2505 CLTR2803
2	CLTR3406	Documentary Film	3	At least one course in Film Studies at Level 1 or 2
2	CLTR3501	Discourses in Cultural Studies	3	CLTR2501
1	CLTR3505	The Art of Artist Management	3	CLTR2505
1	CLTR3506	African Diaspora Film	3	None
2	CLTR3507	Culture Gender and Sexuality in Jamaican Popular Music ( <i>research linked course</i> )	3	CLTR1001
1	CLTR3508	Issues in Caribbean Cyber-culture	3	None
2	CLTR3510	Caribbean Sexualities: Culture	3	CLTR1001 & CLTR2501 OR GEND2004
1	CLTR3516	Performing Culture: Dancehall as Ritual and Spectacle	3	CLTR1001
2	CLTR3518	Rastafari in the Global Context	3	CLTR2518
1	CLTR3530	Rastafari Women, Patriarchy and Gender Justice ( <i>NEW 2019/20</i> )	3	CLTR2518

2	CLTR3565	Rastafari Ital Livty and Socio-Economic Justice ( <i>NEW 2019/20</i> )	3	
Summer Internship	CLTR3605	Entertainment and Cultural Enterprise Management Internship	3	CLTR2505 & CLTR2605
2	CLTR3803	Intellectual Property Management for Cultural and Creative Industries	3	CLTR2505 or CLTR2803
2	CLTR3903	Research Methods for Cultural and Creative Industries	3	CLTR2505 or CLTR2803
2	CLTR3905	Caribbean Fashion Theory, Development and Industry	3	CLTR1001
1, 2 & Summer	FOUN1101	Caribbean Civilization	3	None
1	MUSC1010	Introduction to Critical Listening	3	
2	MUSC1032	Music Technology I	3	
1	MUSC1041	Guitar Skills I	3	None
2	MUSC1042	Guitar Skills II	3	MUSC1041
1 & 2	MUSC1100	Music in World Cultures	3	None
2	MUSC1102	Aural Training I	3	
	MUSC1103	Music Theory I	3	Certificate in Music or ABRSM Grade 5
1	MUSC1211	History of Western Music I	3	

2	MUSC1212	History of Western Music II	3	
1	MUSC2001	Popular Music of the Caribbean	3	None
1	MUSC2007	Recorded Sound in Jamaican Popular Music	3	None
	MUSC2008	Steelpan (St. Augustine)	3	
	MUSC2041	Caribbean Hand Drumming	3	MUSC2041
	MUSC2100	Composing in Caribbean Popular Genres (Cave Hill)	3	
	MUSC2101	Composition (St. Augustine)	3	
2	MUSC2200	History of Jazz & the Blues	3	None
1	MUSC2501	Jazz Theory I (St. Augustine)	3	
1	MUSC3002	The Production of Popular Music	3	None
2	MUSC3300	Bob Marley & his Music (research linked course)	3	None
1	MUSC3501	Music Education (St. Augustine)	3	

## **COURSE DESCRIPTIONS**

### **CULTURAL STUDIES**

#### **LEVEL I**

##### **CLTR1001 INTRODUCTION TO THE STUDY OF CULTURE**

Culture is thought to be one of the most complicated words in the English language. Disciplinary perspectives such as Anthropology, Sociology and Cultural Studies have sought to understand the complexity of culture, its definition, social uses, manifestation and political uses, especially its intersection with power and powerlessness. The course will explore significant connections between these disciplines through an exploration of definitions and varied approaches to the study of culture. The course is divided into two parts - the history and development of the study of culture (Pt. I) and the eventual metamorphosis into Cultural Studies (Part II). This course is a foundation level one course to be completed by all students pursuing ICS Minors / Majors.

##### **CLTR1005 MATERIAL CULTURE AND IDENTITY IN THE CARIBBEAN**

The course engages material culture as a political force where issues of agency, commodification and consumption emerge. As is customary in cultural studies, this course draws on approaches from anthropology, geography, archaeology, and science and technology as it explores the complex story of Caribbean culture through the objects made by humans. Truly interdisciplinary in nature, this course exposes students to culture through engagement and application of theories and methods that centre attention on material culture as a space to analyse power and identity. Emphasis is placed on interrogating agency, representation and power structures in the appearances, roles and histories of material culture ranging from art, food, and dress, to landscapes, the built environment, religion and the collection of local/indigenous artefacts. Students are encouraged to start thinking critically about materials they encounter on a daily basis.

##### **CLTR1803 INTRODUCTION TO CULTURAL AND CREATIVE INDUSTRIES**

This course is designed to engender an appreciation of the practices and key terms relating to Cultural and Creative Industries for students at the undergraduate level. It provides students with a historical overview of the development of Cultural and Creative Industries, as well as an introduction to their specific practices, policies, processes and structures regionally and internationally. Contemporary and other emerging issues of relevance to the Cultural and Creative industries also form part of this course.

##### **CLTR1007 ACCOUNTING FOR THE HUMANITIES I**

This course provides non-specialist students with an introduction to the core principles of accounting and financial management relevant to Humanities enterprises. It stresses the role of accounting as a service activity within the broader industry context. The course creates a foundation for further exploration of final accounting in Humanities enterprises.

#### **LEVEL II**

##### **CLTR2007 ACCOUNTING FOR THE HUMANITIES II**

Building on knowledge previously gained in CLTR1007, the course guides students in their acquisition of technical and problem solving skills in the area of corporate external financial reporting, which comprises financial reporting by reporting entities to external stakeholders. Students in this course will gain skills in reading financial statements and understanding the procedures used to prepare them. They also learn how to use financial statements to analyse the economic status and performance of Caribbean Humanities enterprises.

##### **CLTR2018 INTRODUCTION TO CARIBBEAN FOLK PHILOSOPHY**

This course explores the concept of "Folk Philosophy" as a Caribbean intellectual tradition developed and advanced by unlettered thinkers. It highlights the contribution of key agents in establishing discourses on New World being and the interpretation of the Caribbean experience since slave emancipation. These ideas are discussed in light of the national heroes, official and unofficial, as agents in the construction of a Caribbean Folk Philosophy. The course will help students identify the key sources of Caribbean folk philosophy, delineate its inner logic, and philosophical emphases and assess its contribution to the society.

### **CLTR2406 THE CITY IN FILM**

The course adopts an interdisciplinary approach in understanding how urban centres are represented in film and shape the cities in our imaginations. It explores the cinematic city as a place of cultural expression, as a site of diversity, displacement and social liberation, but also as a site of social control. Hence, the course examines the aesthetic, industrial, political, and cultural dimensions of the city in film. Students will study cinematic representations of several major cities with an emphasis on cities in the global south, exploring their depictions as sites of postcolonial struggle and migration. Students will also have the opportunity to critically explore male dominance in city films with attention given to the ways gender is constructed and performed across a range of genres.

### **CLTR2501 INTRODUCTION TO CARIBBEAN CULTURAL STUDIES**

This course introduces students to theories of Cultural Studies generally and the terrain of Caribbean Cultural Studies specifically. It highlights the main cultural practices in the Caribbean with particular emphasis on Jamaica, and relates them to the study of culture in general. Students are expected to analyse the impact of race, class and gender as experienced in the Caribbean while assessing their significance as frames of reference for understanding cultural practices and power relations. The course offers students a platform through which to interpret cultural expression in its broadest political sense. Students will be exposed to the leading intellectual interpretations of Caribbean culture.

### **CLTR2505 ENTERTAINMENT, MEDIA AND CULTURE**

This course focuses on the operation of selected Caribbean cultural industry areas of the arts, music, live and media entertainment, among others. It also examines the basic concepts and principles that relate to the entertainment, media and culture industries, as well as the various aspects of the cultural industries in the Caribbean, including their diversity and complexity. It appraises the international context and the impact of globalization on Caribbean cultural products and contextualizes the regional cultural industry. Students are exposed to information that guides their assessment of the role of culture in the entertainment industry in general. The course assesses the contribution cultural enterprises can make to the region and discusses its role in the region's economy and future.

### **CLTR2506 CARIBBEAN FILMS AND THEIR FICTIONS**

The course introduces students to some of the classics of Caribbean cinema and three diverse examples of film practice in the region. The texts for this course provide unique examples of the close relationship between film and fiction across the three main linguistic areas of the Caribbean. Collectively, they provide a dynamic representation of Caribbean life and culture, through which students gain valuable insight into social issues and the culture and history of the region. The texts studied in the course are: *Black Shack Alley* by Joseph Zobel and *Sugarcane Alley*, directed by Euzhan Palcy; *Inconsolable Memories* by Edmundo Desnoes and *Memories of Underdevelopment*, directed by Tomás Gutiérrez Alea; *The Harder They Come*, directed by Perry Henzell, and *The Harder They Come* by Michael Thelwell.

### **CLTR2518 THE CULTURE OF RASTAFARI**

This course offers an introduction to some of the central ideas and issues related to the culture of Rastafari. The objective is to allow students to view a range of cultural artefacts and texts produced by and about Rastafari in order to interpret and assess the significance of the Movement's emergence, development and contribution to local sensibilities as well as global thought and practice. Themes include key principles of Rastafari relative to post-emancipation discourse, early patterns of resistance, social organization and the influence of Rastafari on popular culture.

### **CLTR2519 DECONSTRUCTING THE CULTURE OF SPORT**

This course presents sport as a cultural ground for analyzing and interpreting human dynamics in teams, clubs, institutions, and by extension, the Nation. The course is designed to sensitize students to the psychological, social, economic and political 'forces' that impact on the development of sport in the Caribbean, and the world in general. The course introduces students to theories of deconstruction, play, games and sport and their inter-relationship with history, culture and society. Various sports such as horse racing, boxing, athletics, cricket, football, tennis and netball will be explored.

### **CLTR2524 AFRICAN RELIGIOUS RETENTIONS IN THE CARIBBEAN**

This course examines the contribution of Africa and its people to some Caribbean religious expressions. The course presents the dominant worldview of traditional African culture and explains a number of its concepts such as religion, superstition, spirit belief and syncretism as well as African cultural approaches to health and healing. It explores African influenced religions in the region focussing on the influence of African culture upon Christianity. Classes are structured in a seminar format with a lecture presentation, followed by an opportunity given to participants to engage in discussion of key issues. Where necessary, videos are used to supplement the shared information.

### **CLTR2605 PRODUCING CULTURE: MUSIC EVENTS & FESTIVALS**

The course provides insight into the business aspects of cultural production. There is a focus on the contributions of entrepreneurial undertakings that have led to the development of some entertainment genres. Students are exposed to some production concerns in organizing events and festivals and producing music and other live forms of entertainment. Upon completion of the course, students should be able to discuss the important principles of events planning, apply creativity, 'out of the box' thinking and construct a detailed event plan for any event concept.

### **CLTR2705 MUSIC BUSINESS MANAGEMENT**

This course presents a broad overview of the recording and music industries, and explains how the various segments operate on a day-to-day basis, with special reference to the Jamaican music scene. Students will learn about where monies are generated, who are the key industry players, how deals are made and broken, how to protect one's interests and how to exploit new developments in digital technology that are changing the way that music is marketed, promoted, distributed, and heard. This course also introduces students to the career opportunities that are available within the industry, and imparts the knowledge needed to achieve their goals.

### **CLTR2803 CULTURAL AND CREATIVE INDUSTRIES IN THE CARIBBEAN**

This course is designed to engender an understanding of the Cultural and Creative Industries in the Caribbean. It provides students with a regional framework through which to define, analyse and assess Caribbean Cultural and Creative Industries (CCCI). The course also examines how the Caribbean Cultural and Creative Industries contribute to the global economy as well as how the said industries are developed by the regional governments. Contemporary and other emerging issues in the said industries also form part of this course.

## **LEVEL III**

### **CLTR3033 REGGAE AESTHETICS AND AFRICAN DIASPORAN RESISTANCE**

Through an examination of multi-textual representations (film, food, music, art and dance traditions) Reggae as an ethos and a Rastafari-inspired aesthetic of Caribbean discourses is engaged. It traces the development and creation of distinct African Diasporic aesthetics in terms of beauty, resistance and freedom. Through the lens of pre-colonial, colonial and post-colonial history, it explores the movement from African to African Diasporic aesthetics, critiques and identities. The course therefore explores the origins of Caribbean and Diasporic aesthetics, philosophies, discourses and the cultural and creative industries within the context of Reggae and Rastafari. Students are guided by a weekly seminar through an array of texts and cultural products in order to assess the contribution and critique the works of the creative imagination within this frame. Semester I of the course will explore the development of specific African and Diasporic Aesthetics while Semester II of the course will focus on an examination of multi-textual representations (film, food, music, art and dance traditions) of African and Diasporic aesthetics through the lens of Reggae.

### **CLTR3099 COLLOQUIUM IN CULTURAL AND CREATIVE INDUSTRIES**

This course builds on Levels I and II courses while bridging the gap between finalizing students and the wider industry. It is designed to develop an understanding of the CCIs in the Caribbean through a combined theoretical and professional perspective. It is a year-long capstone course that exposes students to practitioners in the CCIs throughout the year and will see students carrying out a research project in their second semester. CLTR 3099 will meet the Faculty requirement of a research-linked course and is a substitute for HUMN3099. In this course, students are exposed to the major sectors of the CCIs and key players from the practitioners' and



technical specialists' perspectives through interactive activities such as field trips, case study analyses and (guest) lectures. In Semester 1, students interface with the management, operational and legal tenets as well as best practices of sector professionals in the CCLs generally and in the Caribbean specifically. In Semester 2, students explore the philosophical, ideological, and strategic planning in the CCLs. Knowledge gained in this course provides students with crucial insights into the intellectual and professional strengths, and needs of the industries.

#### **CLTR3406 DOCUMENTARY FILM**

This course is designed to give students a historical and theoretical understanding of documentary film as a non-fictional form of cinema. We will examine various documentary film genres, such as Cinéma Vérité, ethnographic films, and the autobiographical documentary, focusing on landmarks films within each genre. The scope of this course is both global and historical in order to prompt students' thinking about the diverse roles documentaries have played across space and time.

#### **CLTR3501 DISCOURSES IN CULTURAL STUDIES**

The course is intended to introduce students to the expanse of the Cultural Studies disciplinary terrain, its methods of inquiry, its contribution and essential nature. This will be achieved by close examination of the process of institutionalization and the spread of Cultural Studies throughout the northern and southern hemispheres. From its original interests in working class cultures, youth subcultures and the media, and using the Birmingham and Frankfurt Schools as a sort of intellectual and historical beginning, students metaphorically traverse a Cultural Studies map of practice and discourse. Students will study both the methods and objects of Cultural Studies scholarship. Key questions are answered, such as – How do we analyze popular and expressive cultural practices? What is the relationship between culture and economic or political structures? How are cultural meanings produced, circulated and consumed? How do cultural formations produce collective agency and individuated subjectivity? What is subculture? How we examine models of counter-culture? What is the relationship between the urban, performance and the body? What models of nation and/or community are to be found in the popular?

#### **CLTR3505 THE ART OF ARTIST MANAGEMENT**

This course is designed to instil the fundamental principles of effective artiste management, and seeks to equip students with the skills required to meet the numerous challenges faced by management in the Cultural and Creative Industries. The course will create an environment for students to investigate the management skills and attitudes required to handle varied types of artists within the Cultural and Creative Industries locally, nationally, internationally and globally.

#### **CLTR3506 AFRICAN DIASPORA FILM**

From Spike Lee's *Do The Right Thing*, to *Dancehall Queen*, to Blaxploitation films, this course encourages students to consider Black films as more than simply entertainment. A rich and compelling subject for study, black cinema also offers contemporary perspectives on a wide range of issues and concerns, including gender, race, culture and identity, exile and displacement, history and memory, rebellion and resistance. In this exciting new course students learn how to "read" and analyse films, and consider how the elements of film form are manipulated to produce narratives on the screen. Students will also have the opportunity to explore different approaches to film making, and also examine the positioning of the black spectator in dominant cinema. Six films will be studied for the course and will be drawn from filmmaking communities in the Caribbean, North America and the United Kingdom.

#### **CLTR3507 CULTURE, GENDER & SEXUALITY IN JAMAICAN POPULAR MUSIC**

This course draws on theories at the juncture of gender and cultural studies, to question the production and consumption of Jamaican popular music culture and critically examine the intersections of gender and sexuality therein. It explores the ways in which Jamaican popular music has been instrumental in mediating constructions both national and personal and how the creation, consumption, and understanding of culture are dependent on our often-unconscious assumptions regarding gender and sexuality. Thus, the course also signals how unequal power structures and stereotypical and oppressive role models can be revealed and challenged. In this regard, it will be seen how culture shapes our perception of who we are (or who we are *supposed* to be) and how we behave (or how we are *expected* to behave). The course will focus on dancehall music as contemporary popular Jamaican music, but will also draw from other genres, including reggae and mento.

### **CLTR3508 ISSUES IN CARIBBEAN CYBERCULTURE**

The course examines the ways in which new media technologies in a digital age have changed how Caribbean people interact, individually and collectively, within the local, regional and international spheres. The course explores the impact of new media technologies on the ways that we think, what we understand as truth, how we communicate, conceptualise identity, build virtual communities, construct nation and affect political change. The course focuses on cyber reality, the internet's effects, new communication technologies, and new modes of digital production, distribution, and consumption. This course is intended to facilitate the transition from user to critical user, and from consumer to prosumer.

### **CLTR3510 CARIBBEAN SEXUALITIES: CULTURE, POWER AND IDENTITY**

Building on the foundation provided in such courses as GEND2400 and other prerequisites, this course opens the discussion on sexualities as plural and as a variety of choices that individuals may make across the lifespan and across cultures. It explores the ways in which sexual orientation, preferences and expression vary across the region and the impact of culture on what is permitted, forbidden and practiced. The course exposes students to literature covering the Anglophone, Francophone, Dutch and Hispanophone Caribbean on sexuality and its regulation. The course also acknowledges that bodies and sexualities are racialized in specific ways in Caribbean societies, including within the large Asian populations. It explores the importance of sexuality as a "power over life" issue influencing control over bodies, hierarchy, privilege and the structure of Caribbean society, while examining the changes that are currently taking place both regionally and internationally.

### **CLTR3516 PERFORMING CULTURE: DANCEHALL AS RITUAL AND SPECTACLE**

The course explores select facets of dancehall culture such as street and other performances, its rituals and celebration, alongside the spectacle of fashion and masquerade, and the video-light. It analyzes how these can be understood within and beyond their everyday contextual framings and explores what these features tell us about the community and society in which they take place. It examines elements of the everyday performance, ritual and spectacle that characterize the "theatre" of dancehall culture. Theories from performance studies, cultural studies and anthropology will be deployed to analyses of dancehall culture's rituals and spectacle. Particular attention will be paid to the ways in which agency is created by actors from socio-cultural spaces of power from below.

### **CLTR3518 RASTAFARI IN THE GLOBAL CONTEXT**

This course is designed to critically assess the Rastafari worldview as an African Diasporan knowledge system on the world stage. The course examines the various strategies employed by the Rastafari of Jamaica in globalizing its culture and livity and what that suggests about the Movement and its journey, vision and message within the Jamaican and international communities. It also addresses the contribution of Rastafari to Pan Africanism and global liberation struggles in general as well as the challenges the Movement faces as it grows, and grows away from its core Jamaican locale.

### **CLTR3530 RASTAFARI WOMEN, PATRIARCHY AND GENDER JUSTICE**

The course discusses the ideas and practices that marginalize, exploit, dominate and downpress women in the broader society which inform relations between women and men within the Rastafari movement. The course also highlights the exercise of agency by Rastafari women in challenging patriarchy and expanding the emancipatory vision and mission of Rastafari. The course also provides the learning space to examine the challenges that Rasta women or *sistren* have been posing to patriarchal relations within the movement, the nature of the gender justice-informed prescriptive ideas (solutions) that they are offering and to locate their struggles within the broader context of the women's and feminist movement within the Caribbean and elsewhere across the world. The course equips learners with the knowledge, skills and attitude to work in solidarity with Rasta women or *sistren* and progressive Rasta men or *breðrin* to advance the cause of gender justice and women's liberation within the Rastafari movement. This course builds on the foundation of *CLTR2518: The Culture of Rastafari*.

### **CLTR3565 RASTAFARI ITAL LIVITY AND SOCI-ECONOMIC JUSTICE**

This course offers an interdisciplinary examination of the philosophical and practical manifestations of Rastafari's Ital Livity. Ital Livity will also be examined as a framework for the pursuit of ecological sustainability and a self-reliant, ethical, social, economic and political development process in the Caribbean. The course will explore the defining features of Ital Livity and their application to community, national and regional development planning and programming. As a part of an exploration of ecological sustainability and a humanistic economic practice, students will be introduced to the culture of economic cooperation as a path to economic democracy, deliberative and direct democracy, collective wealth-building, communitarian distributional ethics, and a balanced relationship with the ecosystem. The course develops within the learners an appreciation of the prescriptive character of Ital Livity in the regional development discourse and the societal application of Rastafari as a theology of liberation.

### **CLTR3605 ENTERTAINMENT & CULTURAL ENTERPRISE MANAGEMENT INTERNSHIP**

The goal of the Entertainment and Cultural Enterprise Management Internship is to provide students with pre-professional, practical experience within an entertainment and cultural enterprise management setting. The internship is a bridge for the student to connect the academic present with the professional future. It will provide the student with opportunities for organizational analysis as well as develop their ability to identify, plan, implement and evaluate independent projects. **[Students must register for the internship during the summer at the end of Level 2]**

### **CLTR3803 INTELLECTUAL PROPERTY MANAGEMENT FOR THE CULTURAL AND CREATIVE INDUSTRIES**

This course introduces students to concepts of intellectual property (IP) and its related rights, and the management of these rights with a particular focus on Cultural and Creative Industries. It provides information on local, regional and international copyright laws and intellectual property structures and their relationship to the Cultural and Creative Industries. The course also examines the roles of local, regional and international bodies, conventions and agreements that are in place to ensure the careful management of intellectual property rights in the Cultural and Creative industries.

### **CLTR3905 CARIBBEAN FASHION: THEORY, DEVELOPMENT AND INDUSTRY**

The course examines fashion history and theory with a view to exploring the Caribbean Fashion Industry (CFI) as a sector of the region's cultural/creative industries, and examines its potential as a catalyst for socio-economic development of the region. Students will be introduced to the CFI's trends, horizontal and vertical linkages and other peculiarities of this industry as well as uncover its relation to the other cultural industries of the Caribbean. The course combines innovative teaching methods using field/site visits and exposure to practitioners and brings together specific and general elements of the fashion industry, while raising questions about Caribbean fashion, its history, theorizing and industrializing.

## **MUSIC**

### **LEVEL I**

#### **MUSC1010 INTRODUCTION TO CRITICAL LISTENING (Cave Hill)**

All students of music must develop their ability to critically listen to music. In today's world, music is presented on CD's, as midi files, on music videos etc., but regardless of the medium, music students need to be aurally aware of the integral parts of the piece. They must also have the necessary knowledge and skills to describe and analyze it. At the end of this course, students will be able to aurally identify and describe the melody in selections from a variety of genres, describe the texture, form and instrumentation of particular works. Students will also be able to discuss and describe the performance practices involved in various genres.

**MUSC1032****MUSIC TECHNOLOGY I**

The course provides the student with a historical context for how music is influenced by technology; from the development of the pianoforte to the digital audio workstation. However, the primary focus of the course is based on the use of computing as a critical tool in all forms of musical interaction, detailing the function of the music interface, keyboard controller and mixing control surface. The course provides examples of how music software and computing platforms are employed in a wide range of commercial settings. The student will also be introduced to audio editing software and s/he will be required to demonstrate an understanding of the principals of sound editing based on musical criteria such as key, pitch, tempo and form. Assessment will be made through coursework and a final written exam

**MUSC1041****GUITAR SKILLS I**

This course is designed for students who do not have any experience with traditional musical instrument performance and provides an introduction to guitar playing. Instruction is delivered in a weekly two-hour practical group session and one hour tutorial discussing aspects of the instrument's design, operation and performance. The course introduces the student to the guitar as a basic music making tool that can be employed in a wide array of settings. The course will introduce sitting positions, left and right hand positions, fingering, sight-reading and the use of the instrument to perform diatonic chords in first position with a strong focus on accompaniment. Basic arrangement skills using strumming and finger picking will be taught through notation and the student will learn how to tune and maintain the instrument. Course assessment is based on practical examination.

**MUSC1042****GUITAR SKILLS II**

This course will be delivered in a weekly two-hour practical group session and one hour tutorial discussing theoretical aspects of the instrument and its performance. This course builds on the content of Guitar Skills I, expanding the student's understanding of the instrument with the introduction of bar chords, third and fifth positions, percussive strumming techniques and alternate picking using fingers and/or plectrum. In addition, the course will expand the student's sight-reading skills with simple pieces from the classical guitar repertoire and the arrangement of chord voicings using open strings with simple diatonic note extensions. The course will also introduce the student to regional fretted string instruments such as the Quattro and three-course Tres, the playing of which is made accessible through guitar performance techniques. The student will be required to consider the development of the guitar in a wider context and the importance of fretted string instruments in the region. Course assessment is based on practical examination.

**MUSC1100****MUSIC IN WORLD CULTURES**

This survey course will develop students' understanding of different ways people in various cultures around the world conceptualize, perform, and consume music. The course will expose students to the musical traditions and performance practices of a variety of cultures. Listening to examples of different music will form an integral part of the course. Students will be required to view recordings of live performances as they develop an understanding of the place of music in the world. The course will encourage students to examine their reactions to different types of music as they become more discriminating consumers/listeners. It is hoped that the course will help to foster openness to other cultures and tolerance for the unfamiliar.

**MUSC1102****AURAL TRAINING I**

This course consists of two main components – (i) vocal sight reading and (ii) aural skills development. Exercises lead to competence in discrimination and writing (from dictation) rhythmic patterns in simple and compound time and melodic patterns in limited range (pentatonic) and in major and minor keys. MUSC 1105 builds on the skills developed in MUSC 1102 to include dictation of triads and recognition of harmonic progressions and cadences. Sight reading of rhythm patterns in simple and compound time and pitch patterns in pentatonic, major and minor keys would be achieved at the end of both Aural Training courses. This course develops fundamental knowledge and skills required of musicians to be internationally competitive in a professional environment.

**MUSC1103 MUSIC THEORY I (Pre-Req-Certificate in Music OR \*ABRSM Grade 5 Theory)**

This course will focus on the fundamentals of common practice music theory. The students will practice voicing and resolving triads and seventh chords, harmonizing short melodies using non-chord tones and secondary dominants, and realizing four-part settings of melodies and figured bass by doing exercises which require them to employ the principles of part writing and Roman numeral analysis.

**MUSC1211 HISTORY OF WESTERN MUSIC I**

This course is focused on Western music history from the medieval times to the Baroque Era. Such knowledge is foundational to future professionals in the field of music, whether they work as adjudicators, conductors, composers, arrangers, performers, or teachers. Thus, pieces of music representative of each era will be selected to demonstrate musical traits that characterize the periods of music history being studied. Both musical scores (hence the pre-requisite) and listening extracts will be examined.

**MUSC1212 HISTORY OF WESTERN MUSIC II**

This course builds on information from part I (History of Western Music I) and will examine works from the Classic Era to the Twentieth Century. Such knowledge is foundational to future professionals in the field whether they eventually work as adjudicators, conductors, composers, arrangers, performers, or teachers. Thus, pieces of music representative of each era will be selected to demonstrate musical traits that characterize those periods of music history being studied. Both musical scores and listening extracts will be examined.

**LEVEL II****MUSC2001 POPULAR MUSICS OF THE CARIBBEAN**

Today, while there is no mistaking Jamaican reggae, or the steel pan from Trinidad & Tobago, there remains some confusion among less well-known though equally important Caribbean popular genres, even among local populations. Using the methods of musicology and ethnomusicology, the course will explore the evolution and characteristics of different popular music genres in the multilingual Caribbean region.

**MUSC2007 RECORDED SOUND IN JAMAICAN POPULAR MUSIC**

The course offers a historical perspective on the development of Jamaican recording studios, discussing how musical performances are captured, as well as how recorded sound influences the process of music creation. The emergence of new music and sounds, evident in some forms of mixing, turntableism and controllerism will be considered in the context of technology, culture and economics that continually drive the development of popular music. The development of the Jamaican recording industry will be discussed, as will the way in which recording technology has been adapted to satisfy a range of local needs, and the emergence of the 'Jamaican sound'. A diverse range of popular music will be analysed with a focus on the development of aural skills and the ability to recognize musical, programmed and engineered elements in recorded music. The course will appeal to a broad range of disciplines including music studies, media studies, cultural studies and computer science.

**MUSC2008 STEELPAN HISTORY (St. Augustine)**

The course will focus on a thorough study of the development and evolution of the steelpan from African drumming through pitched metal beating in Trinidad and Tobago. Students will conduct a detailed research project focused writing a biography on a steelpan aficionado.

**MUSC2041 CARIBBEAN HAND DRUMMING (Pre-requisite MUSC1103)**

This course introduces students to hand drumming and the rich historical and socio-political tradition of this instrument in the Caribbean. The student will be exposed to a range of technical exercises aimed toward building a vocabulary of hand-drum rhythms selected from the region. The student will also be encouraged to participate in ensemble playing and the development of a strong timing sense. In addition, students will be encouraged to use these rhythms for the creation of compositions and to develop improvisation skills.

### **MUSC2100 COMPOSING IN CARIBBEAN POPULAR GENRES (Cave Hill)**

Composing, which is taken to include arranging and improvising, has become an integral part of music programmes in schools and tertiary institutions in many countries. It provides opportunities for personal exploration and inventiveness and allows for the development of a repertoire of music that speaks specifically to the aesthetic interests of contemporary society. This course seeks to develop skills and interests in composing. It also aims to foster an experience of the process of composing and thereby allows students to personally contribute to the development of Caribbean popular music as composers/performers and as an informed audience.

### **MUSC 2101 COMPOSITION (St. Augustine)**

Composition is a derivative of creativity of which improvisation is an asset to the composer and a pathway to realizing a composition. In structuring this course stages in the creative process will be visited: analysis of established 'classic' literature, composing an idea or motive, transformation or manipulation of the idea, improvisation, organization or form of a composition, notation and performance of compositions, critique of compositions towards improvement and further experimentation. In this way students will become acquainted with compositional techniques including melodic writing, phrase structure, motivic development, counterpoint and harmonization.

### **MUSC2200 A HISTORY OF JAZZ AND THE BLUES**

Jazz and the Blues have occupied a significant place in the cultural history of the Americas for over a century. This dual music genre is universally recognized as an important contribution from an enslaved people to the cultural inventory of the planet, and is acknowledged for its distinctive impact on other music genres and art forms worldwide. This course surveys the histories of this genre from c.1619 up to 2000. It exposes students to the geography of Jazz/Blues, its structure and nature, the cultural and political influences that have helped to shape its evolution, its fusion with other art forms and styles of music inside and outside of the Caribbean, the role of gender and religion in its formation, and its modern manifestations. The course thus introduces students to an important aspect of the cultural history of the Americas, enables them to appreciate the genius of an exploited people, and sensitizes them to better understand the musical contours of the present global age.

### **MUSC2501 JAZZ THEORY I (St. Augustine)**

Jazz Theory part 1 is an introduction to the vocabulary of Jazz harmonic practices, along with the historic development of Jazz music beginning with the Jazz Heritages, Blues, Ragtime, Dixieland, Boogie Woogie, and Swing Music, and listening analysis of the different periods. In addition to the above, are the formation of specific scales and modes, construction and notation of extended tertian chords structures, altered dominants, and harmonic substitutions.

## **LEVEL III**

### **MUSC3002 THE PRODUCTION OF POPULAR MUSIC**

This course investigates how writing, arranging, performance, sound capture and commercial exploitation, are brought together as critical elements of the music production process. Although the course takes a broad view of music production, there is a focus on Jamaican popular music through the evaluation of local sound and identifying ways in which music production has been influenced by, but has also influenced, music from the rest of the Caribbean and diverse geographical locations. Music production models associated with North America and Europe will be analysed and discussed, providing a context for the production methodologies, which were adapted, but also expanded for the creation and capture of Jamaican popular music. This will include the earliest mento recordings of the 1950s, to the most recent computer based, digital recordings.

### **MUSC3300 BOB MARLEY & HIS MUSIC**

This seminar course will enable students to think about and interpret Marley's music in relation to a variety of theoretical, social, and cultural issues. Themes taken from aspects of his life and/or music will form the basis of discussions. Listening to recordings will be an integral part of the teaching and learning activities. The seminar format will foster intellectual independence in students and promote critical and creative thinking.

**MUSC3501****MUSIC EDUCATION I (St. Augustine)**

This course explores the rationale for teaching music and how the formation of a teaching philosophy is critical in the work of the teacher. A selection of learning theories will be explored through classes and workshops with the objective of establishing a sound approach toward lesson planning and subject organization. The course sets out to provide the student with an understanding of how teaching methods can be applied to the development and structure of music learning, with specific behavioural objectives in mind.

**FOUNDATION COURSE****FOUN1101****CARIBBEAN CIVILIZATION**

The course is designed to give students a survey of the Caribbean's history and culture, commencing with the arrival of the Neo-Indian peoples (ca. 5000BC) through to the present day. It stresses the commonality of the region, comprising more than individual island nations or linguistic groups. The idea of *civilization* is key to comprehending the Caribbean's progression through time and plays an important role in understanding the cultural, economic, social and intellectual trends and their supportive institutions that have emerged in the Caribbean. While the course focuses on the similarities in the Caribbean, it also highlights the differences that have emerged because of colonialism, demography, climate and historical progress. This course aims to stimulate students' interests in the concept of a Caribbean civilization and place it within the context of understanding their individual lives and the lives of those around them.

## DEPARTMENT OF LANGUAGE, LINGUISTICS AND PHILOSOPHY

### MESSAGE FROM HEAD OF DEPARTMENT



Welcome to the Department of Language, Linguistics and Philosophy!

On behalf of the Department of Language, Linguistics and Philosophy, I am delighted to welcome you to the 2019-2020 academic year. As students, you are the centre of our campus community, and the motivation of our academic staff.

It is the aim of our Department to enable you to become both culturally and socially aware citizens and employable graduates. To this end, we offer you a rich and diverse learning experience through our courses/programmes which seek to instil habits of critical thinking; enhance reading, writing, and public speaking skills; stimulate engagement with critical questions about reality, knowledge, and value; and increase awareness of the place and utility of language in people's daily lives.

You are being invited to carefully explore the Department's Majors, Minors, Diplomas and Electives, taking particular note of pre-requisites, requirements, and exemptions as outlined in this Handbook. Please do not hesitate to ask for assistance and guidance from our Academic and Administrative staff who stand ready to help you address any challenges you may encounter.

Finally, I encourage you to stretch yourselves, engage with department/faculty clubs and activities, choose to make decisions that will elevate you and your future, and last but not least, study hard, and make the most of your university experience.

Welcome, once more! I hope your time with us will be exciting, and challenge you in new and different ways.

Dr. Ingrid McLaren



## B.A. PROGRAMMES IN THE DEPARTMENT OF LANGUAGE, LINGUISTICS & PHILOSOPHY: MAJORS, SPECIALS, MINORS, DIPLOMAS AND ELECTIVES

### MAJOR IN PHILOSOPHY

No other discipline but Philosophy allows for such sustained reflection on the ideas and issues which move individuals and groups of individuals in all human societies. Courses in the Philosophy programme address issues pertaining to ethics, human existence and experience, the value of cultural knowledge, the meaning of notions that we take for granted such as "truth," "reason," "beauty," "right", "duty", "love", "sex", "identity", "meaning/end of life", "existence", "God", etc. Critical reflection is at the core of the programme, allowing students to graduate with the tools to excel in a wide range of professions which call for an investigative mind either as employer, employee or self-employed entrepreneur.

Core subjects include African Philosophy, Caribbean Philosophy, Ethics, Logic, Epistemology, Philosophy of Mind and Metaphysics. Additionally, students will choose from a wide range of courses on topics such as Ancient and Modern Philosophy, Meaning of Life and Existence, Political Philosophy, Paradox Analysis, Philosophy of Religion, Philosophy of Law, Philosophy of Leadership, Philosophy of Sex and Love.

To qualify for a Major in Philosophy, students must complete a **minimum of 39 credits** in the discipline, 12 credits each at levels 1 and 2, AND 15 credits at level 3 of the programme.

Graduates of the B.A Philosophy may be considered for acceptance into the M.A or M.Phil/PhD Philosophy programmes.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>PHIL1001</b> <b>PHIL1002</b> <b>PHIL1003</b>  <b>And ONE of the following:</b> <b>PHIL1004</b> <b>PHIL1006</b>  <b>AND</b>  <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b> <b>Foreign language or Free</b> <b>elective</b>  <b>3 Free electives</b>	<b>PHIL2002</b> <b>PHIL2003</b> <b>PHIL2006</b>  <b>And ONE of the following:</b> <b>PHIL2001</b> <b>PHIL2004</b> <b>PHIL2005</b> <b>PHIL2025</b> <b>PHIL2501</b> <b>PHIL2502</b> <b>PHIL2601</b> <b>PHIL2602</b> <b>PHIL2701</b> <b>PHIL2702</b> <b>PHIL2902</b>  <b>AND</b> <b>FOUN1201</b> <b>FOUN1301</b> <b>4 Free electives</b>	<b>PHIL3601</b> <b>PHIL3602</b> <b>PHIL3099</b>  <b>And ONE of the following:</b> <b>PHIL3006</b> <b>PHIL3012</b> <b>PHIL3018</b> <b>PHIL3025</b> <b>PHIL3510</b> <b>PHIL3803</b>  <b>AND</b>  <b>5 Free electives</b>
<b>*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.</b>		
<b>** Level I prerequisites in the relevant discipline may be applicable; students are advised to check with the department that offers the course.</b>		

**NB. Compulsory: THREE Humanities and Education non-major courses.**

## MINOR IN PHILOSOPHY

The minor in Philosophy consists of one Level I Philosophy Course, preferably PHIL1003 (Introduction to Philosophy), and an additional 15 credits in Philosophy courses across levels 2 and 3.

## THE LINGUISTICS PROGRAMMES

At the core, all linguistics programmes are concerned with the place and utility of language in people's daily lives. Informed by the study of language in different societies, our programmes develop a global perspective on language in Caribbean societal contexts. Our graduates are expected to have a range of skills which allow them to be good communicators, and are found in professions which call for the ability to analyze and develop appropriate communication strategies, or to analyze and implement language-related policies and interventions. Such professions range from Public Relations, to English language curriculum development and teaching, to the hospitality industry and the public media.

Apart from the general Majors in Linguistics and in Language, Communication and Society, some of our majors relate to more specific career objectives. This is true of the Double Major in Linguistics & Language Education, whose graduates are recognized by the Ministry of Education as trained Teachers, opening up career options in the educational sector. The Major in Caribbean Sign Language Interpreting allows graduates to work in Deaf environments, and the Special in Language & Linguistics naturally prepares graduates for a career in foreign language environments.

## MAJOR IN LANGUAGE, COMMUNICATION AND SOCIETY

This programme focuses on the social and communicative value of language, while also including courses which develop a deeper understanding of the organising principles behind the structure of language. Some signature courses in this major include Language, Gender & Sex, The Language of Negotiation, and Language Planning, alongside courses in Phonology, Syntax, Structure of the English Language, and the Sociology of Language.

The Major in Language, Communication & Society requires a minimum of **42 credits** in Linguistics courses.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>LING1401</b> <b>LING1001</b> <b>LING1002</b>  <b>AND</b>  <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b> <b>Foreign language or Free elective</b>  <b>4 Free electives</b>	<b>LING2001</b> <b>LING2002</b> <b>LING2301</b> <b>LING2302</b> <b>LING2402**</b> <b>LING2501**</b>  <b>AND</b>  <b>FOUN1201</b> <b>FOUN1301</b>  <b>2 Free electives</b>	<b>LING3201</b> <b>LING3303</b> <b>LING3304</b> <b>LING3399</b>  <b>AND</b>  <b>5 Free electives</b>
<b>*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.</b>		
<b>** To achieve a better distribution of courses over the second and third years, one of these courses can be taken in the final year of the programme.</b>		

**NB. Compulsory: THREE Humanities non-major courses, not including any LANG-coded courses.**

## MAJOR IN LINGUISTICS

This programme focuses on the core subjects of the field, including Phonology and Syntax up to the advanced level, Sociolinguistics, and the study of Creole languages. Students select additional courses according to their interests, which may include Language Acquisition, Applied Speech Production, Haitian Creole, etc.

The Major in Linguistics requires a **minimum of 39 credits** in Linguistics. With an additional 15 credits, for a total of 54 credits in Linguistics courses, it becomes possible to declare a **Special in Linguistics**.

LEVEL ONE	LEVEL TWO	LEVEL THREE
LING1001 LING1002 LING1401  <b>AND</b>  FOUN1016 / FOUN1019* FOUN1002 Foreign language  4 Free electives	LING2001 LING2002 LING2301 LING2302  FOUN1201 FOUN1301  <b>AND</b>  4 Free electives	LING3001 LING3002 LING3201 LING3202 LING3399**  <b>AND</b>  4 Free electives
<b>**Faculty Research Requirement:</b> HUMN3099 – A 6-credit Caribbean Research Project may be taken as a substitute for the research course, LING3399. Students, who opt to do the HUMN3099 research course, will be required to take two (2) additional Level II/III Linguistics courses to satisfy the 39-credit requirement for the major, and the 45 credits required for the Special.		
For the Special in Linguistics, add a further 15 credits from among the Linguistics courses.		

**NB. Compulsory:** THREE Humanities non-major courses, not including any LANG-coded courses.

\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level I

## DOUBLE MAJOR IN LINGUISTICS & LANGUAGE EDUCATION

This double major includes an equal number of courses in Linguistics and in Education. On the Linguistics side, students are introduced to language structure, sociolinguistics, language acquisition, and the place of language in Caribbean societies. The courses in this major which are offered by the School of Education focus on curriculum design, classroom management, and the structure and content of classes in English language and literature. Additionally, students in this major are required to take the introductions to poetry and prose taught in the Department of Literatures in English. The double major also includes school-based experience. Graduates from this programme are paid in the category 'Trained Graduate' by the Ministry of Education, Jamaica. This programme is not recommended for working students.

The **Double Major in Linguistics & Language Education** requires a total of 81 credits in Linguistics, Education and Literatures in English courses.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>LING1001</b> <b>LING1002</b> <b>LING1403</b>  <b>LITS1001</b> <b>LITS1002</b>  <b>EDTL1020</b> <b>EDPS1003</b> <b>EDTL1021</b>  <b>AND</b>  <b>FOUN1016 or FOUN1019*</b> <b>FOUN1002</b> <b>Foreign language**</b>	<b>LING2001</b> <b>LING2002</b> <b>LING2104</b> <b>LING2302</b> <b>LING2402</b>  <b>EDCU2013</b> <b>EDTL2021</b> <b>EDLA2103</b> <b>EDLA2106</b>  <b>AND</b>  <b>FOUN1201***</b> <b>FOUN1301***</b>	<b>LING3201</b> <b>LING3202</b>  <b>EDLA3109 (year-long)</b> <b>EDTL3018</b> <b>EDLA3106</b> <b>EDRS3020</b> <b>EDLA3111</b>  <b>AND</b> <b>2 electives to be selected in</b> <b>Linguistics and/or</b> <b>Literatures in English,</b> <b>at levels 2 and/or 3</b>

\*Students who are not exempt from the ELPT and who have not been successful in the test should register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1

\*\* These courses can be taken in second or third year.

## SPECIAL IN LANGUAGES AND LINGUISTICS

Foreign language study is naturally allied to the field of Linguistics. The Special in Languages and Linguistics is intended to produce graduates who can work in international organisations and global contexts with the advantage of knowledge of one or more Modern and/or Caribbean vernacular languages, as well as their contexts of use and communicative value. The programme is a combination of Modern languages, Caribbean languages such as English, Haitian Creole, Jamaican Creole and Caribbean Sign Language, with Linguistics courses in the structure of language (Phonology and Syntax, up to the advanced level).

The **Special in Language and Linguistics** requires a minimum of 66 credits.

LEVEL ONE	LEVEL TWO**	LEVEL THREE
<p><b>A minimum of 9 and a maximum of 15 credits in language courses from among the following:</b>            CHIN1001            CHIN1002            FREN1001            FREN1002            JAPA1001            JAPA1002            PORT1001            PORT1002            LING1819            LING1801            SPAN1001            SPAN1002</p> <p>Language courses may (but need not) include courses related to language learning and the culture of the speakers, such as:            FREN1304            FREN1305            SPAN1401            SPAN1402</p> <p><b>PLUS</b>            9 credits in prescribed Linguistics courses:            LING1401            LING1001            LING1002</p> <p><b>AND</b></p> <p>FOUN1016 or            FOUN1019*            FOUN1002</p>	<p><b>A minimum of 12 credits in language courses from among the following:</b>            CHIN2001            CHIN2002            FREN2001            FREN2002            JAPA2001            JAPA2002            LING2802            LING2810            LING2820            SPAN2501            SPAN2502</p> <p>Language courses may (but need not) include courses related to language learning and the culture of the speakers, such as:            CHIN2214            FREN2214            FREN2702            SPAN2302            SPAN2503            SPAN2705            LING2204</p> <p><b>PLUS</b>            12 credits in prescribed Linguistics courses:            LING2001            LING2002            LING2920</p> <p><b>ONE of the following:</b>            LING2301            LING2302            LING2104            LING2402</p> <p><b>AND</b>            FOUN1201            FOUN1301</p>	<p><b>A minimum of 12 credits in language courses from among the following:</b>            CHIN3001            CHIN3002            FREN3001            FREN3002            JAPA3001            JAPA3002            LING3819            LING3910            SPAN3501            SPAN3002</p> <p>Language courses may (but need not) include courses related to language learning and the culture of the speakers, such as:            FREN3003            FREN3118            FREN3507 ***            FREN3508 ***            SPAN3001            SPAN3301***            SPAN3502            SPAN3702            SPAN3703***            SPAN3714***</p> <p><b>AND</b>            12 credits in prescribed Linguistics courses:            LING3001            LING3002            LING3201            LING3909</p> <p>If not satisfied in the selection in the Languages component, a research linked course which can be selected from the following: -            HUMN3099 ***            LING3304 ***            LING3399 ***</p>

\* Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.

\*\*Additional level 2 credits can substitute for up to 6 credits in YEAR 3. This means that students who wish to take additional Level 2 credits can do so in their final year.

\*\*\*Research-linked course

## MAJOR IN CARIBBEAN SIGN LANGUAGE INTERPRETING

This programme takes students through a course of study which allows them to develop fluency in a Caribbean Sign Language and expertise in Sign Language interpreting. The programme also allows students to develop an understanding of Deaf culture, and of the place of sign language in Caribbean societies. Graduates will therefore be equipped to serve the Caribbean and the rest of the world in this regard.

The Major in Caribbean Sign Language Interpreting requires a total of 45 credits.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>LING1401</b> <b>LING1819</b> <b>LING1001</b> <b>LING1002</b>  <b>AND</b>  <b>FOUN1016 or FOUN1019*</b> <b>FOUN1002</b> <b>Foreign language</b>  <b>3 Free electives</b>	<b>LING2204</b> <b>LING2301</b> <b>LING2302</b> <b>LING2810</b> <b>LING2820</b> <b>LING2920</b>  <b>AND</b>  <b>FOUN1201</b> <b>FOUN1301</b>  <b>2 Free electives</b>	<b>LING3819</b> <b>LING3909</b> <b>LING3910</b> <b>LING3399**</b>  <b>AND</b>  <b>5 Free electives</b>
<b>**Faculty Research Requirement:</b> <b>HUMN3099 – A 6-credit Caribbean Research Project may be taken as a substitute for the research course, LING3399. Students, who opt to do the HUMN3099 research course, will be required to take two (2) additional Level II/III Linguistics courses to satisfy the 45-credit requirement for the major.</b>		
<b>To obtain a more even spread of courses across the three years of the programme, some of the level-two courses can be taken in final year. It is recommended that students make use of academic advising at the start of the year before taking a decision on this.</b>		

**NB. Compulsory: THREE Humanities non-major courses, not including any LANG-coded courses**

**\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.**

## MINOR IN CARIBBEAN SIGN LANGUAGE

The Minor in Caribbean Sign Language requires a minimum of 15 credits over Levels 2 and 3. The following are the compulsory courses:

LEVEL ONE	LEVEL TWO	LEVEL THREE
LING1819	LING2204 LING2810 LING2820 or LING2821	LING3819
<b><u>PLUS</u> LING2920 or LING3909</b>		

The level-1 prerequisite for this minor is **LING1819**. Students who take this Minor should consider strengthening it by including **LING3910**, which will allow for the development of Sign Language interpreting skills. **LING3909** is a prerequisite for this course.

## DIPLOMA IN CARIBBEAN SIGN LANGUAGE INTERPRETING

For the **Diploma in Caribbean Sign Language Interpreting**, students are required to complete 30 credits.

LEVEL ONE	LEVEL TWO	LEVEL THREE
LING1401 LING1402 LING1819	LING2204 LING2810 LING2820 LING2920	LING3819 LING3909 LING3910

## DIPLOMA IN PUBLIC SERVICE INTERPRETING

For the **Diploma in Public Service Interpreting**, students are required to complete 21 credits. Further requirements are applicable for international certification. Contact the Jamaican Language Unit at 970-2953 for details.

LEVEL ONE	LEVEL TWO	LEVEL THREE
LING1401 LING1402	LING2810 LING2811 LING2920	LING3909 LING3912

## MINOR IN LINGUISTICS

A minor in Linguistics requires 15 credits in Linguistics courses, taken across Levels II and III. In order to complete those 15 credits, a student will need the relevant prerequisites at Level I. Some combinations of courses are suggested below. However, students may select any **other** Level II and III Linguistics course which adds up to the minimum 15-credit requirement.

This selection of courses for the minor in Linguistics focuses on <b>language and society</b> . As prerequisite, a student is required to take at least <b>LING1401</b> Introduction to Language & Linguistics at level I.	<b>LING2301</b> <b>LING2302</b> <b>LING2501</b> <b>LING3399</b>
This selection of courses for the minor in Linguistics focuses on language and communication. It requires at least the following courses at level I: <b>LING1401</b> and (if <b>LING2402</b> is included) also <b>LING1402</b> or <b>LING1002</b> .	<b>LING2302</b> <b>LING2402 / LING2701</b> <b>LING2501</b> <b>LING3303</b> <b>LING3304</b>
This selection of courses for the minor in Linguistics focuses on <b>language structure</b> . It requires at least the following courses at level I: <b>LING1402</b> or <b>both LING1001 and LING1002</b>	<b>LING2001</b> <b>LING2002</b> <b>LING2104 / LING3202</b> <b>LING3001</b> <b>LING3002</b>
This selection of courses for the minor in Linguistics focuses on <b>language and speech</b> . It requires that the student take at least <b>LING1001</b> at level I.	<b>LING2001</b> <b>LING2104</b> <b>LING2302</b> <b>LING2701</b> <b>LING3001</b>
This selection of courses for the minor in Linguistics focuses on <b>Caribbean vernacular language</b> . It requires that the student take at least <b>LING1801</b> and <b>LING1819</b> at level I.	<b>LING2802</b> <b>LING2810</b> <b>LING2820</b> <b>LING2920</b> <b>LING3819</b>

**ANY combination of Linguistics courses which adds up to a minimum 15 credits over levels 2 and 3 can be used to declare a Minor in Linguistics.**

## MINOR IN ENGLISH LANGUAGE WRITING AND SPEECH

The Minor in English Language Writing and Speech requires the following 15 credits over Levels 2 and 3.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>At least one English Language Foundation course</b>	<b>LANG2001</b> <b>LANG2003</b>	<b>LANG3001</b> <b>LANG3003</b> <b>LANG3101</b>



## ELECTIVES IN ENGLISH LANGUAGE

The Department offers several elective courses at levels 2 and 3 in English language with an emphasis on writing and speaking in a variety of contexts. The courses combine academic questions relating to English language use with the practical goal of developing communicative competencies. **Language and Ethics (LANG2001)** considers the ethical implications of language choices and gives students the insights needed to distinguish ethical and unethical behaviour by private and public individuals and entities. **Critical Analysis of Communicative Events (LANG2003)** is designed to enhance students' competence in processing communicative events such as speeches/lectures, signs, music videos and web sites for the purposes of information gathering, knowledge-making and communication, helping students to graduate as able communicators. **The Art of Public Speaking (LANG3001)** gives students the advanced communication skills which will enable them to speak in public and make professional oral presentations in a formal context. **Communication in the Workplace: Principles and Practice (LANG3101)** ((formerly **Business Communication/Organisational Communication**)) promotes students' understanding of the principles, processes and products of workplace communication and develops their skills in producing such products, while **Technical Writing (LANG3003)** addresses the understanding and skills needed to aid an organization's advancement by designing and writing different types of technical documents.

Students wishing to take any of these courses must have passed at least one English Language Foundation course to be eligible.

## QUALIFYING COURSES FOR THE M.SC. SPEECH-LANGUAGE PATHOLOGY

Students wishing to qualify for entry into the M.Sc Speech-Language Pathology are required to take at least the following Linguistics courses: LING1001, LING2006, LING2104, LING2105. Additional courses in Medical Sciences and Psychology are also required. Students considering this option should be mindful that acceptance into the programme is competitive and that the programme is offered at full cost.

## COURSE LISTING

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS	PREREQUISITE(S)
<b>PHILOSOPHY COURSES</b>				
2	PHIL1001	Introduction to Logic	3	None
2	PHIL1002	Ethics and Applied Ethics	3	None
1	PHIL1003	Introduction to Philosophy	3	None
2	PHIL1004	History of Ancient Philosophy	3	None
1	PHIL1006	The Meaning of Life and Existence	3	None
1	PHIL2001	Paradox Analysis	3	PHIL1001
1	PHIL2002	Theory of Knowledge	3	Any level I Philosophy Course
1	PHIL2003	Philosophy of Mind	3	None
2	PHIL2004	Philosophy of Science	3	None
1	PHIL2005	Philosophy of Language	3	None
2	PHIL2006	Metaphysics	3	None
2	PHIL2025	Introduction to Caribbean Philosophy	3	None
2	PHIL2028	Sports Ethics	3	None
1	PHIL2501	Introduction to Indian Philosophy	3	None
2	PHIL2502	Major Themes in Indian Philosophy	3	None
1	PHIL2601	African Philosophy I	3	None
2	PHIL2602	African Philosophy II	3	None
1	PHIL2701	Philosophy in Literature	3	None
2	PHIL2702	Introduction to Philosophy of Art	3	None
2	PHIL2902	Modern Philosophy	3	None
2	PHIL3006	American Philosophy	3	None
1	PHIL3012	Philosophy of Law	3	None
2	PHIL3018	Philosophy of Religion	3	None
1	PHIL3025	Caribbean Philosophy	3	None
2	PHIL3026	Philosophy of Islamic Law	3	None
Yearlong	PHIL3099	Research in Philosophy	6	PHIL1001, PHIL1002, PHIL1003, PHIL2002, PHIL2003, PHIL2006
1	PHIL3510	Philosophy of Sex and Love	3	None
1	PHIL3601	Recent Philosophy I	3	None
2	PHIL3602	Recent Philosophy II	3	PHIL3601 or a Level I Philosophy course
2	PHIL3802	19 <sup>th</sup> Century Continental Philosophy	3	None
2	PHIL3803	20 <sup>th</sup> Century Continental Philosophy	3	None
<b>LINGUISTICS COURSES</b>				
2	LING1001	Introduction to Phonetics and Phonology	3	None
2	LING1002	Introduction to Morphology and Syntax	3	None
1	LING1401	Introduction to Language and Linguistics	3	None
2	LING1402	Introduction to Language Structure	3	None
1	LING1403	Introduction to Language for Teachers of Language	3	None

Not offered in 2019/2020	LING1801	Beginners' Haitian Creole	3	None
1 & 2	LING1819	Beginners' Caribbean Sign Language	3	None
1	LING2001	Phonology	3	LING1001 or LING1402
2	LING2002	Syntax	3	LING1002 or LING1402
Not offered in 2019/2020	LING2004	Semantic Theory	3	LING1002 or LING1402
Not offered in 2019/2020	LING2101	Language Acquisition	3	Any level I Linguistics course
Not offered in 2019/2020	LING2102	Language Learning and Teaching	3	LING2101
2	LING2104	Early Language Acquisition in a Creole-Speaking Environment	3	LING1401 or LING1403
Summer	LING2105	Language Development and Language Learning Disabilities	3	LING2104
1	LING2204	Deaf Language and Culture	3	None
1	LING2301	The Sociology of Language	3	Any level I Linguistics course
2	LING2302	Sociolinguistics	3	Any level I Linguistics course
2	LING2402	Structure of the English Language	3	Any level I Linguistics course
1	LING2501	Language, Gender and Sex	3	Any level I Linguistics course
1	LING2604	The Language of Popular Music in the Anglophone Caribbean	3	None
1	LING2701	Applied Speech Production	3	None
2	LING2802	Structure and Usage of French Lexicon Creole II	3	LING1801 or LING2801
Not offered in 2019/2020	LING2807	Introduction to Garifuna	3	None
2	LING2810	Introduction to Structure and Usage of Jamaican Creole	3	None (Competence in Jamaican Creole is assumed)
Not offered in 2019/2020	LING2811	Legal Terminology in Jamaican Creole	3	LING2810 (Minimum Grade B)
2	LING2820	Structure and Usage of Caribbean Sign Language II	3	LING1819 or LING2819

2	LING2821	Sign Language for Medicine and Dentistry	3	LING1819 or LING2819
Not offered in 2019/2020	LING2901	Computational Linguistics	3	None
1	LING2920	Introduction to the Theory and Practice of Translation	3	None
1	LING3001	Advanced Phonology	3	LING2001
2	LING3002	Advanced Syntax	3	LING2002
1	LING3201	Caribbean Dialectology	3	Any TWO level II Linguistics courses
2	LING3202	Creole Linguistics	3	Any TWO of: LING2001, LING2002, LING2302, LING2302
1	LING3303	Discourse Analysis	3	Any ONE of: LING2301, LING2302, LING2501
2	LING3304	The Language of Negotiation	3	Any ONE of: LING2301, LING2302, LING2501
Yearlong	LING3399	Language Planning	6	LING2301 or LING2302
Summer	LING3701	Fields Methods in Linguistics	3	LING2001, LING2002, LING2301
2 (offered on demand)	LING3819	Advanced Caribbean Sign Language	3	Pre/co-requisite: LING2820
2	LING3909	The Profession of Interpreting	3	None
1 & 2 (offered on demand)	LING3910	The Practice of Sign Language Interpreting (Practicum)	3	Pre/co-requisite: LING3909, LING2820
Not offered in 2019/2020	LING3912	Interpreting in Legal Settings	3	LING3909
<b>LANGUAGE COURSES</b>				
1	LANG2001	Language and Ethics	3	At least one English Language Foundation course
2	LANG2003	Critical Analysis of Communicative Events	3	At least one English Language Foundation course

1 & 2	LANG3001	The Art of Public Speaking	3	At least one English Language Foundation course
1	LANG3003	Technical Writing	3	At least one English Language Foundation course
2	LANG3101	Communication in the Workplace: Principles and Practice (formerly Business Communication/ Organisational Communication)	3	At least one English Language Foundation course
<b>FOUNDATION COURSES</b>				
1	FOUN1016	Critical Reading and Expository Writing in the Humanities and Education	3	Grade 1 in CSEC/CXE English A, grade 1 or 2 in CAPE Comm. Studies, or a pass or Level 1 in the ELPT
1 & 2	FOUN1013	Critical Reading and Writing for Social Sciences	3	Grade 1 in CSEC/CXE English A, grade 1/2 in CAPE Comm. Studies, or a pass in the ELPT
1 & 2	FOUN1014	Critical Reading and Writing in for Science and Technology and Medical Sciences	3	Grade 1 in CSEC/CXE English A, grade 1/2 in CAPE Comm. Studies, or a pass in the ELPT
Yearlong	FOUN1019	Critical Reading and Writing in the Disciplines	6	Level 2 in ELPT
2	FOUN1002	Language argument	3	Grade 1 in CSEC/CXE English A, grade 1 or 2 in CAPE Comm. Studies, or a pass or Level 1 in the ELPT

## **COURSE DESCRIPTIONS**

### **PHILOSOPHY**

#### **LEVEL I**

##### **PHIL1001 INTRODUCTION TO LOGIC**

This course provides an introduction to essential principles of reasoning and critical thinking. It is designed to enhance students' ability to evaluate various forms of reasoning and to examine critically beliefs, conventions and theories, and to develop sound arguments - good arguments, fair argumentation, and validity. Topics include fundamentals of logic and analysis, the concept of 'definition,' conceptual analysis, logical fallacies, deduction and induction, analytic and synthetic propositions, and scientific method and explanation.

##### **PHIL1002 ETHICS AND APPLIED ETHICS**

This course introduces students to the theories of the nature and justification of ethical concepts and decision procedures. Issues include the relation between motivation and moral justification, the question whether morality is objective or subjective, relative or absolute, and whether moral knowledge is possible. It considers the relation between morality and phenomena such as legality, religion, politics, and conscience, and also critically outlines some of the major theories of moral goodness and right action and their relationship with duty. Issues in applied ethics are explored to introduce students to burning contemporary moral issues.

##### **PHIL1003 INTRODUCTION TO PHILOSOPHY**

This course introduces students with no prior knowledge of philosophy to the perennial issues in philosophy which arise out of the search for truth and meaning in life: good and evil, appearance and reality, the rational grounds for belief in God, scepticism and knowledge, social justice. We attempt to examine also basic issues of human existence such as conceptions of human nature, meaning of life, freedom, death and afterlife. The course emphasizes critical thinking and the value of understanding through the use of reasoning and reasoned argumentation.

##### **PHIL1004 HISTORY OF ANCIENT PHILOSOPHY**

This course examines the historical development of critical, sustained and reflective thinking of humans in ancient and pre-Christian societies (African, Asian, Eastern, American, European to the time of Thales) with a view to understanding the antecedents of contemporary philosophy on the one hand, and the variations of themes and factors responsible for such variations in various societies and cultures. For the Caribbean, located in the gateway between the Americas, the investigation of the intellectual foundations of the ancestors of the peoples of the region is urgent and pressing. This course provides the opportunity for this investigation.

##### **PHIL1006 THE MEANING OF LIFE AND EXISTENCE**

The course is a critical reflection on issues that relate to the question of life and human existence across diverse cultural settings. It explores the concept of life, its purpose, and the conditions for its fulfillment. It also examines the notion of the self, and its relation to the notion of the other within a social and political setting, and the notion of death and the question of life after death.

#### **LEVEL II**

##### **PHIL2001 PARADOX ANALYSIS**

This is entirely a problem oriented course. We will consider a series of paradoxes, some of which are interrelated, some of which originate in the last couple of decades and some of which are of longer history - dating back to the Pre-Socratics. This approach will not only allow us to study a wide range of issues in such areas as philosophy of mind, epistemology and ethics, but more importantly, it will lead to an understanding of different contemporary analytic techniques for tackling philosophical problems which challenge our attempts to understand the world.

### **PHIL2002 THEORY OF KNOWLEDGE**

This course is problem oriented, and critically explores contemporary answers to such questions as: What is knowledge? What are the limitations of knowledge? What is belief? The course also examines the status and extent of our knowledge of the world, of ourselves, and of others. Problems about the nature of knowledge, the justification of claims of knowledge, the relationship of knowledge to belief and truth, perception, and the viability of scepticism will be discussed.

### **PHIL2003 PHILOSOPHY OF MIND**

This course offers an examination of major philosophic theories of the human mind. The traditional dualistic theory that the mind and body are distinctly different will be contrasted with contemporary logical behaviourism and with the modern materialist's theory that the mental can be explained in terms of brain states and brain functions. The course considers the relation between thoughts and sensations and neurological processes, between mental states and brain states. It also considers the existence of animal intelligence and of artificial intelligence.

### **PHIL2004 PHILOSOPHY OF SCIENCE**

This course considers philosophical questions pertaining to the nature, extent and significance of scientific knowledge. Problems will be discussed about the nature of scientific theories and models, about scientific explanation and prediction, about scientific growth, and the relationship between science, religion and morality. It will address the nature of truth in science and justification in science will be discussed, and consider whether science is a product of interest or is universal.

### **PHIL2005 PHILOSOPHY OF LANGUAGE**

This course provides the forum for the exploration of the issues which connect language, logic, communication, intention, representation, predication and understanding. It explores the intersection that these create in our determination of meaning and truth. Topics include the relation between thought and language, between language and the world, between linguistic meaning and other kinds of meaning.

### **PHIL2006 METAPHYSICS**

This course examines critically the definition, nature and subject matter of metaphysics and truth in metaphysics. It surveys the principal types of theories of reality that have been produced in western philosophy, e.g., materialism, idealism, dualism, monism, atomism, and investigates major problems and concepts in metaphysics, such as time, space, substance, essence, free will and determinism, causality, the nature of the self and the problem of universals.

### **PHIL 2025 INTRODUCTION TO CARIBBEAN PHILOSOPHY**

The course deals with the place of philosophy in the attempts of Caribbean people to understand, represent, interpret and shape reality with their innate human capacity to reason. The course pursues the historically based philosophical explorations of, and reflections on, Caribbean conceptions of being, knowledge, ethics, aesthetics, and sexuality, space, existence, etc. The course addresses the question of the existence (historio-genesis) of Caribbean philosophy as thematized by Paget Henry, and the influences on it of local and external existential challenges as well as of Western, Oriental and African philosophies.

### **PHIL 2028 SPORTS ETHICS**

This course examines the conceptual framework for ethical decision-making, using sports and moral conflicts presented in sports as prism through which to examine normative perspectives. Key ethical theories will be discussed, including hedonism, egoism, virtue ethics, deontology, utilitarianism, and social contract ethics. Moral ideas and concepts such as character, compassion, weakness of the will, self-sacrifice, self-love, self-interest, duty, obligation, rights, fairness, responsibility, autonomy and agency will be explored. Also considered are issues such as the ethics of competition; the business of sports; sports and the good life, sportsmanship; rights of athletes; fair play; cheating and the use of performance enhancing drugs; violence in sports; sports as entertainment, exercise, fun, recreation.

### **PHIL2501 INTRODUCTION TO INDIAN PHILOSOPHY**

This course deals with Indian Philosophy in its three major phases, the Vedic, Heterodox, and Orthodox Periods. It considers the origins of philosophy in the Indian context, its peculiarities in that cultural context, and the impact it has had throughout the world. Included in its coverage are great religio-philosophical traditions of the Heterodox Period such as Jainism and Buddhism, and, in the Orthodox Period, the six-fold method of metaphysical analysis of epistemology [doctrine of Knowledge], ontology [doctrine of Reality], theology [doctrine of God], cosmology [doctrine of the Universe], psychology [doctrine of the Soul] and soteriology [doctrine of Salvation].

### **PHIL2502 MAJOR THEMES IN INDIAN PHILOSOPHY**

This course provides a context in which to reflect on the challenges of interpreting the textual traditions that constitute the inspiration for many Indian philosophers, and raises the question of whether and how we can describe general characteristics of "Indian philosophy." The course considers central questions in classical Indian philosophy such as: What are valid sources of knowledge? What are valid forms of reasoning? Does God exist? What is the nature of the self? It also reflects on the application of the ethical teachings of Mahāyāna Buddhism, Jainism, and Vedānta to personal, social, political, and ecological concerns.

### **PHIL2601 AFRICAN PHILOSOPHY I**

This course explores in-depth the African foundation of Greek philosophy. It explores the nature of philosophical thought in pre-classical and classical worlds as found in Asia Minor and Africa. It discusses issues in such areas of philosophy as epistemology, metaphysics, axiology, logic, political philosophy and philosophies of religion from traditional and contemporary African philosophical perspectives. Critical attention will be paid to issues of analysis in philosophy and other forms of philosophical methods.

### **PHIL2602 AFRICAN PHILOSOPHY II**

This course explores the philosophical and meta-philosophical issues that have pervaded contemporary African philosophical terrain. These include the ontological question in African philosophy and tradition of thinking, peculiarities of philosophy in "oral" societies, the relation between myth, legend, history and religion in philosophy, the natural order of things, phases of discourse, Bantu philosophy and the Intellectualist Thesis.

### **PHIL2701 PHILOSOPHY IN LITERATURE**

Works of literature are sometimes representations of philosophical problems as lived experiences and as such provide opportunities for discussion of philosophy and life. This course is an examination of a number of central philosophical issues as they are reflected in literary works. Among the issues examined are the question of God and the problem of evil, determinism, free will and fatalism, freedom and man's search for identity, the meaning of life and the obligation to obey the law.

### **PHIL2702 INTRODUCTION TO PHILOSOPHY OF ART**

Civilizations document their existence in three broad ways: their deeds, their works and their art. This course is devoted to an examination of the philosophical issues in art. It considers the question what is art, what is its value, what role does it play in society, and whether aesthetic experience is different from other kinds of experience. It also asks whether art should be judged on moral grounds, and whether art is universally intelligible. It extends these questions also to modern manifestations such as fashion shows, pageants, and designs.

### **PHIL2902 MODERN PHILOSOPHY**

This course studies what has become known as the school of rationalism, in which three philosophers stand out: Descartes, Spinoza and Leibniz. The course then proceeds to study the school of empiricism, where the works of three figures loom large: Locke, Berkeley and Hume. Finally, Kant's philosophy is considered as a reaction to both rationalism and empiricism. The course covers a selection of topics drawn from the works of these philosophers with an emphasis on their metaphysical and epistemological aspects.



## LEVEL III

### PHIL3006 AMERICAN PHILOSOPHY

The twentieth century saw the spread of American influence in the world. This course is aimed at developing students' understanding of the intellectual and cultural foundations of American society. It asks whether there is a distinct American philosophical tradition, and will be devoted to reflections on issues pertaining to the origins of American philosophy within the context of Puritanism; American intellectual attempts to deal with revolution, slavery and racism; and notions of globalization, democracy and regime change, and the War on Terror.

### PHIL3012 PHILOSOPHY OF LAW

This course provides a systematic consideration of the fundamental issues in the conception and practice of law, including the origin of law, issues pertaining to sovereignty and subject, legitimacy and autonomy, ethics and justice, democracy and the law, gender and the law, discrimination and reverse discrimination, war and laws, and sanctity of life and law – addressing suicide, capital punishment, cloning, organ transplantation, etc. It provides a forum for the discussion of such perennial themes in legal theory as the nature and function of law, its relation to morality, and its connection with social policy. We look at philosophical issues in crime, civil rights, punishment, and the legislation of morality.

### PHIL3018 PHILOSOPHY OF RELIGION

The basic question which this course tries to raise is whether human beings have the ability to explore, understand and communicate knowledge of an experience that is supernatural. The course will critically examine classical modern and contemporary views about religious beliefs, claims and experiences. Various claims have often been made in religion – that God exists, that human beings have souls and that such souls are immortal, that miracles exist, that prayers are efficacious, etc. This course asks whether such claims can be rationally defended, given the fact that they pertain to matters which go beyond physical experience.

### PHIL3025 THEMES AND ISSUES IN CARIBBEAN PHILOSOPHY

This course will deal with Caribbean attempts to understand, represent and interpret reality in all spheres of life, and engage in critical reflection on the various beliefs and cultural practices of the Caribbean, such as Caribbean conceptions of being, knowledge, ethics, aesthetics, and sexuality. The course will address the question of the existence of a Caribbean philosophy, and the influences on it of Western and African philosophies. Attention will focus on such social and political traditions and issues as Garveyism, Rastafari, Carnival, religious diversities, sports, and sexuality. The course will also explore Marxist perspectives on Caribbean philosophy.

### PHIL3026 PHILOSOPHY OF ISLAMIC LAW

The contemporary world finds ever increasing commerce between Western Societies, their appendages and the Islamic World. An understanding of the principles by which the Islamic world operates is important, therefore, from the point of view of comparative philosophy, comparative law, international relations and international trade, cooperation and business. This requires exposure to the Qur'an and the Hadith which are foundations on which Islamic Jurisprudence is based. Students are encouraged to familiarize themselves with and undertake an analysis of the origin, sources, and schools of Muslim Law and to gain an understanding of the important difference between Sunnis and Shi'ites schools of law.

### PHIL3099 RESEARCH IN PHILOSOPHY

This year-long course begins with a consideration of different methods of philosophical research. It provides an avenue for critical readings in classical and non-classical works in philosophy, with the objective of developing an awareness of how different philosophers have dealt with issues in the past and in our contemporary time. The course will culminate in the selection and development of research topics and the production of a research essay.

### PHIL3510 PHILOSOPHY OF SEX AND LOVE

This course investigates approaches to love, friendship, marriage, and eroticism in both classical and contemporary philosophy. It involves an investigation of the nature of sex and the nature of love and of the conceptual relationship between sexuality and love. It also explores the concepts of gender, gender roles and gender equality, and investigates social, ethical and legal controversies regarding sexual behaviour, marriage, and privacy. Metaphysical (eg. what is

sex?), epistemological (can a member of one sex really know what it is for someone of the opposite sex to experience sexual intercourse?) and ethical queries (is pre-marital sex moral or immoral?) are tackled in this course.

### **PHIL3601 RECENT PHILOSOPHY I**

This course introduces students to the philosophical theories, themes and perspectives of the twentieth century. These include existentialism, phenomenology, Marxism, utilitarianism, analytic philosophy, pragmatism, nihilism, pacifism, intuitionism, linguistic philosophy, positivism and phenomenalism. The course will attempt to underscore the multifaceted nature of the philosophical perspectives of the age.

### **PHIL3602 RECENT PHILOSOPHY II**

This course introduces students to the major issues which have arisen within contemporary philosophical debate toward the closing decades of the twentieth century. The course will present a survey of the major debates and attendant movements such as rationality, objectivity, universalism, ecosophy, racism, racialism, multiculturalism, liberalism, ethnicity, ethnocentrism, feminism, gender philosophy, and patriarchalism. The contributions of contemporary philosophical traditions of non-Western cultures to the formulation of issues and debates in recent philosophy will be seriously discussed.

### **PHIL3802 19th CENTURY CONTINENTAL PHILOSOPHY**

Continental Philosophy is an umbrella term that conventionally refers to the philosophical work coming out of France, Germany, and elsewhere in continental Europe since the beginning of the nineteenth century. This course concentrates on the nineteenth century period of Continental Philosophy where three post-Kantian philosophers along with the originators of phenomenology occupy a central place: Hegel, Schopenhauer, Nietzsche, Brentano and Husserl. The course is designed to initiate students into the intricacies of their thoughts and their impact on the subsequent development of Continental Philosophy.

### **PHIL3803 20th CENTURY CONTINENTAL PHILOSOPHY**

This course is intended to cover some of the major figures of twentieth century Continental Philosophy and their relevance to issues such as post-modernism and feminism. They include philosophers like Heidegger, Merleau-Ponty, Sartre, Foucault, Derrida and Rorty.

## **LINGUISTICS**

### **LEVEL I**

#### **LING1001 INTRODUCTION TO PHONETICS AND PHONOLOGY**

The first section of this course introduces the study of articulation (articulatory phonetics), including the details of the vocal apparatus and how it is used to produce speech. The course introduces the International Phonetic Alphabet and teaches how its symbols can be used to provide an accurate representation of the sounds of language. In the second section of the course, we study how languages group sounds into categories called 'phonemes', and also discover how phonemes are combined to produce syllables, and how stress and tone may be used in languages.

#### **LING1002 INTRODUCTION TO MORPHOLOGY AND SYNTAX**

The first section of this course introduces the study of morphemes, the smallest parts of words that contribute to meaning. Students learn how morphemes are combined to form words through processes such as inflection, compounding and reduplication. The second section of the course considers the rules of syntax: rules by which words are combined into phrases, forming the hierarchical structures which produce sentences. Students learn to apply tests such as replacement and movement, and to recognize the application of syntactic processes such as passivization and question formation.

### **LING1401 INTRODUCTION TO LANGUAGE & LINGUISTICS**

This introductory course will have students examine questions such as “what is language?” “what is human communication?” and “how is language used in society?” A glimpse into sentence structure will give a new perspective on ideas learnt in school about grammar. A study of the relationships between language and society will open students’ eyes to variation in language. Consideration of the utterances of infants will reveal how knowledge and use of language develops in children. The identification of areas of the brain controlling various functions of speech will provide an explanation of some of the ways in which individuals can suffer language deficiencies.

### **LING1402 INTRODUCTION TO LANGUAGE STRUCTURE**

This course provides an introduction to the study of language structure, and will help students see that variation in language is limited, despite differences between languages. It considers how the vocal apparatus is used to produce speech sounds and how individual languages use sounds to differentiate words. Students also learn how words can be analyzed to consist of smaller meaningful parts called morphemes, how these can be classified by their function in language, and how words are formed through processes such as inflection, compounding, reduplication. Finally, the course considers how words are combined to form hierarchically structured phrases and sentences.

**LING1402** compresses some of the subject matter of **LING1001** and **LING1002** in a single course. For a fuller understanding, it is recommended that those two courses are taken instead. **LING1402** should *not* be taken alongside either **LING1001** or **LING1002**.

### **LING1403 INTRODUCTION TO LANGUAGE FOR TEACHERS OF LANGUAGE**

This course is designed for the teacher of language in the Caribbean. The basics of phonetics, phonology, morphology, syntax and semantics will be covered. The course also introduces students to issues concerned with language variation, criteria for describing language situations, attitudes toward languages and the function of particular languages in a speech community. Teachers will be given the basic tools to provide preliminary formal and functional analyses of the speech communities from which their students come, introducing the teacher to issues which they will be invited to consider as they make pedagogical choices in literacy and language teaching.

### **LING1801 BEGINNERS’ HAITIAN**

Haitian is one of the major Creole languages in the Caribbean. It is spoken by more than nine million persons and is among the few Creole varieties that have gained official status. In this course, students will have an opportunity to acquire a basic facility with oral and written expression and comprehension in Haitian. They will also be exposed to a range of French-lexicon Creole texts, both written and oral, and the lyrics of popular Kweyòl music. A deliberate effort will be made to provide students with exposure to the major dialects of Haitian. **This course has replaced LING2801 Structure and Usage of French Lexicon Creole I.**

### **LING1819 BEGINNERS’ CARIBBEAN SIGN LANGUAGE**

The languages of Deaf communities represent important linguistic minorities in the Caribbean. This course aims to expose students to communication in Jamaican Sign Language, a language which makes use of a visual-gestural mode. Students will acquire basic conversation skills, and beginners’ level insights in the structure of the language. Jamaican Sign Language is largely mutually intelligible with other Sign Languages of the Anglo-Caribbean region. **This course has replaced LING2819 Structure and Usage of Caribbean Sign Language I.**

## **LEVEL II**

### **LING2001 PHONOLOGY**

This course, building on basic concepts introduced in **LING1001** or **LING1402**, focuses in more detail both on articulatory phonetics and on the theories which seek to account for the phonological systems of human language. Using a Generative theoretical approach, it examines how we can understand phonological rules, the structure of syllables, and phenomena such as stress, tone and intonation in languages.

**LING2002 SYNTAX**

This course, building on basic concepts introduced in LING 1002 or LING1402, examines the principles which underlie syntactic structure, and develops a model which explains structural relations and syntactic processes. It explores constituency, X-bar theory, Binding, Case theory and Theta theory, to develop an understanding of the general principles applicable to any language in the analysis of its structure.

**LING2004 SEMANTIC THEORY**

This course provides an introduction to the study of meaning in natural languages. It examines basic concepts such as sense and reference, meaning relations including polysemy and hyponymy, the relationship between meaning and structure and semantics versus pragmatics.

**LING2101 LANGUAGE ACQUISITION**

This course explores what linguists sometimes call 'The Big Question' – how it is that children are able to acquire a native language in just a few years' time, and that they do so despite the errors and deficiencies in the speech they hear around them. Students learn some methods used in studying child language acquisition, and will look in some detail at the major milestones in the acquisition of phonology, morphology and syntax. The course also deals with the differences between first and second language acquisition, and with some of the neurolinguistic aspects of language acquisition.

**LING2102 LANGUAGE LEARNING AND TEACHING**

This course explores approaches to the learning and teaching of second and foreign languages across the world, with special emphasis on the sociolinguistic context of the Caribbean. It also discusses developments in Applied Linguistics and their applicability to language teaching and testing in the Caribbean context.

**LING2104 EARLY LANGUAGE ACQUISITION IN A CREOLE-SPEAKING ENVIRONMENT**

This course is designed for the teacher of English in the English-speaking Caribbean. It addresses the acquisition of a first language by children born into Creole-speaking communities and its relation to the acquisition of a second language in such an environment. For each component of language investigated, a linguistic description of the lexifier as well as the adult target Creole forms is presented. This provides a basis for discussions of the implications for the acquisition of English by these children in the pre-Primary and Primary language arts classrooms.

**LING2204 DEAF LANGUAGE AND CULTURE**

Many persons assume that the social norms of the Deaf are the same as those of the hearing. As this is not so, students need to be aware of and be able to appreciate the cultural differences that exist. This course explores the cultural experiences and perspectives among persons who are Deaf. In addition, the course provides an overview of issues related to members of the Deaf community.

**LING2301 THE SOCIOLOGY OF LANGUAGE**

This course covers the full range of types of language situations, including bilingual, multilingual, diglossic and Creole continuum. It looks at the range of functions that particular languages can perform in a speech community, for example, official, standard, private, public, etc. and examines, as well, how language attitudes are formed. The entire course is supported by references to case studies from language situations around the world.

**LING2302 SOCIOLINGUISTICS**

The course is fundamentally an exploration of the ways language can be studied as a social phenomenon, and focuses on developing an objective understanding of the links which speakers make between language and social groupings. The course will examine the connection between specific language features in speech communities such as the pronunciation of 'r' and the social background of the speaker who uses the feature. Other topics include sociological and social psychological explanations for language use, language change, language and gender, and language ideology. This course has a strong Caribbean focus.

**LING2402      STRUCTURE OF THE ENGLISH LANGUAGE**

This course reviews basic grammatical concepts and terminology in order to develop an understanding of the structure of English. The course will cover thematic variants of the kernel clause as well as clause/sentence type, among others. It investigates concepts of standardness and correctness, and aims to give students a solid understanding of English sentence structure.

**LING2501      LANGUAGE, GENDER AND SEX**

The course focuses on the relationship between language and sex as a biological category versus gender as a social phenomenon. It investigates the application to Caribbean language use of some of the theoretical frameworks through which this relationship has been studied. Also discussed are the ways children acquire gendered language identities and issues relating to sexism in language. Actual conversations are recorded and transcribed for analysis. This course has a strong Caribbean focus.

**LING2604      THE LANGUAGE OF POPULAR MUSIC IN THE ANGLOPHONE CARIBBEAN**

This course will examine how the Creole and standard languages spoken in Caribbean, as well as the language varieties intermediate between them, are used in commercially produced popular music lyrics across the decades from the 1950s into the 21st century. It will focus on mapping the patterns of language choice on to a series of other features, i.e. the musical genres, the topics, the guises the performers adopt, and the particular time period. The course will explore the ways in which music and the associated technologies provide Caribbean Creoles with the means to become international languages. The course also trains students to answer questions by way of actual research of samples of the music lyrics.

**LING2701      APPLIED SPEECH PRODUCTION**

This course investigates the language geography of the Caribbean in terms of speech forms and accents, and asks what makes persons from each territory sound different when speaking the same language. It looks at speech production, inclusive of elocution and accent production, and at the application of this knowledge to certain situations, such as making oneself understood around the region, providing consultation to movie production companies, and the like.

**LING2802      STRUCTURE AND USAGE OF FRENCH LEXICON CREOLE II**

This course follows on LING2801 or LING1801, and continues the study of French-lexicon Creole through written texts and through exposure to the spoken language, aiming also to develop increased fluency in the use of the language by the students.

**LING2807      INTRODUCTION TO GARIFUNA (NOT CURRENTLY OFFERED)**

This is another in a series of courses offering students exposure to a living Caribbean language. This is an introduction to one of the few Arawakan languages still spoken in the Caribbean, Garifuna as spoken by the Garinagu or 'Black Caribs' of Belize. It will give students the ability to engage in conversational use of the language while exposing them to the structure of the language, including its similarities to other Arawakan languages. This will take place in a context where the student learns to appreciate the sociocultural norms associated with an indigenous Caribbean language.

**LING2810      INTRODUCTION TO THE STRUCTURE AND USAGE OF JAMAICAN CREOLE**

This course gives insight into the history, linguistic structure and usage of Jamaican Creole, helping students to see it as a language in its own right. Orthography, literature and lexicon are some of the areas that will be covered. The course will also consider the strategies that need to be employed to take Jamaican Creole outside of its traditional domains of use, developing projects around its use for purposes such as news reading, the presentation of health care information, etc.

**LING2811      LEGAL TERMINOLOGY IN JAMAICAN CREOLE**

The background to any preparation of Jamaican language interpreters for the legal system requires familiarity with the appropriate technical legal terminology in Jamaican Creole. Building on the basis of the insights developed in LING2810, it is this need which this course seeks to fulfill.

## **LING2820      STRUCTURE AND USAGE OF CARIBBEAN SIGN LANGUAGE II**

This course is aimed at enhancing the receptive and expressive sign language skills of students, including the expression of abstract concepts in the sign language. It will also introduce students to more advanced aspects of the cheroology, morphology and syntax, particularly nonmanual behaviours and classifiers of a Caribbean Sign Language.

## **LING2821      SIGN LANGUAGE FOR MEDICINE AND DENTISTRY**

This course is designed for students in the Faculty of Medical Sciences entering the Clinical Practice phase of their training, and is intended to specifically address the management of Deaf patients. LING2821 provides an opportunity to learn signs for the healthcare domain and to obtain fluency by practicing the use of sign language in immersion-type settings.

## **LING2901      COMPUTATIONAL LINGUISTICS**

This course explores the objectives of and reasons for research in the area of computational linguistics. It introduces students to the difficulties and limitations of a computational approach to linguistic problems. It also addresses computational procedures and programming languages, from the perspective of the linguist. The highpoint of the course is the application of computational techniques to a problem in linguistics.

## **LING2920      INTRODUCTION TO THE THEORY AND PRACTICE OF TRANSLATION**

This course presents the fundamental theories of translation as outlined by the various schools of thought on the subject. In seeking to broaden the knowledge base of the student of linguistics and foreign languages, it highlights that translation is far more than simply changing words in one language to words in another language. Students develop an awareness of what is required to effectively produce a new text which conveys the meanings contained in the original text.

## **LEVEL III**

### **LING3001      ADVANCED PHONOLOGY**

This course is aimed at students interested in coming to grips with the theoretical details of the phonological systems of human languages. It covers the representation of segments and auto-segments, phonological rule types, the representation of the syllable, metrical phonology, the interaction of phonology with morphology and syntax and markedness issues. It also introduces speech processing software, and shows how it can be used to develop a deeper understanding of the acoustic properties of speech.

### **LING3002      ADVANCED SYNTAX**

This course continues the study of syntactic structure, progressing seamlessly from work covered in LING2002. The course investigates ways in which properties of human language are explained within a theoretical framework, and emphasizes that data are meaningless in the absence of a theory. Using a Transformational Generative model, the course investigates how to account for transformations such as head-to-head movement and phrasal movement, and crucially, the restrictions on movement. This is presented as a fairly complete and simple system, laying the theoretical foundation for further explorations.

### **LING3201      CARIBBEAN DIALECTOLOGY**

This course takes an in-depth look at the sociohistorical background and development of Caribbean languages: indigenous languages of the Caribbean (in particular Arawakan and Cariban languages), the languages which were brought to the region under colonialism (European, African and Asian languages) and the Creole languages which arose in the plantation societies and maroon societies of the region. In addition to a detailed analysis of the contemporary Caribbean language situation, the course also examines the extent of our knowledge of the grammars of these languages.

### **LING3202      CREOLE LINGUISTICS**

This course examines the validity of the term 'Creole,' and looks at the world-wide distribution of Creole languages. It aims to familiarize students with the debates on Creole genesis and Creole typology that have dominated the study of these languages and to engage them in a critical evaluation of the positions held by different sides in these debates. It goes on to look at the phenomenon of decreolisation in the context of theories of language change.

**LING3303 DISCOURSE ANALYSIS**

This course introduces students to Discourse Analysis with a focus on conflict talk, both around the world and in Jamaican and Caribbean contexts. It explores theoretical approaches to the analysis of spoken discourse such as the inferential, interactional and code approaches, and has students apply them to the analysis of their real-life recordings. A key aspect of the course involves students collecting, transcribing and coding spoken discourse.

**LING3304 THE LANGUAGE OF NEGOTIATION**

This course focuses on the practical aspects of language use in negotiation. It examines the communication processes involved in negotiation and covers both the basic principles and the practice of negotiation. It analyses language use in negotiation through role play and simulation and uses these to examine models and methods of negotiation; persuasive strategies; negotiator characteristics and styles; power and gender issues and social and cultural issues in negotiation.

**LING3399 LANGUAGE PLANNING**

This course analyses the links between language and national identity, and also deals with the role of language in official communication networks. Against this background, it analyses the various kinds of efforts made to plan language and which consciously affect its use in human society, especially in relation to Caribbean Creole speech communities and the various current developments in language policy in Caribbean societies such as Haiti, Suriname, St. Lucia, Dominica, and Jamaica. Finally, this course aims at giving students practical experience related to Language Planning or the development of the resources of languages for official use. This will be done via small research projects, which students would select in consultation with the course lecturer.

**LING3701 FIELD METHODS IN LINGUISTICS**

This course introduces the student to basic research methods in linguistics. Equipped with this knowledge, students are required to design their own programme of field research and go into the field, under supervision, to collect language data from informants. They are required to transcribe portions of this data and provide some preliminary analysis.

**LING3819 ADVANCED CARIBBEAN SIGN LANGUAGE**

Building on the level-2 courses, this course is designed to help students expand vocabulary and develop language skills and conversational fluency. Specialised vocabularies for areas such as medicine, education and the law are covered. Through this course, students will be immersed in an environment simulated to match that of the sign community. All sessions will be conducted in sign language with very minimal use of voice.

**LING3909 THE PROFESSION OF INTERPRETING**

This course examines the field of interpreting and the role of an interpreter. It considers how to define the communication process, and how to consider client(s) and do situational assessments. The interpreter role and ethics, the process of interpreting, settings and assignments are also examined.

**LING3910 THE PRACTICE OF SIGN LANGUAGE**

The goal of this course is to produce persons who can perform professionally as Sign Language interpreters. Such persons have to be able to work from a source language to a target language. This means that visual memory, the ability to produce equivalent message content, knowledge of vocabulary and register, and ability to make cultural adaptations are essential. A practicum component involving supervised interpreting experience in different contexts (legal, educational, medical) ensures that students meet these criteria.

**LING3912 INTERPRETING IN LEGAL SETTINGS**

Although students have been exposed to interpreting in a variety of settings, they need to develop specialised skills for interpreting in legal settings. Students need to be sensitised to issues specific to working in legal fields. This course will prepare students to work in all stages of the judiciary process – from law enforcement officials to court officials.

## **LANGUAGE**

### **LANG2001 LANGUAGE AND ETHICS**

Ethical issues are inherent in writing and speaking, which can influence others either positively or negatively. This course introduces students to the ethical considerations which affect language use. It provides an overview of theories of ethics, notions of personal and public ethics and issues of ownership such as plagiarism and copyright, as these relate to writing and research. Ethical and unethical arguments are examined and restructured. Ethical considerations in the language of national and international politics and communication across cultures are also addressed.

### **LANG2003 CRITICAL ANALYSIS OF COMMUNICATIVE EVENTS**

Preparing for a degree involves working with communicative events for the purposes of information gathering, knowledge-making and communication. Hence, competence in processing communicative events is of paramount importance to every student. This course will assist students in all disciplines in investigating, understanding, and explaining communicative events in their environment and the reasons for specific responses to those events.

### **LANG3001 THE ART OF PUBLIC SPEAKING**

The purpose of this course is to provide students with skills in the preparation of oral presentations with an emphasis on the delivery – that is, the choice and use of appropriate language, the proper use of the voice (including elocution, pronunciation, and voice projection) and the employment of visual aids. Students will make frequent presentations, using a variety of discourses, which demonstrate their ability to think critically, to operate within different contexts, to be sensitive to their audience, and to take into consideration ethical concerns when preparing and delivering speeches.

### **LANG3003 TECHNICAL WRITING**

This course is designed for students who wish to develop the ability to design, write and produce technical documents for different organizations, intended for communication within the organization, with other organizations and with the public – operations manuals, company ethics code, safety manuals, manufacturing guidelines, operating procedures, employees' reports, product reports, etc. The course will address practical skills through its focus on research methods, working in a collaborative technical writing environment, and writing for different media. It will also consider audience, legal principles and cross-cultural issues.

### **LANG3101 COMMUNICATION IN THE WORKPLACE: PRINCIPLES AND PRACTICE (formerly Business Communication/Organisational Communication)**

This course is designed to promote students' understanding and appreciation of the principles, processes and products of business communication; and to develop students' skills in transnational, informational and persuasive correspondence in a variety of business applications.

## **FOUNDATION COURSES**

### **FOUND1013 CRITICAL READING AND WRITING IN THE SOCIAL SCIENCES**

Critical Reading and Writing in the Social Sciences is designed to help students to review, question and analyse critical and disciplinary texts; engage in and reflect on research common to their field of study; write clearly and effectively in modes appropriate to the social sciences; and participate intelligently in oral and written discussions on topics relevant to their fields, while developing an understanding of the wider academic community and the linguistic context in which they operate in the Caribbean.

### **FOUND1014 CRITICAL READING AND WRITING IN SCIENCE AND TECHNOLOGY AND MEDICAL SCIENCES**

This course will allow students to engage with the reading and writing practices of, and produce documents relevant to, their disciplines by using a process approach to writing. Students will focus on issues of 'knowing and doing' in science: questions asked, methods of collecting, evaluating and interpreting evidence, and communicating knowledge with accuracy and clarity in writing and oral presentations.



**FOUN1016      CRITICAL READING AND EXPOSITORY WRITING IN THE HUMANITIES AND EDUCATION**

This one-semester course will allow students to explore a variety of materials and develop their skills in writing expository discourse appropriate to their disciplines – by using a process approach to reading and writing. Students will focus on issues of question design, interpretation, evidence, methodology, analysis, objectivity, and clarity in writing in the Humanities and Education. Education students, in particular, will critically evaluate their teaching philosophy and their professional practice, and utilize different genres of writing to document their reflections and conclusions in keeping with the notion that educators should be reflective practitioners.

**FOUN1019      CRITICAL READING AND WRITING IN THE DISCIPLINES (YEARLONG)**

This two-semester course will provide an extended time period in which students can engage in the unlearning, learning and relearning necessary to attain a satisfactory level of English language proficiency. It allows for the gradual development of general academic language proficiency and helps students to comprehend and critically engage with academic texts, and to write effective documented essays and/or reports while developing an understanding of the linguistic context in which they operate in the Caribbean. Students in the course will be exposed to the practice of writing in a range of academic contexts.

**FOUN1002      LANGUAGE ARGUMENT**

This one-semester course is designed to help students acquire some of the language skills they will need in order to successfully complete their academic programme. Classes provide instruction in reading and writing argument. Students will work on individual as well as collaborative writing assignments in class, designed to develop communicative competence in a variety of discourse situations.

## DEPARTMENT OF LIBRARY AND INFORMATION STUDIES

### MESSAGE FROM HEAD OF DEPARTMENT



The Department of Library and Information Studies is the leading provider of library and information education in the Caribbean. In order to keep abreast with the trends in the library and information environment we are now offering two undergraduate programmes, the BA in Librarianship and the BA in Information Studies, as well as a minor in Information Studies. The suite of courses in the BA in Librarianship is designed to produce graduates who will work in or manage school, public or special library in the modern information environment. The courses in the BA in Information Studies are intended to produce graduates who will work in information units such as museums, galleries, archives and documentation centres.

Our mission is "to provide the highest standard of teaching and research to produce information professionals, well equipped to face the challenges of the dynamic environment, and to provide leadership in managing the information needs in the Caribbean in the twenty-first century and beyond." To accomplish this mission, we teach our students to use cutting-edge technology in courses such as Information Architecture; Web Access and Usability; and Technology in Libraries; Database Design and Management. Some of the non-technology courses are: Records Management Principles and Practice; Introduction to Museums and Galleries; Government Information in the Caribbean; Archival Concepts and Practices; Teaching Information Literacy; and Introduction to Online Searching and Information Retrieval. These make our programmes well-positioned to produce graduates for a marketplace which demands these skills. A constant demand for the knowledge, skills and competencies provided to our students, result in all graduates being employed shortly after completion of these degrees.

The Department has a cadre of staff who is well-trained, dedicated and motivated. We all welcome you most wholeheartedly to the Department and look forward to helping you in your pursuit of an outstanding career in the field of library or information studies.

Dr. Paulette Stewart

## B.A. PROGRAMMES IN THE DEPARTMENT OF LIBRARY AND INFORMATION STUDIES MAJORS, MINORS AND ELECTIVES

### MAJOR IN INFORMATION STUDIES

Admission to this programme may be subject to interview by the Head of Department. The programme consists of a total of ninety (90) credits and students must complete a minimum of 51 credits in Information Studies with the remaining credits coming from University and other Faculty courses.

The programme consists of two components:

1. Satisfactory completion of ninety (90) credits earned from 30 courses at least seventeen (17) of which should come from Information Studies. **Note that all students are required to take a specified number of NON-DLIS courses at EACH LEVEL.**
2. These 90 credits include three (3) credits earned from a six (6) weeks compulsory field work, usually undertaken during the summer prior to entry into LEVEL THREE. All Levels ONE and TWO courses must be completed prior to fieldwork assignment. Students are usually placed in designated information centres under the supervision of information professionals.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>LIBS1003</b> <b>LIBS1004</b> <b>LIBS1401</b>  <b>AND any <u>TWO</u> of the following:</b>  <b>HIST1703</b> <b>LAW1010</b> <b>LIBS1502</b> <b>COMP1220</b>  <b>AND</b>  <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b> <b>Foreign language</b>  <b>2 Free Electives</b>	<b>LIBS2702</b> <b>LIBS2703</b> <b>LIBS2704</b> <b>LIBS2705</b>  <b><u>EITHER</u></b> <b>COMM2201 <u>or</u> LIBS2301</b>  <b>Any <u>TWO</u> of the following:</b>  <b>LIBS2502</b> <b>EDHE2908</b> <b>MGMT2224</b> <b>COMM2110</b> <b>MKTG2001</b>  <b>AND</b>  <b>FOUN1201</b> <b>FOUN1301</b>  <b>1 Free Elective</b>	<b>LIBS3007</b> <b>LIBS3604</b> <b>LIBS3803**</b> <b>LIBS3901***</b>  <b>And <u>TWO</u> from the following:</b>  <b>LANG3101</b> <b>LIBS3702</b> <b>LIBS3801</b> <b>HIST3901</b>  <b>AND</b>  <b>4 Free electives</b>
<b>Compulsory: THREE Humanities non-departmental courses</b>  <b>*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.</b>  <b>** LIBS3803 is an internship course which should be done during the summer after completing all required Level TWO courses.</b>  <b>*** Research Linked course</b>		

## MAJOR IN LIBRARIANSHIP

Admission to this programme may be subject to interview by the Head of Department. The programme consists of a total of ninety (90) credits and students must complete a minimum of 48 credits in Librarianship with the remaining 42 credits coming from University foundation courses, faculty courses and electives.

The programme consists of two components:

1. Satisfactory completion of ninety (90) credits earned from 30 courses at least sixteen (16) of which should come from Librarianship. **Note that all students are required to take a specified number of NON-DLIS courses at EACH LEVEL.**
2. These 90 credits include three (3) credits earned from a six (6) weeks compulsory field work, usually undertaken during the summer prior to entry into LEVEL THREE. All Levels ONE and TWO courses must be completed prior to fieldwork assignment. Students are usually placed in designated libraries under the supervision of Librarians

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>LIBS1003</b> <b>LIBS1004</b> <b>LIBS1201</b> <b>LIBS1401</b> <b>LIBS1502</b>  <b>AND</b> <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b> <b>Foreign language</b>  <b>2 Free electives</b>	<b>LIBS2103</b> <b>LIBS2104</b> <b>LIBS2205</b> <b>LIBS2301</b> <b>LIBS2502</b> <b>LIBS2702</b>  <b>AND</b> <b>FOUN1201</b> <b>FOUN1301</b>  <b>2 Free electives</b>	<b>LIBS3007</b> <b>LIBS3604</b> <b>LIBS3802**</b> <b>LIBS3901***</b>  <b>And ONE from the following:</b> <b>LIBS3207</b> <b>LIBS3502</b> <b>LIBS3702</b> <b>LIBS3801</b>  <b>5 Free electives</b>
<b>Compulsory: THREE Humanities non-departmental courses</b>  <b>*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.</b>  <b>** LIBS3802 is an internship course which should be done during the summer after completing all required Level TWO courses.</b>  <b>*** Research Linked course</b>		

## MINOR IN INFORMATION STUDIES

The Minor in Information Studies requires 18 credits (1 compulsory Level I course and 5 additional courses over Levels II and III).

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>LIBS1003</b>	<b>LIBS2702</b> <b>LIBS2301</b> <b>LIBS2703</b> <b>LIBS2705</b>	<b>LIBS3007</b> <b>LIBS3502</b> <b>LIBS3801</b> <b>LIBS3901</b>

## LIBRARY AND INFORMATION STUDIES COURSE LISTING

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS	PREREQUISITE
1	LIBS1003	Introduction to Information Studies	3	None
2	LIBS1004	Reference Services	3	None
1	LIBS1201	Management and Information Systems I	3	None
1	LIBS1401	Introduction to Online Searching	3	None
2	LIBS1502	Information Technology for Information Professionals	3	None
1	LIBS2103	Creation of Metadata for Library Catalogues	3	LIBS1003
2	LIBS2104	Creation of Metadata for Library Catalogues II	3	LIBS2103
1	LIBS2205	Management of Libraries and Information Units II	3	LIBS1201
2	LIBS2301	Research Methodology for Information Specialist	3	LIBS1003
2	LIBS2502	Introduction to Information Systems	3	LIBS1401 or LIBS1502 or any IT course
1	LIBS2702	Information Architecture: Web Accessibility and Usability	3	LIBS1401 or LIBS1502 or any IT course
1	LIBS2703	Archival Concepts and Practices	3	None
2	LIBS2704	Introduction to Museums and Galleries	3	None
2	LIBS2705	Government Documents in the Commonwealth Caribbean	3	None
2	LIBS3007	Caribbean Libraries and Information Units	3	LIBS 1003 or Special Permission from Department
2	LIBS3207	Literature for Children and Young Adults	3	None
1	LIBS3502	Technology in Libraries: Database Design Management	3	LIBS2502
2	LIBS3604	Teaching Information Literacy	3	None
2	LIBS3702	Preservation Management: Principles and Practices	3	None
1	LIBS3801	Records Management: Principles and Practice	3	Fulfilment of Requirements for Level III courses or special permission from Instructor
Summer	LIBS3802	Internship in Librarianship	3	Completion of <b>ALL</b> Levels I and II courses (including Foundation courses)
Summer	LIBS3803	Internship in Information Studies	3	Completion of <b>ALL</b> Levels I and II courses (including Foundation courses)
1	LIBS3901	Access to Information in the Caribbean	3	LIBS2301 or Special Permission from Department

## **COURSE DESCRIPTIONS**

### **LEVEL I**

#### **LIBS1003 INTRODUCTION TO INFORMATION STUDIES**

This course is designed to provide an understanding of information as a social phenomenon, and the historical foundations of its organization. It also provides an understanding of the theories and practices concerned with organizing and disseminating information and the roles and function of the information specialist. The major bibliographic control techniques and tools are introduced in addition to the basic principles of information storage and retrieval.

#### **LIBS1004 REFERENCE SERVICES**

This course provides a historical background to reference services and focuses on the competencies that are required for successful reference interviews and the identification and evaluation of reference resources. Practical activities that engender effective oral communication will be included as this is a critical component in the reference interview. The legal and ethical issues and the challenges information professionals face in using and disseminating information will be addressed. These include copyright, intellectual property, censorship and academic integrity.

#### **LIBS1201 MANAGEMENT OF INFORMATION SYSTEMS I**

This introductory course develops the students' ability to apply the theories and principles of classical, scientific and human relations management to solve some of the problems which will arise in their future role as library and information centre managers. The course also examines and evaluates basic management processes to enable students to execute functions such as planning, organizing, recruitment, training and marketing of information services.

#### **LIBS1401 INTRODUCTION TO INFORMATION RETRIEVAL AND ONLINE SEARCHING**

This course provides a general introduction to information retrieval by examining the basic theoretical principles of information storage, information seeking behaviour, search strategies, and procedures. It focuses on foundational principles for effective and productive searching of different online resources including bibliographic and full-text databases, such as Boolean search and ranking. Practical skills and knowledge developed in the course include applying and executing search strategy for locating information within full-text databases such as Academic Search Complete and search engines. The course also assists students to evaluate search results.

#### **LIBS1502 INFORMATION TECHNOLOGY FOR INFORMATION PROFESSIONALS**

This course provides students with an introduction to the information technology landscape and emerging information technology applications for information professionals. It allows students to build a foundation for the study and use of ICTs in the information environment. The course covers the evolution and trends in information technology. Hardware and software management, data representation and processing, telecommunications, multimedia technologies as well as issues of security and ethics are included.

### **LEVEL II**

#### **LIBS2103 CREATION OF METADATA FOR LIBRARY CATALOGUES**

This basic level course provides students with the skills to identify and create metadata for library catalogues. Accordingly, the course equips students with the knowledge and skills to record metadata for all resource types using the new cataloguing code, Resource Description & Access (RDA) and to apply bibliographic authority control in the metadata creation process. Additionally, it helps to equip students with the knowledge and skills to create metadata specifically for the display and discovery of digital resources, by using the Dublin Core Metadata Element Set (DCMES). It provides prospective librarians with a basic competence in encoding RDA data into Machine Readable Cataloguing (MARC) format to facilitate online display and discovery of information. The course also facilitates practice in the construction of online catalogue records for the traditional and digital information space within the context of the library.

### **LIBS2104 CREATION OF METADATA FOR LIBRARY CATALOGUES II**

This course provides prospective information professionals with the theoretical and practical bases for creating subject metadata in the subject 'field' in the encoded RDA record in MARC format as well as for the subject metadata 'element' in the Dublin Core record; thereby enriching the record and enhancing resource display, discovery and access. It also provides students with the knowledge and skills for recording subject metadata through the application of subject headings from the Sears List of Subject Headings and through the application of classification numbers from the Dewey Decimal Classification (DDC) Scheme. Added to these applications are the principles of subject authority control, to which this course is designed to expose prospective librarians.

### **LIBS2205 MANAGEMENT OF LIBRARIES AND INFORMATION UNITS II**

This course exposes students to management processes such as planning, organizing, managing and coordinating information units. It focuses on fiscal management, strategic planning, project management, supervising specific departments, and managing and protecting information resources. Case studies and activities are used to enhance the learning experience and assist the learner in developing administrative, investigative and teamwork skills.

### **LIBS2301 RESEARCH METHODOLOGY FOR INFORMATION SPECIALISTS**

This course is intended to provide the student with knowledge of the theories, tools and techniques of research methodology, its terminology and processes. Also included are the concept of evaluation of research results and dissemination techniques including repackaging of information. Special emphasis will be placed on the application of research methodology to information work.

### **LIBS2502 INTRODUCTION TO INFORMATION SYSTEMS**

Building on the basic knowledge of information technology previously acquired, this course introduces the principles of system design, essential technology in current and emerging information systems, and the role of information systems in organizations. Students will investigate, analyze, design, implement, maintain, and review information systems. The course will enable students to evaluate current Caribbean information systems including library services and examine the development of Integrated Library Systems in the Caribbean. Major trends in this dynamic field will also be examined.

### **LIBS2702 INFORMATION ARCHITECTURE: WEB ACCESS AND USABILITY**

This course is designed to familiarize students with the trends in which increasing provision and use is being made of audio-visual materials in addition to print. It enables them to appreciate the growing significance of the role of audio-visual material in recording, organization and exploitation of ideas and information. The course deals with the special characteristics of documents recorded on photographic film, magnetic tape, optical disk and other materials, paying special attention to the evaluation, administration, bibliographic control, acquisition and usage of these materials.

### **LIBS2703 ARCHIVAL CONCEPTS AND PRACTICES**

This course covers the main archival concepts and describes practices that are in accordance with international standards and best practices. Included are the ways in which archival resources are acquired, organised, preserved as well as made available for research in the Caribbean. This course also addresses legal and ethical issues that arise as part of the daily work of the archivist

### **LIBS2704 INTRODUCTION TO MUSEUMS AND GALLERIES**

This course provides a broad introduction to museums and galleries and focuses on current theories, principles, and basic functions of museums. It examines the various types of museums and galleries, and the roles and functions each performs in the society. Students will be exposed to the collection and the documentation systems used in these units. Students will have an opportunity to examine the current issues in these units.

### **LIBS2705 GOVERNMENT DOCUMENTS IN THE COMMONWEALTH CARIBBEAN**

This course helps students to understand the content, structure, and context of records and the information flows within government entities in the Caribbean. Students will explore the organisational structure and the framework for governance and their implications for recordkeeping. It also provides experience in identifying various types of government records,

evaluating information processes and services, and introduces students to current issues of government information policies and practices. Students will be challenged to transform recordkeeping from its historical reactive role to a proactive integrated function, supporting the move towards public sector modernisation

### **LEVEL III**

#### **LIBS3007 CARIBBEAN LIBRARIES AND INFORMATION UNITS**

This course focuses on the various organisations which provide information services in the Caribbean. It examines the characteristics of the academic, public, special and school libraries and other information units such as archives and museums. It explores the similarities and differences between them with respect to users, services, physical infrastructure, funding, resources and staff. It provides students with knowledge of the resources needed in library collections and the collection development process used in libraries and information units within the Caribbean. It presents critical issues related to provision of information within the Caribbean context, and the relevance of advocacy in helping to resolve some of these issues.

#### **LIBS3207 LITERATURE FOR CHILDREN & YOUNG ADULTS**

The course looks at the characteristics, developmental needs and interests of children and young adults and how these affect their response to literature. It examines the different types and sources of multimedia material - fiction and non-fiction - and their evaluation, selection and use. Indigenous resources for Caribbean children and young adults are stressed. The value of literature for young people and current trends and issues in the field are also included.

#### **LIBS3502 TECHNOLOGY IN LIBRARIES: DATABASE DESIGN AND MANAGEMENT**

This course introduces students to database design and management as well as the application of computers in technical support systems. It examines the wider concepts of automation in information resource management and systems development with special reference to the Caribbean. It includes: planning, analysis, design, implementation, and evaluation of databases. The course will enable students to examine and evaluate automated information support systems and services. Selected trends in this dynamic field will also be examined.

#### **LIBS3604 TEACHING INFORMATION LITERACY**

This course will introduce students to the concept and process of information literacy, the role of Caribbean libraries in Information literacy education and the various models and standards relative to information literacy. Students will also be exposed to the learning theories and models to be applied when teaching information literacy to adults and children. Emphasis will be placed on the planning and teaching of information literacy skills to students and adults through systematic programme based on well-established theories and some of the best practices in the field. Models of Information Literacy including the Big6 and Marland's Nine Steps will be covered along with theories on information seeking behaviour to provide a framework for instruction. The content will also include how to conduct needs assessments and creating effective information literacy assignments.

#### **LIBS3702 PRESERVATION MANAGEMENT FOR LIBRARIES AND INFORMATION UNITS**

This course reflects global directions in the field of library and information studies. It addresses a core competency for graduates with a degree in library and information studies, namely the preservation of information resources. The course provides students with a foundation in preservation management, the principles and practices that affect analogue, digital and print media, as well as artifacts in libraries, archives and museums. Areas covered include physical composition and deterioration of carriers of information; buildings and storage containers for preservation; storage and collections care; disaster planning and risk management for Caribbean libraries and information units; preservation of digital media; selection and preservation planning and policies; copyright and preservation; and project planning and budgeting.



**LIBS3801      RECORDS MANAGEMENT: PRINCIPLES AND PRACTICE**

This course introduces students to the main principles of records and information management. It covers the major components in managing the internal information of an organization and provides an understanding of the theory and practice of establishing records. This course provides an overview of key concepts, and the societal, legal, organizational, and technological context within which records (regardless of their physical form) are created, organized, used and preserved.

**LIBS3802      INTERNSHIP IN LIBRARIANSHIP**

This course provides the opportunity for students to put into practice the knowledge and skills acquired in level 1 and 2 courses. It consists of six weeks in a library under the supervision of a librarian and in house seminars. . The course provides opportunities for students to develop their professional competencies, compare theory and practice, evaluate their professional development, and provide correct resources to meet the needs of users.

**LIBS3803      INTERNSHIP IN INFORMATION STUDIES**

This course provides the opportunity for students to put into practice the knowledge and skills acquired in levels 1 and 2 courses. It consists of six hours of in house seminars and a six week placement in an information unit under the supervision of an information professional during the summer semester following the student's completion of the level 2 requirements of the major. During the internship, students will be immersed in the full operation of an information unit and engage in a pre-planned set of activities developed by the information professional.

**LIBS3901      ACCESS TO INFORMATION IN THE CARIBBEAN**

This course has been developed to provide final year majors in in Library and Information be considered in the development of new information systems and services. Students will critically evaluate research on selected factors: content, usability, connectivity, affordability, policy development and intellectual property rights; and develop seminar papers identifying new roles for Caribbean libraries and librarians in relation to the above areas.

## DEPARTMENT OF LITERATURES IN ENGLISH

### MESSAGE FROM HEAD OF DEPARTMENT



This is an exciting time to be part of the Department of Literatures in English. Since English Literature was first taught at the University there have been a number of pivotal moments in the life of the department. Some of these include 1969, when the first course in West Indian Literature was taught, and much later when the curriculum was expanded to include pan-Caribbean courses and cultural studies; in 1994 there was the name-change from the Department of English to what currently exists. We are in the midst of another such pivotal moment as the Department mobilises to respond to the evolving needs of our students and the society of which we are a part.

The Major in Literatures in English remains the mainstay of the Department, but we are now also “home” to the BA in Liberal Studies and, as of September 2018, the BA in Film Studies. We also introduced a Minor in Creative Writing in September 2018. This significant diversifying of our programme offerings is a direct response to students’ stated desire for a more varied curriculum and greater choice. In fact, both the Liberal Studies and Film Studies Majors are flexible and interdisciplinary programmes that utilise a model which allows students greater choice in terms of course selection. This model empowers students to build a programme, within certain parameters, tailored to their needs, interests and projected career paths.

As you tackle the challenges of registration, course selection and scheduling, and later, the hard work required for optimal performance in your courses, it may not feel like it, but you are also at a pivotal moment in your lives. You have become a member of a scholarly community and this is a wonderful opportunity to expand your intellectual horizons, discover your passions, meet new people and develop what may become life-long relationships. You have a responsibility to yourself, and to the community of which you are a part, to strive to be the best that you can be.

The Department of Literatures in English wants to help and support you in this quest. We pride ourselves on being a student-friendly department: a place where students feel welcome and where they can be assured of a friendly smile, informed guidance and a sympathetic ear. Drop in, get to know us and let us get to know you.

*Dr Rachel Mosley-Wood*

## **B.A. PROGRAMMES IN THE DEPARTMENT OF LITERATURES IN ENGLISH: MAJORS, MINORS AND ELECTIVES**

### **MAJOR IN FILM STUDIES**

Film Studies is a discipline that promotes serious reflection on cinema and its place within history and culture. This interdisciplinary programme allows students to examine the ways in which film advances various artistic, cultural or political values, and shapes society by influencing our imagined place within it. Critical analysis of the visual image is at the core of this programme which aims to equip students to compete in an increasingly visual world. The programme fosters a deep understanding of cinema as a cultural industry and one of the largest creative industries in the world. Students who complete this programme are expected to become key players in the local and film industry, film culture, supporting and associated industries.

This flexible, interdisciplinary Major allows students to select courses that reflect their professional interests; it empowers them to build a programme tailored to their needs and career paths.

The courses in Film Studies fall into three (3) clusters:

- Film Studies concentration
- Humanities concentration
- Multidisciplinary concentration

#### **FILM STUDIES CONCENTRATION**

'Core' film courses fall within this concentration. In these courses students learn the skills and concepts of the discipline and are exposed to the history of film, connecting the rise of cinema in the Caribbean to historical film movements from around the world. Students will discover that film consists of fundamental building blocks, including narrative, image, soundtrack, mise-en-scène and editing.

#### **HUMANITIES CONCENTRATION**

Students will select an academic discipline in the Humanities to explore alongside Film Studies. This additional disciplinary focus helps provide an understanding of the broader context in which film operates, whether historical, social, philosophical, or cultural. The courses in this cluster encourage students to explore synergies with phenomena in literature, communication, translation, and/or documentation.

#### **MULTIDISCIPLINARY CONCENTRATION**

This concentration provides students with the opportunity to specialize in a field of their choice, which means each student tailors the degree to their interests. Each of the following options can be thought of as a "package" of courses from which students will select.

#### **Concentration options:**

1. Cinematic and Audio-Visual Arts
2. Research & Documentation
3. Digital Arts, Science & Education
4. Speech, Voice & Language
5. The Performing Arts
6. Writing
7. Languages and Globalization
8. Multidisciplinary Approaches to Culture
9. Business & Entrepreneurship
10. Public Policy & Economy
11. Film Production (**Students wishing to register for the Film Production concentration will incur additional costs**).

The BA in Film Studies combines courses drawn from a Film Studies concentration, a Humanities disciplinary concentration, and a Multidisciplinary related concentration. In addition, students must satisfy relevant Faculty requirements pertaining to Foundation courses and a research-linked course, as well as the Faculty's foreign language requirement, and the requirements regarding the distribution of credits over the students' programme levels. The overall structure of the BA Film Studies is as follows:

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>Film Studies Concentration:</b>		
<b>6 credits:</b> LITS1006 FILM1823	<b>6 credits:</b> LITS2905  <b>Plus <u>one</u> of the following:</b> LITS2306 LITS2406 LITS2806	<b>6 credits:</b> FILM3219  <b>Plus <u>one</u> of the following:</b> LITS3106 LITS3806
<b>Plus six additional credits (2 courses) selected from the following:</b> LITS2306, LITS2406, LITS2606, LITS2806, LITS2906, LITS3006, LITS3106, LITS3806, CLTR2406, CLTR2506, CLTR3506, CLTR3406*, FILM2815, SPAN2405, SPAN3714*, FREN3507**, FREN3508**		
<b>Humanities (Liberal Studies) Concentration:</b>		
<b>3-9 credits as required by selected Concentration</b>	<b>6-12 credits as required by selected Concentration</b>	<b>6-9 credits as required by selected Concentration</b>
<b>Multidisciplinary Concentration:</b>		
<b>6 or 9 credits as required by selected Concentration</b>	<b>9-12 credits as required by selected Concentration</b>  <b>9-15 credits (Languages and Globalisation option)</b>	<b>6-12 credits as required by selected Concentration</b>
<b>Foundation Courses:</b>		
<b>6-12 credits:</b> FOUN1016/FOUN1019*** FOUN1002 Foreign language (unless exempt)	<b>6 credits:</b> FOUN1201 FOUN1301	
<p>*Can be taken to satisfy the Faculty's requirement of a research-linked course</p> <p>**Not more than one of these courses can be taken towards the concentration</p> <p>***Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at Level I.</p>		

STUDENTS SELECTING THIS MAJOR ARE STRONGLY ADVISED TO SEEK COUNSELLING ON COURSE SELECTION AND THE PROGRAMME STRUCTURE AT THE DEPARTMENT OF LITERATURES IN ENGLISH.

## **HUMANITIES (LIBERAL STUDIES) CONCENTRATION - 24 credits**

Each student is required to select one Humanities option from the Liberal Studies programme. This option represents one of the student's **academic concentrations** in this programme.

This concentration provides students with grounding in an academic discipline. It twins their interest in Film Studies with a disciplinary focus which - depending on the option selected - provides an understanding of the broader context in which film operates, be it historical, social, philosophical, or cultural; and which allows them to explore synergies with phenomena in literature, communication, translation, and/or documentation.

Description: See existing Humanities options under the Faculty of Humanities and Education Liberal Studies programme.\*

### **Humanities options:**

1. Cultural Studies
2. History
3. Linguistics
4. Philosophy
5. Literatures in English
6. French
7. Spanish
8. Information Studies

\*Options may change as the programme is currently under review.

## **MULTIDISCIPLINARY CONCENTRATION – 24 credits**

Each student selects one Multidisciplinary option in an area related to film. This cluster represents the student's **multidisciplinary concentration**.

Contribution to the programme: This cluster provides students with opportunities to explore topics in film or film industries from a variety of perspectives. Each multidisciplinary cluster consists of a range of courses that students select from. The programme thus optimizes students' choices, and will enable them to tailor their programme to their interests and needs.

### **Concentration options:**

#### **Cluster (1): Cinematic and Audio-Visual Arts**

This concentration allows students to explore the visual and audio/aural modes of communication from the perspectives of their creative content, their production, and their place in contemporary culture.

#### **Concentration (2): Research & Documentation**

This concentration allows students to develop the skills to engage in researching, documenting, and reporting on Film and Film Industry.

#### **Concentration (3): Digital Arts, Science & Education**

This is a concentration geared towards students who have an interest in ICT and its applications to and for film industry, for instance to reach audiences and markets, to develop training tools, and to develop content.

#### **Concentration (4): Speech, Voice & Language**

This is a concentration which focuses on the technical aspects of voice use and vocal production. It is geared both to those who might (aspire to) function as performers, accent trainers, coaches, broadcasters, or in any other profession which revolves around the voice in performance.

### **Concentration (5): The Performing Arts**

This concentration is intended for students who see themselves as involved in the dramatic performance aspect of film production.

### **Concentration (6): Writing**

This concentration is aimed at students who are interested in developing skills in all areas of writing which might be relevant to the film industry, whether these be at the creative or the business end of the industry.

### **Concentration (7): Languages and Globalization**

This concentration is intended for students who have an existing or developing proficiency in at least one foreign language and are interested in the role of languages as vehicles of cultural transmission. Their professional interests may include the translation across languages and cultures of texts about or in film and/or other forms of communication across linguistic and cultural boundaries in the globalization of the film industry.

This concentration requires a minimum of 27 credits.

### **Concentration (8): Multidisciplinary Approaches to Culture**

This concentration is intended for students who have an academic interest in the study of culture and in the pursuit of research which supports the film industry. It allows for the critical examination of cultural practices at different levels (local, regional, global) from academic perspectives which include gender studies, philosophy, anthropology/sociology, and history.

### **Concentration (9): Business & Entrepreneurship**

This concentration is for students whose interests are in the business end of the film industry, and who see themselves managing practitioners, events, marketing strategies, and developing their own business ideas.

### **Concentration (10): Public Policy & Economy**

This concentration targets students with an interest in public policy and who see themselves working at the national, regional, or global level in bodies operating in the public sphere, whether governmental or non-governmental, with relevance to the film industry.

### **Concentration (11): Film Production**

This concentration aims at providing students exposure to the technical demands of film production, and hands-on experience in the team work involved in the production process. At the same time, it allows students to interrogate the role of the visual image in communication across different contexts, including media alongside film. **(Students wishing to register for the Film Production concentration will incur additional costs).**

## LIBERAL STUDIES DEGREE

Many students matriculate into The University with little certainty of what they wish to study or even what discipline they would wish to major in. There are also students who enter with multiple interests that are not easily covered by a single or even double major. Increasingly employers are also interested in generalists who have achieved a good honours degree, regardless of discipline, since they come to the workplace with a broad knowledge base as well as strong analytical and social skills. The degree in Liberal Studies is therefore intended to satisfy a variety of needs of both students and potential employers.

The **Liberal Studies Degree** comprises a minimum of 90 credits distributed as follows:

- i. 24 credits in each of at least two (2) Faculty of Humanities and Education disciplines, AND
- ii. 24 credits in any other discipline as specified by the Faculty concerned; OR 24 credits in each of three (3) Faculty of Humanities and Education disciplines
- iii. 12 credits in Foundation courses as specified in 6 I (i) above;
- iv. Up to 6 credits in electives.

**No more than nine (9) of the 24 credits in each discipline can be taken at level I towards the degree and at least six (6) credits in each discipline must be done at level III.**

The following are the compulsory courses for each of the options available to Liberal Studies Majors:

LEVEL I	LEVEL II	LEVEL III
CULTURAL STUDIES		
CLTR1001	<b>Minimum 4 Courses</b> CLTR2018 CLTR2501 CLTR2506 CLTR2518 CLTR2519 CLTR2524 MUSC2001 MUSC2200	<b>Minimum 3 Courses</b> CLTR3507 CLTR3501 CLTR3506 CLTR3518 CLTR3516 MUSC3300
HISTORY		
HIST1601 HIST1703 <b>And one other level I History course</b>	HIST2006 HIST2007 <b>And one other level II History course</b>	<b>Any TWO Level III History courses.</b>
LINGUISTICS		
Language and Social Issues		
LING1401 LING1402	LING2301 LING2302 LING2501	LING3304 LING3399

Language and Communication		
LING1401 LING1402	LING2302 LING2402 LING2501	LING3303 LING3304 LANG3001
Language Structure		
LING1401 LING1001 LING1002	LING2001 LING2002	LING3001 LING3002 LING3201
PHILOSOPHY		
PHIL1001 PHIL1002 PHIL1003	PHIL2002 PHIL2003 PHIL2006	PHIL3601 PHIL3602
LITERATURES IN ENGLISH		
Any <b>THREE</b> of the following courses  LITS 1001 LITS1002 LITS 1003 LITS 1006 LITS 1007	Any <b>five</b> courses across <b>levels II &amp; III</b> with at <b>least TWO</b> courses from level III	
	<b>NB. A minimum of TWO LEVEL III courses must be done from the Department's offerings.</b>	
FRENCH		
FREN1001 FREN1002	FREN2001 FREN2002 <b>ONE level II</b> French Course	FREN3001 FREN3002 <b>ONE level III</b> French Course
SPANISH		
SPAN1001 SPAN1002	SPAN2501 SPAN2502 <b>ONE level II</b> Spanish Course	SPAN3501 SPAN3002 <b>ONE level III</b> Spanish Course
INFORMATION STUDIES		
<b>SIX</b> credits from Level I and <b>NINE</b> credits each at Level II and III from the following courses listed below under each level:		
LIBS1003 LIBS1201 LIBS1401	LIBS2301 LIBS2702 LIBS2703 LIBS2704 LIBS2705	LIBS3007 LIBS3207 LIBS3604 LIBS3801 LIBS3901



## CROSS FACULTY OPTIONS

Options are available through the Faculty of Social Sciences in the following areas:

INTERNATIONAL RELATIONS		
GOVT1000 GOVT1008	GOVT2046  <b>Choose any TWO from the following:</b>  GOVT2047 GOVT2048 GOVT2049	<b>Choose any THREE from the following:</b>  GOVT3016 GOVT3048 GOVT3050 GOVT3051 GOVT3052
POLITICAL SCIENCE		
GOVT1000 GOVT1001	<b>Choose any THREE from the following:</b>  GOVT2001 GOVT2003 GOVT2004 GOVT2005 GOVT2006 GOVT2007 GOVT2009 GOVT2012 GOVT2017	<b>Choose any THREE from the following:</b>  GOVT3009 GOVT3012 GOVT3022
PSYCHOLOGY		
PSYC1000 PSYC1001 SOCI1002	PSYC2000  <b>Choose any TWO from the following:</b> PSYC2002 PSYC2003 PSYC2004 PSYC2008 PSYC2015 PSYC2006 PSYC2017	<b>Choose any TWO from the following:</b>  PSYC3001 PSYC3007 PSYC3010
SOCIOLOGY		
SOCI1001 SOCI1002 SOCI1003	<b>Choose any THREE from the following:</b>  SOCI2000 SOCI2001 SOCI2004 SOCI2006 SOCI2007 SOCI2017	<b>Any TWO level III Sociology courses which may include:</b>  SOCI3025 SOCI3026
<b>NB. PERSONS DOING SOCI2017 CANNOT REGISTER FOR SOCI3025</b>		

## MAJOR IN LITERATURES IN ENGLISH

The **Major in Literatures in English** requires a minimum of at least 12 courses or 36 credits in Literature.

All students who wish to read Level II or Level III courses in English, must have passed the Level I course in the particular genre. For example, LITS1001 is required for all Level II and III courses in Poetry, LITS1002 is required for all Level II and III courses in Prose Fiction, and LITS1003 is required for all Level II and III courses in Drama. However, please note that a few courses may have more than one Level I courses as pre-requisites.

All students declaring a Major in English **must** by the end of their final year have passed the following Level II or Level III courses, **with no course counting more than once**: A Course in West Indian Literature, A Poetry Course, A Shakespeare Course, A Modern Prose Fiction Course, A Course in Critical Approaches or Literary Theory (such as a "Key Issues" course).

LEVEL ONE	LEVEL TWO	LEVEL THREE
LITS1001 LITS1002 LITS1003 FOUN1012 / FOUN1019* FOUN1002 Foreign Language  AND  4 Free electives	At least 27 credits with at least ONE course in each of the available Genres over levels II and III  AND	
	FOUN1201 FOUN1301  Free electives	Free electives
For the major in Literatures in English students are required to do a minimum of 12 credits in literature courses at level III; the remaining 15 credits can be done at level II.		

**NB. Compulsory: THREE Humanities non-major courses**

**\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.**

## MINOR IN LITERATURES IN ENGLISH

Students wishing to do a minor in Literatures in English, are required to obtain a minimum of 15 credits over Level II and III. Level II poetry, fiction and drama courses require the necessary first year prerequisites: LITS1001, LITS1002 and LITS1003 respectively.

## MINOR IN CREATIVE WRITING

The Minor in Creative Writing has become very relevant in a region where creative writing has long been a valued mode of artistic expression and in which few specialized programmes exist at the tertiary level.

This minor allows students to progress through sequenced courses that begin by teaching techniques of effective creative writing in various genres as well as the fundamentals of literary analysis. Courses at Level 2 enable students to further develop skills in a particular genre (poetry, prose, screen/stage) and include Literature courses in the Minor's three key genres as well as courses with creative project components in specialized genres (West Indian Autobiography; The Graphic Novel). At Level 3, students take a full semester to propose, develop, and complete projects. The final year offers students the opportunity to develop strengths in genres of creative nonfiction while gaining the knowledge and skills to design and complete digital media projects. In addition to giving students substantial experience producing original work, generating and receiving constructive feedback, and making effective use of the draft revision process, the Minor in Creative Writing prepares students to pursue publication options, pursue postgraduate study and meet the demand for professional writers.

The minor in Creative Writing consists of the following:

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>LITS1009</b>	<b>AT LEAST <u>TWO</u> OF THE FOLLOWING</b>  <b>LITS2603</b> <b>LITS2604</b> <b>LITS2606</b>  <b>STUDENTS MAY CHOOSE <u>ONE</u> OF THE FOLLOWING</b>  <b>LITS2006</b> <b>LITS2120</b> <b>LITS2503</b> <b>LITS2504</b> <b>LITS2505</b> <b>LITS2511</b> <b>LITS2706</b>	<b>LITS3605</b>  <b>AT LEAST <u>ONE</u> OF THE FOLLOWING</b>  <b>LITS3001</b> <b>LITS3106</b> <b>LITS3113</b> <b>LITS3316</b> <b>LITS3317</b> <b>LITS3402</b> <b>LITS3601</b> <b>LITS3604</b> <b>LITS3701</b>

## MINOR IN FILM STUDIES

The Film Studies Minor is offered by the Department of Literatures in English in collaboration with the Institute of Caribbean Studies and the Department of Modern Languages and Literatures.

In order to be awarded the Minor in Film Studies students must take the Level I course, Introduction to Film, and a minimum of 15 credits in any of the following Level II and Level III courses.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>LITS1006</b>	<b>LITS2905</b> <b>LITS2406</b> <b>LITS2806</b> <b>LITS2906</b> <b>CLTR2506</b> <b>CLTR2406</b>	<b>LITS3106</b> <b>LITS3806</b> <b>CLTR3406</b> <b>CLTR3506</b> <b>SPAN3714</b>

## COURSE LISTING

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS	PREREQUISITE(S)
Not offered in 2019-2020	HUMN1101	Introduction to Comparative Literature I: Afro Caribbean Poetry	3	None
Not offered in 2019-2020	HUMN1102	Introduction to Comparative Literature II: Women's Writings I	3	None
Not offered in 2019-2020	HUMN2201	Literature and Ideas in the Caribbean I	3	A' Level Literature course or a Literature Course from the Dept. of Modern Languages or Literatures in English
Not offered in 2019-2020	HUMN2202	Literature and Ideas in the Caribbean II	3	A' Level Literature course or a Literature course from the Dept. of Modern Languages or Literatures in English
Not offered in 2019-2020	HUMN3199	Research Topics in Comparative Caribbean Literature	6	HUMN 2201, HUMN 2202, LITS 2103, LITS2107, LITS2108, LITS2113.
1 & 2	LITS1001	Introduction to Poetry	3	None
1 & 2	LITS1002	Introduction to Prose Fiction	3	None
2	LITS1003	Introduction to Drama	3	None
Not offered in 2019-2020	LITS1004	Introduction to Orature	3	None
1	LITS1006	Introduction to Film	3	None
1	LITS1007	Reading and Writing About Literature	3	None
2	LITS1009	Introduction to Creative Writing	3	None
Not offered in 2019-2020	LITS1501	Introduction to Chaucer	3	None
Not offered in 2019-2020	LITS2003	Poetry and Narrative	3	LITS1001
Not offered in 2019-2020	LITS2004	Love, Death and Poetry	3	LITS1001
Not offered in 2019-2020	LITS2406	Nollywood: Genres of African Film	3	None
Not offered in 2019-2020	LITS2103	Modern Prose Fiction	3	LITS1002
Not offered in 2019-2020	LITS2107	African Diaspora Women's Narrative	3	LITS1002
2	LITS2108	Modern American Literary Prose	3	LITS1002
1	LITS2120	The Graphic Novel	3	None
1	LITS2111	Narratives of Migration	3	ANY Level 1 Literatures in English Course

Not offered in 2019-2020	LITS2113	Writing Africa From the Diaspora	3	LITS1002
Not offered in 2019-2020	LITS2201	Drama I	3	LITS1003
Not offered in 2019-2020	LITS2202	Drama II	3	LITS1003
Not offered in 2019-2020	LITS2905	Film History	3	LITS1006 OR FILM1823
1	LITS2207	Introduction to Shakespeare	3	LITS1003
1	LITS2301	Key Issues in Literary Criticism I	3	6 credits from the following: HUMN1101, HUMN1102, LITS1001, LITS1002, LITS1003, LITS1004, LITS1007
Not offered in 2019-2020	LITS2304	Key Issues in Literary Criticism II	3	6 credits from the following: HUMN1101, HUMN1102, LITS1001, LITS1002, LITS1003, LITS1004, LITS1007
Not offered in 2019-2020	LITS2402	Folk Tale and Proverb	3	LITS1002
Not offered in 2019-2020	LITS2502	West Indian Literature	3	LITS1002
Not offered in 2019-2020	LITS2503	West Indian Poetry	3	LITS1001
2	LITS2504	Introduction To the West Indian Novel	3	LITS1002
2	LITS2505	West Indian Drama	3	LITS1003
Not offered in 2019-2020	LITS2511	West Indian Autobiography	3	LITS1002
Not offered in 2019-2020	LITS2603	Creative Writing: Poetry	3	TWO pieces of original work
1	LITS2604	Creative Writing: Prose Fiction	3	TWO Pieces of original work
2	LITS2606	Creative Writing: For Screen and Stage	3	TWO Pieces of original work
2	LITS2706	Reggae Poetry	3	None
1	LITS2806	Reggae Films: Screening Jamaica	3	None
Not offered in 2019-2020	LITS2901	Latin American Cultural Studies	3	Level 1 Lit or Mod or CLTR course
Not offered in 2019-2020	LITS2905	Film History	3	LITS1006 or FILM1823

Not offered in 2019-2020	LITS2906	Film Adaptation	3	LITS1002 or LITS1006
2	LITS2907	Women in Cinema	3	None
2	LITS3001	Modern Poetry	3	LITS2004 or LITS2503 or LITS2706 or LITS2003
Not offered in 2019-2020	LITS3002	Myth Epic and the Hero	3	
Not offered in 2019-2020	LITS3006	Borderlands Cinema	3	LITS1006 & HUMN2201 or LITS2103 or LITS2107 or LITS2108 or LITS2113
1	LITS3103	The City in Fiction	3	LITS1002
1	LITS3106	World Cinemas	3	None
Not offered in 2019-2020	LITS3111	Contemporary Science Fiction	3	LITS1002
Not offered in 2019-2020	LITS3113	Africa in the Black Atlantic Imagination	3	LITS1002 & HUMN2201 or LITS2103/ LITS2107 or LITS2108 or LITS2113
Not offered in 2019-2020	LITS3203	The Romance	3	LITS1002
Not offered in 2019-2020	LITS3204	Shakespeare I: Histories and Tragedies	3	LITS2207 & LITS2201 or LITS2202 or LITS2004 OR LITS2503 or LITS2706 (For Non Majors LITS2207)
Not offered in 2019-2020	LITS3205	Shakespeare II: Comedies and Late Plays	3	LITS2207 & LITS2201 or LITS2202 or LITS2004 OR LITS2503 or LITS2706 (For Non Majors LITS2207)
Not offered in 2019-2020	LITS3316	Post-Colonial Literature I	3	LITS2301 or LITS2304
Not offered in 2019-2020	LITS3317	Postcolonial Literature II	3	LITS2301 or LITS2304
Not offered in 2019-2020	LITS3319	The Sonnet	3	LITS1001 & 1 level II Poetry Course
2	LITS3402	Classic American Prose Fiction	3	LITS1002 & 1 level II Prose Fiction Course

Not offered in 2019-2020	LITS3501	West Indian Literature: Special Author Seminar (Earl Lovelace)		A pass in at least one Level II West Indian Literature Course at Grade 'B' or higher
Not offered in 2019-2020	LITS3502	West Indian Literature: Special Author Seminar (Austin Clarke)	3	A pass in at least one Level II West Indian Literature Course at Grade 'B' or higher
Not offered in 2019-2020	LITS3503	Derek Walcott, Poet	3	1 level II Poetry Course
1	LITS3504	West Indian Literature: Special Author Seminar "A"	3	A pass in at least one Level II West Indian Literature Course at Grade 'B' or higher
Not offered in 2019-2020	LITS3505	West Indian Literature: Special Author Seminar "B"	3	A pass in at least one Level II West Indian Literature Course at Grade 'B' or higher
Not offered in 2019-2020	LITS3601	African Literature I	3	LITS2103 OR LITS2107 OR LITS2108 OR LITS2113 OR HUMN2201
2	LITS3604	Creative Non-Fiction and Digital Media	3	LITS2603 OR LITS2604 OR LITS2606 OR Writing Sample
Not offered in 2019-2020	LITS3701	African American Literature	3	LITS2103 OR LITS2107 OR LITS2108 OR LITS2113 OR HUMN2201
Not offered in 2019-2020	LITS3702	African American Women Writers	3	LITS2103 OR LITS2107 OR LITS2108 OR LITS2113 OR HUMN2201
Not offered in 2019-2020	LITS3801	Environmental Literature	3	LITS1002 and 1 Level II Prose Fiction Course
2	LITS3806	Popular Film	3	Any Film, Prose Fiction or Drama course
Not offered in 2019-2020	LITS3911	Major Authors: William Butler Yeats	3	LITS1001, LITS 2003 OR LITS2004 OR LITS 2503

**NB: The information as to what courses are being offered in which semester is subject to change. Students should check with the Department before registering.**

## **COURSE DESCRIPTIONS**

### **LEVEL I**

#### **HUMN1101 INTRODUCTION TO COMPARATIVE CARIBBEAN LITERATURE I: AFRO-CARIBBEAN POETRY**

A survey of negritude and other 'black conscious' poetry movements in the English, French and Spanish-speaking Caribbean (in English translation). Questions examined will include: the writer's perception of and relationship to Africa; the problems defining a 'black aesthetic'; the relationship between writing and politics. The poets whose works are studied include Aimé Césaire, Léon Damas, Nicolás Guillén, Claude McKay, Léopold Senghor and Kamau Brathwaite.

#### **HUMN1102 INTRODUCTION TO COMPARATIVE CARIBBEAN LITERATURE II: WOMEN'S WRITING**

In this course, the major concerns of women writers in the region, will be examined through a survey of writing from the English, French and Spanish-speaking Caribbean (in translation if the original text is not in English). The current emphasis is on prose fiction - novel and short story. In addition to extracts from the prescribed anthology, two novels will be studied in detail.

#### **LITS1001 INTRODUCTION TO POETRY**

An introduction to methods and techniques of critical appreciation of poetry. The lectures will be complemented by assignments in critical analysis of a variety of poems from the prescribed text and elsewhere.

#### **LITS1002 INTRODUCTION TO PROSE FICTION**

Focusing on selected novels arising out of varying cultural contexts, the course provides an introduction to key issues in the study of prose fiction. John Peck's *How to Study a Novel* is a highly recommended text. In his "Preface," Peck notes that "literary criticism is an activity, like any other, with its own rules and well-established modes of conduct. But these rules are seldom, if ever explained to the newcomer. He or she is likely to be thrown in at the deep end, and, in a confused sort of way, from the observation of others, expected to establish what the rules are." The purpose of this course is to guide students into an understanding of some of the "rules" that "govern" literary criticism; and to enable the application of these in the study of representative novels.

#### **LITS1003 INTRODUCTION TO DRAMA**

Playtexts use both poetry and prose, but as a performing art drama is sharply distinct. Just as much as musical notation, a playtext is in a special language that demands specific skills of interpretation. This course provides an introduction to reading, seeing, and writing about drama: there is history (of theatres, of acting, of production) to learn, and some theory to absorb, but we will then turn to complete plays and put those lessons into practice.

#### **LITS1004 INTRODUCTION TO ORATURE**

The course will introduce students to some of the genres of oral literature. It will examine structures of orality; speech acts and events; performances strategies and paralinguistic features; textual originality and variation; relationship between oral and scribal literature.

#### **LITS1006 INTRODUCTION TO FILM**

If you have a passion for movies, this class will help you deepen your enjoyment and expand your critical thinking about film. In this course you will learn the core concepts of film analysis and you will be exposed to a wide range of films. Lecture and readings will focus on the fundamentals of film technique (camera techniques, editing, sound, etc.) and principles of narrative structure. Along with questions of film technique and style, assigned films will illuminate the range of social, cultural, political and historical topics that cinema opens up for our discussion and debate. Students will be exposed to essential masterpieces of cinema history, popular contemporary films and local Caribbean films. Success in the course requires attention to both the films and the assigned readings. Assignments will ask students to watch, analyze, and write about film in original and thoughtful ways.



### **LITS1007      READING AND WRITING ABOUT LITERATURE**

This course equips students with analytical, critical and compositional skills necessary for successful undergraduate study. Guidance and practice are provided in the following: reading the literary genres of poetry, prose fiction, graphic novel, and drama; producing insightful close readings; writing cogent and compelling essays using core principles of argumentation and paragraph organization; evaluating, engaging with and citing critical material; and making effective use of the editing process. Sequenced writing tasks give students ample opportunity to write and revise work.

### **LITS1009      INTRODUCTION TO CREATIVE WRITING**

This course provides fundamental support to beginning writers and also to more experienced creative writers who want to develop new work and extend scope and range of skills. This course familiarizes students with the techniques of effective, creative writing across a variety of genres: fiction, drama, and poetry. Through reading and writing exercises, students learn how to better produce effective language (like significant detail; lyrical language and memorable image; inventive metaphor and simile; form; and authentic voice;), short fiction (like building dialogue and characterization), micro short story (like honing perspective and point of view), drama (like elements of film and practices of the stage), and poetry (like sounds, rhythms, and form).

### **LITS1501      INTRODUCTION TO CHAUCER**

This course requires students to read Chaucer in the original. The focus of the study will be Chaucer's *Canterbury Tales*, with a core consisting of the general prologue and FOUR tales.

## **LEVEL II**

### **HUMN2201      LITERATURE AND IDEAS IN THE CARIBBEAN**

This course focuses on selected issues in writing across the Caribbean, including the following topics (with emphases which may vary from time to time): the treatment of history, nationalism, gender concerns, neo-colonialism, anti-imperialism and Marxism, religion, choice of language, narrative technique, orature, magic realism, Caribbean literature as counter-discourse.

### **LITS2003      POETRY AND NARRATIVE**

This course will explore the forms, uses and concerns of a range of narrative poetry in English. It will draw on a selection of critical theory about the significance of the narrative impulse in poetry, and about its place in the spectrum of poetic forms, and will attempt to suggest how narrative forms and strategies have evolved.

### **LITS2004      LOVE, DEATH AND POETRY**

Emphasizing diversity of attitude and technique, the course will examine a range of poems dealing with love and death, which are perennial themes.

### **LITS2006      NOLLYWOOD: GENRES OF AFRICAN FILM**

This course offers the chance to explore Nollywood through its genres, and to interrogate genre from the perspective of an African film culture. Genres are essentially a way to group films according to shared formal conventions. Film genres emerge and change with the growth of cinema, and come to be recognizable to audiences as distinct "types," "categories," or "movements" within film. Students will view comedies, romantic comedies, crime films, melodramas, and films noirs made by Nollywood filmmakers for popular audiences across Africa and the African diaspora, including the Caribbean. This course will examine this range of genres to better understand how they are inflected by the cinema in which they develop and evolve, and how they reflect the concerns, anxieties, or desires of the societies in which they circulate.

### **LITS2103      MODERN PROSE FICTION**

The course will examine approaches to prose fiction in the 20<sup>th</sup> Century, from the traditional to the experimental. It will explore some of the techniques and concerns of modern fiction, through detailed study of four or five texts.

### **LITS2107      AFRICAN/DIASPORA WOMEN'S NARRATIVE**

The course defines indigenous African feminist perspectives from which to compare the diasporic African-American and Caribbean texts. The authors' use of narrative conventions and modes such as autobiography, the bildungsroman, the romance, the quest/journey motif, dreams, visions and awakenings suggests a tradition of female discourses that cross lines of race, class, ethnicity and gender. These female-authored African/Diasporic narratives employ "mainstream" canonical literary techniques, while simultaneously sharing discursive strategies with other feminist texts that contest the hegemony of the phallogocentric literary canon. Techniques of oracy, for example, constitute an alternate, privileged discourse for those African/Diasporic women writers.

### **LITS2108      MODERN AMERICAN LITERARY PROSE**

This course looks critically at the terms "American" and "Modern" by using writers from different ethnic/cultural backgrounds, which may include Native-American, Euro-American, African-American, Caribbean-American, and Asian-American. Five texts will be studied in detail, in relation to their particular sources.

### **LITS2111      NARRATIVES OF MIGRATION**

This course focuses on a selection of narratives tracing migration from former colonies to their metropolitan capitals as well as from diverse territories to North American cities. Among the thematic concerns reflected in the texts are: the nature of diaspora, the myth of the Mother Country, the American dream, displacement, relocation, belonging, transnationalism, multiculturalism, hybridity, national and regional identities, and bilingualism. The prescribed texts, which include films as well as novels, are the work of writers/directors originating from the Caribbean (Anglophone, Francophone and Hispanic), from Africa and from Asia.

### **LITS2113      WRITING AFRICA FROM THE DIASPORA**

This course seeks to examine the literary representations of Africa, with specific reference to selected texts by writers from the African Diaspora (USA and the Caribbean). Specific attention will be paid to issues/concepts such as slavery, middle passage, diaspora, pan-Africanism, identity, gender and memory.

### **LITS2120      THE GRAPHIC NOVEL**

Combining text and images, graphic novels are among the most innovative and popular forms of storytelling. This course explores the history and evolution of the graphic novel and equips students to respond critically and imaginatively to the way graphic novels use narrative and visual representation to convey meaning. In reading graphic novels diverse in subject matter, place of origin, cultural perspective and medium (print and web-based), students will learn and apply strategies for textual and visual analysis and explore the effect of digital technologies on the formal features, distribution and consumption of graphic narratives.

### **LITS2201      DRAMA I**

This course covers the period from Greek drama to 18<sup>th</sup> century drama. Students will be required to do detailed study of the plays, and to locate them in their historical context, including staging and acting conventions.

### **LITS2202      DRAMA II**

The course will examine 6 modern plays in detail from literary and dramatic angles, and will focus especially on the theatre as a forum for ideas.

### **LITS2207      INTRODUCTION TO SHAKESPEARE**

This course provides an introduction to Shakespeare in historical, generic and critical contexts, exploring the wide range and versatility of his work. Primary texts will normally include one play from each of the categories: tragedies, histories, and comedies as well as a selection of Shakespeare's sonnets.

### **LITS2301      KEY ISSUES IN LITERARY CRITICISM I: INTERPRETATION**

Interpretation (establishing the meaning[s] of the text) is an integral part of literary appreciation. This course examines the issues which arise from the idea and practice of interpreting literary texts. The aim is not to teach us how to interpret, but to make us understand what it is we do when we interpret, and what considerations ought to be taken into account in trying to deal with the issues. If, in the process our critical and interpretative skills are enhanced, so much the better.

**LITS2304      KEY ISSUES IN LITERARY CRITICISM II: THE NATURE AND FUNCTION OF LITERATURE**

The course will explore questions of definition, purpose, representation, ideology, politics and the relationship between form and content.

**LITS2402      FOLK TALE & PROVERB**

This course will consist of the following: Types of oral narrative, analytic approaches, various story-telling traditions and structural characteristics of the proverb, relationship between proverb and oral narrative.

**LITS2502      WEST INDIAN LITERATURE II: WOMEN'S FICTION**

Focusing on writing by women from the Creole/Anglophone Caribbean, the course examines recurring thematic preoccupations and stylistic preferences that appear to define a distinctly female sensibility.

**LITS2503      WEST INDIAN POETRY**

An introduction to the range of West Indian poetry in English.

**LITS2504      INTRODUCTION TO THE WEST INDIAN NOVEL**

This course offers an introduction to the West Indian novel, by survey lectures and by detailed study of six novels. Course readings and lectures are organized around comparative analysis of issues, such as the emergence of West Indian fiction in the context of political and cultural nationalism; the West Indianization of the novel form; the relationship between language and literature; the politics of race and gender; the emergence of West Indian female writers; culture and identity; popular culture, desire, and the erotic; diaspora, imagination and community. Throughout, we will pay close attention to the variety of styles and genres employed in West Indian fiction.

**LITS2505      WEST INDIAN DRAMA**

This course is an introduction to West Indian drama in English, with attention to sources, historical development, major writers and modes, as well as performance practices and the ideas which inform them. The study of the plays will consider the differences between the dramatic text as an object of literary study and the play text or script as a 'blueprint' for performance. The course undertakes a historical survey of the development of theatre in the West Indies with reference to some of the most prominent playwrights, including Derek Walcott, Trevor Rhone and Dennis Scott, as well as Sistren Theatre Collective; in an attempt to answer questions like: a. What makes a play West Indian? b. How do indigenous, traditional forms influence theatre practice? c. To what extent and how does the theatre respond to political issues in the nation(s)/region?

**LITS2511      WEST INDIAN AUTOBIOGRAPHY**

This course explores the issues of self-representation and cultural identity in West Indian autobiography. It examines the function of autobiography in defining the West Indian subject, and the relationship between individual and collective self-definition.

**LITS2603      CREATIVE WRITING, POETRY**

This is a workshop course in the writing of poetry. Students will be required to write regularly, and to submit new pieces of their work at least once a fortnight for workshop discussion.

**LITS2604      CREATIVE WRITING, PROSE FICTION**

This is a workshop course in the writing of prose fiction. Students will be required to write regularly, and submit new pieces of their work at least once a fortnight for workshop discussion.

**LITS2606      CREATIVE WRITING, SCREEN & STAGE**

This course will introduce students to the fundamentals of screenwriting by way of lectures and a succession of workshops with emphasis on the development of screenplay shorts. Students will be taken through the process of focusing their broad story ideas, into clear dramatic premises, and will be taught the essential elements needed for a well-constructed story. The course aims at giving students an understanding of the basic structural elements of screenwriting, as well as practical experience in crafting screenplays. Each student will, therefore, be required to transform his/her story idea into a working treatment (outline) with the view to him/her completing a first draft of his/her original 10-minute screenplay.

**LITS2706 REGGAE POETRY**

Focusing on the critique of reggae lyrics as poetry, the course traces themes and poetic techniques in selected song-texts. In addition, students are required to pay attention to the socio-historical context out of which the music emerges from its hybrid origins in both Jamaican folk forms and imported Rhythm and Blues. The course begins with a survey of the development of reggae music, employing selections from Reggae Routes: The Story of Jamaican Music and moves up into the contemporary. This course will examine in detail various song-texts created by some of reggae music's major song writers/performers: Ernie Smith, Burning Spear, Jimmy Cliff, Peter Tosh, Bob Marley, Steel Pulse, Tanya Stephens, Vybz Kartel, Jah9, Ishawna and Buju Banton, Chronixx, Protoje, Queen Ifrica.

**LITS2806 REGGAE FILMS: SCREENING THE CARIBBEAN**

Historically, the cinema has made a significant contribution to the development of a global discourse that defines Jamaica as exotic destination, site of fantasy, adventure and romance, and more recently as danger zone. Since the 1970s, however, with the emergence of narrative films produced in Jamaica, film has also functioned as a vehicle for the expression of the internal rather than external gaze. Popular Jamaican music has occupied a pivotal and complex role in the development of a Jamaican cinema and in the crafting of this internal gaze and perspective. The course will examine up to six films set in Jamaica and/or its diasporic communities, some of which use reggae and dancehall music as part of a deliberate narrative strategy, with particular emphasis on the representation of place.

**LITS2901 LATIN AMERICAN CULTURAL STUDIES**

The course is an introductory overview of the field of Cultural Studies as it is practiced and theorized in Spanish-speaking regions of the Americas. It will help prepare students for careers in business, diplomacy, education, entertainment, public relations, etc. that require a knowledge of the Hispanic world. NOTE: Modern Language Spanish students will be required to undertake research in Spanish, and cite the Spanish version of texts, when available. But all novels will be available in English translation; Spanish films will be in subtitled versions. Course objectives include: to expose students in the English-speaking Caribbean to some key cultural currents and preoccupations in the Spanish-speaking world that surrounds them; to identify and analyse the tensions within defining an "Indian soul" in Latin America; to recognise the pervasive influence of Afro-Hispanic peoples in the Americas; to understand "Nuestra América" as a site of opposition to North America, as well as its inter-relationships with North American cultural, political, and economic currents.

**LITS2905 FILM HISTORY**

This course demonstrates that the moment film emerged in 1895 it did so as a global phenomenon that inspired distinct film practices and film cultures around the world. To manage this complexity, this course will approach history by way of the auteur directors, film movements, and national cinemas that represent key paradigms. It examines dominant traditions, such as Hollywood's classical cinema, alongside competing film movements that pursued not a cinema of commercialism but of political opposition, aesthetic innovation, and radical experimentation. These forces have driven the development of cinema in divergent directions, therefore students will interrogate the politics of film history and the struggle over the pleasures, agency, and power that cinema promises.

**LITS2906 FILM ADAPTATION**

Novels are a major source or raw material for films, and hotly contested debates about whether the film or the novel is better often erupt when individuals have knowledge of both versions. The course will move beyond the rather narrow concern of fidelity, to examine the mobility of meaning in the process of adaptation; various approaches to the study of adaptation; the assumptions and biases that inform responses to adaptations; and the underlying theory that informs the process of adaptation. The course will also take into account other forms of adaptation, such as stage to screen, film to novel, films made for television etc. The course will involve the close study of at least three 'source' texts and their adaptations; students will explore how these narratives change in the transfer from one medium to another, and in the process generate new meaning.

## **LITS2907      WOMEN IN CINEMA**

This course will situate cinema within various feminist theories of representation, spectatorship and narration. It considers cinema as a powerful technology for the positioning of women both on screen and in society and engages students with feminist film criticism, which entails the critical examination of these various positionings. The course considers debates ranging from the objectification of women as figures of "to-be-looked-at-ness," to the erasure of women by virtue of dominant prejudices about race, class, sexuality and body-image. Students will view films by and about women, especially women of the Caribbean, Africa and the diaspora, to demonstrate that the concerns of women are inevitably intersected by matters of race, class and culture. This selection of films will permit them to interrogate the seeming gender neutrality of dominant cinema, while also gaining a broader view of the diversity of gender practices in film and the world at large. The goal of the course will be to ask how women are able to gain control over their position in society by both using films to their own ends and creating films in their own ways.

## **LEVEL III**

### **HUMN 3199      RESEARCH TOPICS IN COMPARATIVE CARIBBEAN LITERATURE**

The course is a designated Research course to encourage and facilitate the writing of studies in Comparative Caribbean Literature, and can be taken as an alternative AR3X0.

### **LITS3001      MODERN POETRY**

This course will examine the transition and evolution of English poetry from the late 19<sup>th</sup> century to the poetry of the 20<sup>th</sup> century, and will consist of an in-depth examination of the work of several poets whose work is considered representative of Modern British and American poetry in terms of their techniques, themes and concerns.

### **LITS3002      MYTH, EPIC AND THE HERO**

When Kendrick Lamar raps about a hero, we listen: "Who need a hero? (hero)/ You need a hero, look in the mirror, there go your hero/Who on the front lines at ground zero? (hero)." But who is the hero in Marvel's *Black Panther*? This course will examine the social value of the hero while also questioning why society creates myths and why epics continue to be remixed and retold. With a focused awareness of the modern day realities of race, class, and gender, students will explore and analyze some of the oldest storytelling we have -- myth, epic, and the hero stories -- as presented in more contemporary film, novel, poetry, and comic book texts.

### **LITS3006      BORDERLANDS CINEMA**

The course begins with a brief overview of film theory and information about film production. Its focus is primarily thematic, analysing cinematic treatments of relationships across boundaries of nation, ethnicity, religion, species, etc. The course draws on interpretive skills taught in literature departments, but also social-cultural analysis as developed in the social sciences, and forms of analysis specific to cinema. Among the objectives: to introduce students to the concept of film literacy; to compare film language with related idioms: literary language, the languages of popular culture, politics, etc.; to encourage thought and research papers on topics specific to the cinematic challenges of representing relations that transgress the boundaries of "race," nation, region, gender, etc.

### **LITS3103      THE CITY IN FICTION**

This course will analyze four or five novels which use the city, the definitive modern landscape, as a setting and as an objective correlative. The texts will be chosen to demonstrate both a range of responses to urban life and a sense of how changes in man's relationship with his cities have been measured and recorded in fiction.

### **LITS3106      WORLD CINEMAS**

World cinema describes the very nature of film today. In the past, the focus of film studies centered on national cinemas, particularly Hollywood, but the globalization of cinema has blurred old boundaries and inspired more globally minded stories and images. This course will situate cinema within various theories of globalization, post-colonialism, and migration. Students will view Latin American, Caribbean, Indian and African films, including examples of Third Cinema, New Caribbean Cinema, Hong Kong Cinema, Bollywood and Nollywood. This selection will permit them to examine film cultures of the Global South, and thereby develop a broader

view of the world and its diversity of films. These films and readings will prompt students to examine the patterns that appear across societies. Students will have ample opportunity to analyze and interrogate the portrait of the world offered up by these films. The goal of the course will be to ask what cinema teaches about the world today.

#### **LITS3111 CONTEMPORARY SCIENCE FICTION**

Science Fiction is one of the most popular and socially responsible contemporary genres, but has traditionally been excluded from academic study, and remains neglected throughout the Commonwealth. This course provides an introduction to the history, critical reception, and contemporary practice of this major form of prose fiction, looking at novels from the UK, US, and Jamaica.

#### **LITS 3113 AFRICA IN THE BLACK ATLANTIC IMAGINATION**

This course focuses on the invention of Africa, giving particular attention to how members of the African diaspora have imagined Africa and created new understandings of African identity. The dispersal of Africans throughout the Americas and elsewhere occasioned by the transatlantic slave trade created hybrid communities/nations of people of African descent worldwide, known as the African diaspora. This course will approach questions of racial and cultural identity through the frame of the black Atlantic world. We'll consider literary representations of Africa, along with political movements and global perspectives linking black writers from the Americas, Europe, and Africa. Drawing on works primarily by African, African American and Caribbean writers, we'll explore the subjectivities, solidarities and cultural production of the black Atlantic world.

#### **LITS3203 THE ROMANCE**

Beginning with Samuel Richardson's prefiguring narrative, *Pamela*, the course analyses the evolution of the genre of the Romance. Focusing on tropes of discovery and conquest, we will consider ways in which the project of "Romance" encodes both patriarchal and colonialist notions of the body of the woman (and phallocentricism among men). The course will also explore the degree to which Caribbean authors either replicate, or transform the conventions of the genre to accommodate local cultures/myth.

#### **LITS3204 SHAKESPEARE I**

This will be a study of selected tragedies and histories, with particular attention to Shakespearean dramaturgy, the evolution and innovations of Shakespearean tragedy.

**Please note the prerequisites:** this is a third-level course, and is **not** suitable for those without previous knowledge of Shakespeare or Renaissance drama.

#### **LITS3205 SHAKESPEARE II**

This will be a study of selected comedies and Late Plays, with particular attention to Shakespearean dramaturgy and the social contexts of the plays.

#### **LITS3316 POSTCOLONIAL LITERATURE I**

This course will introduce students to postcolonial literature by focusing on the depiction of the colonial encounter in texts written by authors from formerly colonized regions of the world.

#### **LITS3317 POSTCOLONIAL LITERATURE II**

This course will explore the literary depiction of nationalism and the nation, in selected texts from Africa, Asia, the Caribbean, Canada, Australia, New Zealand, and the South Pacific. The region of focus will vary from year to year.

#### **LITS3319 THE SONNET**

There are two major components:

1. A historical survey of works in the sonnet form from the Renaissance to the Victorian period, with focus on thematic preoccupations, structural patterns and cultural range. Text of well-known and lesser-known poets of the Beach Period will be examined.
2. An exploration of the dynamic "space" of the sonnet, and the ways in which pre and post 20<sup>th</sup> century writers subvert its structure as they write within, and back from the Empire.

**LITS3402 CLASSIC AMERICAN PROSE FICTION**

This course explores a set of American novels within the context of the literary and cultural currents that have defined and challenged American society and literature from the post-Civil-War period to the present. We will consider the role of race, gender, class, and region in the invention and reinvention of American literature and American identity. The novels we'll read register radical shifts in American society, offer brave and impactful critiques of American culture, and make room for provocative questions and new perspectives.

**LITS3501 WEST INDIAN SPECIAL AUTHOR SEMINAR (*Lorna Goodison / Earl Lovelace / Erna Brodber*)**

This course allows Level III students to do research on a single major West Indian writer. Students will spend the first five weeks of the course discussing in seminars the works of the 'special author'. By the end of the fifth week, each student will submit his/her proposed research topic. During the sixth and seventh week students will attend seminars on 1) the bibliography of the 'special author', 2) research methods and 3) research paper. For the rest of the course, seminars will consist of students reading parts of their research papers for class discussion. The research paper will be submitted in the final (thirteenth) week of the course.

**LITS3502 WEST INDIAN SPECIAL AUTHOR SEMINAR (*Austin Clarke*)**

This course allows Level III students to do research on a single major West Indian writer. Students will spend the first five weeks of the course discussing in seminars the works of the 'special author'. By the end of the fifth week, each student will submit his/her proposed research topic. During the sixth and seventh week students will attend seminars on 1) the bibliography of the 'special author', 2) research methods and 3) research paper. For the rest of the course, seminars will consist of students reading parts of their research papers for class discussion. The research paper will be submitted in the final (thirteenth) week of the course.

**LITS3503 DEREK WALCOTT, POET**

This course is a comprehensive examination of Walcott's poetic achievement, with a close study of his selected works. Attention will be paid to form and style, as well as content.

**LITS3504 WEST INDIAN SPECIAL AUTHOR SEMINAR "A"**

September 2019 is the 100th anniversary of Miss Lou's birth. This course engages Level 3 students in sustained research on a major West Indian author, Louise Bennett. In the first module of the course, students will develop a bibliography of primary and secondary sources on Louise Bennett, drawing on a variety of scholarly databases. Students will also review research methods. In the overlapping second module, students will do seminar presentations on Bennett's multi-genre body of work. By the end of the sixth week, each student will submit in writing a proposed research topic. Students must have read all of the prescribed texts by this date so that an informed decision can be made about the research topic. In the final module of the course, students will make seminar presentations based on their developing research project. The research paper will be submitted in the final week of the course.

**LITS3505 WEST INDIAN SPECIAL AUTHOR SEMINAR "B"**

This course allows Level III students to do research on a single, major West Indian writer. Students will discuss in seminars the works of the 'special author', attend seminars on the bibliography of the 'special author', research methods and complete a research paper. For the rest of the course, seminars will consist of students reading parts of their research papers for class discussion.

**LITS3601 AFRICAN LITERATURE I**

This course is intended as an introduction to the study of African literature in English, with reference to selected texts by important writers such as Achebe and Soyinka. The focus of the course (e.g. the 'Aesthetics of African Literature') varies from year to year. The representation of colonialism, nationalism, and neo-colonialism is a recurring theme. We will also examine the issues of tradition and modernity, gender politics, and the politics of literary form in African literature.

### **LITS3604 CREATIVE NONFICTION AND DIGITAL MEDIA**

Moving from print to digital media means new possibilities, audiences and creative projects for writers. In addition to teaching students the fundamentals of good writing across various non-fiction genres including the personal essay, narrative essay, general interest criticism and literary journalism, this course introduces students to online platforms for writing and guides students through the process of developing and completing their own digital media projects. Students will gain experience through all stages of the writing process (drafting, receiving feedback, revising), while becoming skilled and knowledgeable users of digital media, from designing multimodal texts to using social and promotional tools to reach audiences.

### **LITS3701 AFRICAN-AMERICAN LITERATURE**

This course focuses on a selection of literature by African American writers from the antebellum period to the present. In exploring the emergence and evolution of a distinct African American literary tradition, we will give attention to the historical and political contexts and consider intersections of racial identity with issues of class, gender, and sexuality. We'll consider the role of African American literature in the struggle for political freedom and equality and the work of this literature to challenge and redefine what it means to be American.

### **LITS3702 AFRICAN-AMERICAN WOMEN WRITERS**

This course explores the writings of African-American women writers with an emphasis on works created in the 20<sup>th</sup> century. Through close readings, students will trace thematic and stylistic similarities and differences among the texts, with a consideration of the social, economic, political, sexual and gender parameters of African American women's written expression. The literature examined will include autobiography, drama, fiction and poetry.

### **LITS3801 ENVIRONMENTAL LITERATURE**

The relationship between "man and nature" is a recurring theme in many national literatures, and has been expressed in both utopian and dystopian manners. This course frames Environmental Literature as a subset of Utopian and Dystopian writing. It surveys mostly late twentieth- and early twenty-first century "nature writing," introducing this body of work as having intertextual relationships with other eras and non-Western cultural traditions (the Biblical world; indigenous spirituality, etc.). Recent criticism notes Environmental Literature's affiliation with post-colonial studies. That is both fields attempt to listen to a previously silenced "other," and provide de-centred opposition to (or alternatives to) destructive systems. Making visible such affiliations beyond the scope of Environmental Literature proper, will be a central aim of this course.

### **LITS3806 POPULAR FILM AND IDEOLOGY**

This course is about movies and how they create meaning and pleasure for the spectator. We are particularly interested in how movies suggest and reflect social values or ideology. Ideology may be defined as a set of ideas which explains the social world, and which as a result indicates, explicitly or implicitly, how power is or should be distributed. Often dismissed as mere entertainment and regarded as politically neutral, movies in fact may act as powerful vehicles of ideology, and help shape our thinking about ourselves and the world around us. The course will involve the study of a broad range of popular films drawn from a variety of film genres.

### **LITS3911 MAJOR AUTHORS: WILLIAM BUTLER YEATS**

The course explores the poetry of W.B. Yeats, examining work from the three major periods of his oeuvre, and locating him within the literary and cultural contexts of Modernism and the Irish Renaissance. The course will also discuss the major critical response to Yeats' poetry, as part of an attempt to assess the nature and the extent of his contribution to Literatures in English



## DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

### MESSAGE FROM HEAD OF DEPARTMENT



Immersed in a postmodern, plural and multi-ethnic world, the individuals of today have the unprecedented option to transform crises into equitable opportunities for growth and inclusion; opportunities that respect diversity, those distinctive traits of our own cultures, our fundamental values of beliefs, our environment as the home for all living creatures.

Within the framework of a holistic and humanistic education, inter-culturalism as paradigm for the teaching and learning of foreign languages and cultures, will manifest diverse and unconventional ways of relating to one another, understanding and experiencing our differences as well as discovering and affirming our similarities; it will also reveal new ways of reflecting on our individual and community identities to strengthen and capitalize them in order to reposition ourselves in the Caribbean-Latin American regions and the world. Individual and collective growth without tangible cooperation does not exist, and for this purpose it is imperative to command foreign languages and understand with genuine acceptance the cultures that these languages convey.

You are invited to study foreign languages at postgraduate and graduate levels for a master or doctorate program and/or as a major, minor or simply elective courses, always involved in the engaging intercultural dynamism of our Department. Our dedicated lecturers from Argentina, China, Colombia, Cuba, El Salvador, France, Haiti, Jamaica, Japan, Spain, will lead you with care through this amazing process of learning foreign languages and, primarily, learning of yourselves.

We teach, research and serve administratively.

Welcome!

*Dr. Nina Bruni*

## B.A. PROGRAMMES IN THE DEPARTMENT OF MODERN LANGUAGES AND LITERATURES: MAJORS, MINORS AND ELECTIVES

### MAJOR IN FRENCH

The Major requires a total of 36 credits in French.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>FREN1001</b> <b>FREN1002</b> <b>FREN1304</b> <b>FREN1305</b>  <b>AND</b>  <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b>    <b>3/4 Free electives</b>	<b>FREN2214</b> <b>FREN2001</b> <b>FREN2002</b> <b>FREN2807</b>  <b>AND</b>  <b>FOUN1201</b> <b>FOUN1301</b>   <b>4 Free electives</b>	<b>FREN3001</b> <b>FREN3002</b> <b>FREN3508 /</b> <b>FREN3507/HUMN3099</b>  <b>ONE course from the following:</b> <b>FREN3003</b> <b>FREN3118</b>  <b>AND</b>  <b>5/6 Free electives</b>

**NB. Compulsory: THREE Humanities non-departmental courses**

\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019 instead of FOUN1016; this reduces the number of credits which can be taken in free electives at level I.

### MAJOR IN SPANISH

The Major requires a total of 36 credits in Spanish.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>SPAN1001</b> <b>SPAN1002</b> <b>SPAN1401</b> <b>SPAN1402</b>  <b>AND</b>  <b>FOUN1016/FOUN1019</b> <b>FOUN1002</b>    <b>3/4 Free electives</b>	<b>SPAN2501</b> <b>SPAN2502</b>  <b>TWO courses from the following:</b>  <b>SPAN2302</b> <b>SPAN2503</b> <b>SPAN2705</b>  <b>AND</b>  <b>FOUN1201</b> <b>FOUN1301</b>   <b>4 Free electives</b>	<b>SPAN3501</b> <b>SPAN3002</b> <b>SPAN3714 / HUMN3099</b>  <b>ONE course from the following:</b>  <b>SPAN3001</b> <b>SPAN3502</b> <b>SPAN3702</b>  <b>AND</b>  <b>5/6 Free electives</b>

**NB. Compulsory: THREE Humanities non-departmental courses**

\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019 instead of FOUN1016; this reduces the number of credits which can be taken in free electives at level I.

## **DOUBLE MAJOR IN FRENCH AND SPANISH**

The Double Major requires a minimum of 72 credits in total in both disciplines. Students must do all the required compulsory courses for the Spanish and French major (36 credits for Spanish and French respectively). See courses under both majors.

### **MINORS**

In order to be awarded a minor in French or Spanish, students must satisfy the level 1 pre-requisite for the following Level II and Level III courses below:

#### **FRENCH MINOR (Students must do the two Level I courses)**

LEVEL TWO	LEVEL THREE
FREN2001 FREN2002	FREN3001 FREN3002
And ONE course from the following: FREN2214      FREN3118 FREN2807      FREN3507 FREN3003      FREN3508	

#### **SPANISH MINOR (Students must do the two Level I courses)**

LEVEL TWO	LEVEL THREE
SPAN2501 SPAN2502	SPAN3501 SPAN3002
And ONE course from the following: SPAN2302 SPAN2705 SPAN2503 SPAN3702 SPAN3001	

#### **JAPANESE MINOR (Students must do the two Level I courses)**

LEVEL TWO	LEVEL THREE
JAPA2001 JAPA2002 HIST2408	JAPA3001 JAPA3002

#### **CHINESE MINOR (Students must do the two Level I courses)**

LEVEL TWO	LEVEL THREE
CHIN2001 CHIN2002 CHIN2214/HIST2503	CHIN3001 CHIN3002

NB. The Double Major in French and Spanish Education will not be offered for the 2019/2020 academic year.

## COURSE LISTING

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS	PREREQUISITE
<b>CHINESE</b>				
1	CHIN1001	Chinese( Mandarin) IA	3	NONE
2	CHIN1002	Chinese (Mandarin) IB	3	CHIN1001
1	CHIN2001	Chinese Language IIA	3	CHIN1002
2	CHIN2002	Chinese Language IIB	3	CHIN2001
2	CHIN2214	Survey of Chinese Culture	3	NONE
1	CHIN3001	Chinese Language IIIA	3	CHIN2002
2	CHIN3002	Chinese Language IIIB	3	CHIN3001
<b>FRENCH</b>				
1, 2 & Summer	FREN0101	Beginners French	3	None
1 & 2	FREN1000	Intermediate French I	3	FREN0101/CSEC French (Grade III)
1 & 2	FREN1010	Intermediate French II	3	FREN1000/CSEC French (Grade I or II)
1 & 2	FREN1001	French Language IA	3	FREN1010/CAPE or A' Level French
2	FREN1002	French Language IB	3	FREN1001
Summer	FREN1199	French Language 1	6	FREN1000 at least a Grade of B+/ FREN1010/CAPE French or A' Level French
2	FREN1304	Introduction to Caribbean and African Literature in French	3	FREN1010/CAPE or A' Level French
1	FREN1305	Introduction to French Literature and Film	3	FREN1010/CAPE or A' Level French
Not offered in 2019-2020	FREN2008	French for the Hospitality Industry III	3	FREN1010/CAPE or A' Level French
Not offered in 2019-2020	FREN2108	French for the Hospitality Industry IV	3	FREN2008
2	FREN2214	Francophone Culture	3	FREN1002/ FREN1199
1	FREN2001	French Language II A	3	FREN1002
2	FREN2002	French Language IIB	3	FREN2001
Not offered in 2019-2020	FREN2702	The Development of Modern French	3	FREN1002/ FREN1199
1	FREN2807	Francophone Women Writers: Female Identity and Narrative Strategies	3	FREN1002/ FREN1199 and any other Level I Lit. Course (English, French or Spanish)

2	FREN3003	Business French	3	FREN2002
Not offered in 2019-2020	FREN3118	French for International Conferences	3	FREN2001/ FREN2002
1	FREN3001	French Language IIIA	3	FREN2002
2	FREN3002	French Language IIIB	3	FREN3001
1	FREN3507	Caribbean Literature in French II: Martinique, Guadeloupe, and French Guiana	3	FREN2002/ FREN1199 and any other Level II Lit. course (English, French or Spanish)
1	FREN3508	French Caribbean Literature, Film and Culture II: Haiti	3	FREN2002/ FREN1199 and any other Level II Lit. Course (English, French or Spanish)
<b>JAPANESE</b>				
1 & 2	JAPA1001	Japanese Language I	3	None
2	JAPA1002	Japanese Language II	3	JAPA1001
1	JAPA2001	Japanese Language IIA	3	JAPA1002
2	JAPA2002	Japanese Language IIB	3	JAPA2001
1	JAPA3001	Japanese Language IIIA	3	JAPA2002
2	JAPA3002	Japanese Language IIIB	3	JAPA3001
<b>PORTUGUESE</b>				
1	PORT0101	Beginners Portuguese IA	3	None
2	PORT0102	Beginners Portuguese IB	3	PORT0101
Not offered in 2019-2020	PORT1001	Portuguese Language IA	3	PORT0102
Not offered in 2019-2020	PORT1002	Portuguese Language IB	3	PORT1001
<b>SPANISH</b>				
1	SPAN1012	Spanish for Medical Purposes	3	CSEC Spanish (Med. Students Only)
1, 2 & Summer	SPAN0101	Beginners Spanish	3	None
1, 2 & Summer	SPAN1000	Intermediate Spanish I	3	SPAN0101/CSEC Spanish (Grade III)
1, 2 & Summer	SPAN1010	Intermediate Spanish II	3	SPAN1000/CSEC Spanish (Grade I or II)
1, 2 & Summer	SPAN1001	Spanish Language IA	3	SPAN1010/CAPE or A' Level Spanish
2 & Summer	SPAN1002	Spanish Language IB	3	SPAN1001

Not offered in 2019-2020	SPAN1214	Hispanic Popular Culture	3	SPAN1010/CAPE or A' Level Spanish
1	SPAN1401	Introduction to Spanish Peninsular Literature	3	SPAN1010/CAPE or A' Level Spanish
2	SPAN1402	Introduction to Spanish American Literature	3	SPAN1010/CAPE or A' Level Spanish
1	SPAN2008	Hospitality Spanish III	3	SPAN0101/CSEC Spanish
2	SPAN2108	Hospitality Spanish IV	3	SPAN2008
1	SPAN2302	20 <sup>th</sup> Century Spanish American Narrative	3	SPAN1002 and any other Level I Lit. Course (English, French or Spanish )
1	SPAN2501	Spanish Language IIA	3	SPAN1002
2	SPAN2502	Spanish Language IIB	3	SPAN2501
2	SPAN2503	Spanish to English Translation II	3	SPAN2501
2	SPAN2705	Literature of the Spanish Caribbean	3	SPAN1002 and any other Level I Lit. Course (English, French or Spanish)
1	SPAN3001	Spanish to English Translation III	3	SPAN2503
1	SPAN3501	Spanish Language IIIA	3	SPAN2502
Not offered in 2019-2020	SPAN3502	Business Spanish	3	SPAN2502
2	SPAN3002	Spanish Language IIIB	3	SPAN3501
Not offered in 2019-2020	SPAN3301	Issues in Contemporary Cuban Culture	3	SPAN2502 and any other Level II Lit. Course (English, French or Spanish)
Not offered in 2019-2020	SPAN3302	Literature of Cuban Revolution	3	SPAN2502 and any other Level II Lit. Course (English, French or Spanish)
2	SPAN3702	Spanish American Women's Narrative	3	SPAN2502 and any other Level II Lit. Course (English, French or Spanish)
2	SPAN3714	Latin American Film	3	SPAN2502 and any other Level II Lit. course (English French or Spanish)

## COURSE DESCRIPTIONS

### CHINESE

#### LEVEL I

##### **CHIN1001 CHINESE LANGUAGE IA**

As we all know, mastering *pinyin* (the system of spelling Chinese characters phonetically using the Roman alphabet) is a precondition of learning Chinese well. So the focus of this course on pronunciation, combined closely with the phonetic learning and conversation. A large number of daily spoken language can help students master phonetics and tones. It is designed to enable students to master basic conversations and improve their communicative ability within a short period of time. It will be very interesting.

##### **CHIN1002 CHINESE (MANDARIN) IB**

This course still uses a practical approach to help students to develop the ability in Chinese by learning language structures, functions, and related cultural knowledge as well as training their listening, speaking, reading and writing skills.

#### LEVEL II

##### **CHIN2001 CHINESE LANGUAGE IIA**

This course builds on the Linguistic competence and acquired in CHIN1001 and CHIN1002. The vocabulary, grammatical structures and expressions are designed to help students to engage in social interaction and communication in a range of everyday situations. Students will also develop greater capabilities in listening, speaking, reading and writing.

##### **CHIN2002 CHINESE LANGUAGE IIB**

The course uses a strong communicative approach to prepare students to acquire a wider range of vocabulary, grammatical structures, and phrases to expand their knowledge of Chinese (Mandarin). Students will also be exposed to some cultural topics that will help to broaden their knowledge of Chinese Language as well as their skills in listening, speaking, reading and writing.

##### **CHIN2214 SURVEY OF CHINESE CULTURE**

The study of Chinese language and culture has become important to contemporary Caribbean societies. This course will be useful to all students and especially to those engaged in the study of Mandarin in the Department of Modern Languages & Literatures. A deeper understanding of this culture will assist students to broaden their own knowledge base, develop an appreciation for humanity in general; as well as contribute to the goal of providing a global education.

#### LEVEL III

##### **CHIN3001 CHINESE LANGUAGE IIIA**

This course builds on the competences acquired in CHIN2001 and CHIN2002. Based on a comparison of Chinese, English and other languages, a combination of methodologies is to be used to enable students to further master Chinese (Mandarin) grammar, acquire a large number of Chinese characters for the acquisition of communicative skills. In this way, students will acquire an all-round capability in listening, speaking, reading, writing and translating at an advanced level. Most importantly, students will be able to perform a wide range of communicative and linguistic functions in various real life situations.

##### **CHIN3002 CHINESE LANGUAGE IIIB**

Both the cultural and linguistic knowledge gained in CHIN3001 will be expanded in this course. Different Foreign Language Teaching strategies will be used to enable students to further master Chinese (Mandarin) for a wide range of purposes; including those which require more advanced language structures. Additionally, students will be able to communicate with users of Chinese in situations which require greater mastery of the main language learning skills: listening, speaking,

reading and writing. Students will be equipped to be able to perform a wide range of functions that require a high level of mastery, in various real life situations.

## **FRENCH**

### **LEVEL I**

#### **FREN0101 BEGINNERS' FRENCH**

An intensive course in French Language for students with no previous knowledge of the language. Students taking this course must also register for FREN1002. (This course is usually taken by International Relations majors)

#### **FREN1000 INTERMEDIATE FRENCH**

An intensive course in French Language for students with no previous knowledge in French except FREN0102, or students whose knowledge is deemed by the Department to be inadequate for admission to FREN1001 and FREN1002. (This course is usually taken by International Relations majors)

#### **FREN1010 INTERMEDIATE FRENCH II**

An intensive course in French Language for students whose knowledge is deemed by the Department to be inadequate for admission to FREN1001 and FREN1002. (This course can be taken by International Relations majors)

#### **FREN1001 FRENCH LANGUAGE 1A**

This course introduces students to the study of French language at university level. During the six contact hours, students will be exposed to awareness raising exercises that focus on French grammar, reading and listening comprehension, the awareness here being on strategies to ensure effective reading and listening process writing in French, the analysis of texts of literary nature and oral expression. All classes are conducted in French to enable students to gain improved proficiency in the use of French to express themselves in both the oral and written modes on a variety of contemporary topics. Evaluation is by means of in-course testing and entry into FREN1002 is dependent upon the successful completion of FREN1001.

#### **FREN1002 FRENCH LANGUAGE 1B**

This course introduces students to the study of French language at University level. During the six contact hours, students will be exposed to awareness raising exercises that focus on French grammar, reading and listening comprehension, the awareness here being on strategies to ensure effective reading and listening process writing in French, the analysis of texts of literary nature and oral expression. All classes are conducted in French to enable students to gain improved proficiency in the use of the French language to express themselves in both the oral and written modes on a variety of contemporary topics.

#### **FREN1304 INTRODUCTION TO CARIBBEAN AND AFRICAN LITERATURE IN FRENCH**

This course will introduce students to the writing of French Caribbean and French African authors through a study of selected poems and prose extracts. A study of one African novel and selected Caribbean poems. Caribbean authors include the following: Damas, Roumain, Glissant and Césaire.

#### **FREN1305 INTRODUCTION TO FRENCH LITERATURE AND FILM**

This course introduces Level I students of French to diverse issues in contemporary French literature, film and culture. It will help students to develop their critical and analytical skills through exposure to various French literary forms and films as well as to improve their mastery of the language. Two themes will be selected each year. Themes will include the Individual and society, Women's Conditions, the Human Response to Technical Progress, Experience of War, etc. Issues related to the selected theme will be studied through literary texts and film (one text and one film). Selections will be supplemented with additional material.



## **LEVEL II**

### **FREN2001 FRENCH LANGUAGE IIA**

This course helps students build on the skills acquired at level 1. At this level, students work on texts and listening materials from a variety of sources to improve their listening comprehension, reading comprehension, oral and written expression. In listening and reading comprehension, students will learn how to use various strategies to understand and improve comprehension of texts at the advanced level. In oral and written expression, the focus will be on registering and selecting responses appropriate to the context.

### **FREN2002 FRENCH LANGUAGE IIB**

This course builds on the skills acquired in FREN2001 but focuses on the specific area of translation from English into French and from French into English.

### **FREN2214 FRANCOPHONE CULTURE**

Students will discover various cultural, social, political and economic aspects of French speaking countries. The first part of the course will be devoted to introduce 'Francophonie' and its institutions. It focuses first at discussing the politics of Francophonie against the background of the creation and evolution of the Association des pays francophones, now Association des pays ayant le français en partage. The following weeks will be devoted to the study of 'Francophonie' in different zones: first in Africa (Maghreb countries, Western and Equatorial Africa), then in Americas (Québec, Haiti and French Overseas Departments), in Asia (Cambodge, Viet-Nam), and finally in The Indian Ocean (Ile de la Réunion, Madagascar, Comores...). Manuals, Films, literary extracts, newspaper articles, documentaries, music CD's, personal knowledge and experience from special guests, will be used.

### **FREN2702 THE DEVELOPMENT OF MODERN FRENCH**

A study of the development of the French language from the middle period to the modern period. This course analyses French grammar from the perspective of modern linguistics. It provides the students with an overview of the history of the French language leading to the constitution of standard French, with an overview of the actual diversity of regional French inside and outside France (Africa, Belgium, Canada, West Indies, etc.) A variety of written and audio visual material will be used to illustrate the lectures.

### **FREN2807 FRANCOPHONE WOMEN WRITERS: FEMALE IDENTITY AND NARRATIVE STRATEGIES**

This course is a "content" course in the French Studies Programme aiming at training language specialists for careers in French Foreign Language Teaching, Translation and other language-related areas (International Relations, International Trade, etc.). It is designed to provide French specialists with a more in-depth knowledge of the French language, literature and culture and develop their critical thinking skills through the study of literary works. This course looks at women's issues from the perspective of Francophone women writers from different parts of the world including France, the Caribbean, Africa, North Africa, and Quebec.

## **LEVEL III**

### **FREN3001 FRENCH LANGUAGE IIIA**

This course continues the integrated approach to the development of skills started at Level II. Using a range of authentic documents, students will focus on interactive communication in a number of different contexts, both oral and written. In written expressions, students will, for example, learn how to write formal letters for job applications, CVs and other real world tasks. The aim of instruction at this level is to further develop in students such skills as may be necessary to function in French in their chosen career. Evaluation is by means of in-course testing and at-home assignments in the range of skill areas studied.

### **FREN3002 FRENCH LANGUAGE IIIB**

The aim of the instruction at this level is to further develop in students such skills as may be necessary to function in French in their chosen careers. In this course, students will continue their focus on translation of texts from French into English and from English into French. Their proficiency will be further enhanced, through the graded approach adopted in FREN2402 (F24B), through the translation of texts drawn from a variety of sources. More emphasis will be placed at this level

on the meaning based approach to translation with equal emphasis placed on language and style. Evaluation is by means of in-course testing and at-home assignments in the range of skill areas studied.

### **FREN3507      CARIBBEAN LITERATURE IN FRENCH I: MARTINIQUE, GUADELOUPE. AND FRENCH GUIANA**

This course examines three literary movements originating from the French Antilles (Négritude, Antillanité, Créolité), which had an impact on literary production in the region. Key works by major Martinican, Guadeloupean, and French Guyanese writers are studied within the social and political contexts of these French Departments in the Americas. Students will critically analyze creative works vis-à-vis theoretical texts associated with these literary movements.

### **FREN3508      CARIBBEAN LITERATURE IN FRENCH II: HAITI**

The course examines the three literary movements originating from the French Antilles (Négritude, Antillanité, Créolité), which have had an impact on literary production in the region. Key works by major Martinican, Guadeloupean, and French Guyanese writers are studied against the social and political background of the French Departments in the Americas. Students will critically analyze creative works vis-à-vis theoretical texts associated with these literary movements.

### **FREN3118      FRENCH FOR INTERNATIONAL CONFERENCES**

French is one of the major languages of the United Nations and other International Institutions. In response to increased demand for specialized foreign languages courses, this course will introduce students to the technical French of international relations and negotiations. This course is designed to reproduce an international conference setting during which various aspects of diplomatic negotiations will be envisaged with a view to using French at the formal/foreign affairs level.

## **JAPANESE**

### **LEVEL I**

#### **JAPA1001      BEGINNER'S JAPANESE I**

The aim of the course is to develop mastery of the basic grammar and writing system of the Japanese language as well as oral communication. Japanese alphabets (Hiragana and Katakana) will be introduced.

#### **JAPA1002      BEGINNER'S JAPANESE II**

The aim of the course is to continue to develop a mastery of the basic grammar and writing system of the Japanese language as well as oral communication. Some Kanji characters will be introduced.

### **LEVEL II**

#### **JAPA2001      JAPANESE LANGUAGE 1A**

In this course mastery of more advanced grammar is expected. Basic skills in speaking and listening are to be further enhanced. More Kanji characters will be introduced.

#### **JAPA2002      JAPANESE LANGUAGE 1B**

This course is the continuation of JAPA2001 and mastery of more advanced grammar is expected. Basic skills in speaking and listening are to be further enhanced. More kanjis will be introduced.

### **LEVEL III**

#### **JAPA3001 JAPANESE LANGUAGE IIA**

The aim of the course is to enable students to function linguistically in public and social situations. Mastery of more advanced grammar is expected. Basic skills in listening, speaking, reading and writing are to be further enhanced.

#### **JAPA3002 JAPANESE LANGUAGE IIB**

This course is the continuation of JAPA3001 and mastery of more advanced grammar is expected. The aim of the course is to enable students to function linguistically in public and social situations relevant to life in general. Basic skills in listening, speaking, reading and writing are to be further enhanced.

### **PORTUGUESE**

#### **LEVEL I**

#### **PORT0101 BEGINNERS' PORTUGUESE 1A**

The aim of this course is to develop in participants receptive and productive skills that will enable them to use the target language effectively to communicate with native speakers in various social contexts at a basic level. Classroom activities will be based on real life situations.

#### **PORT0102 BEGINNERS' PORTUGUESE 1B**

The aim of this course is to continue to develop mastery of the basic grammar and writing of the Portuguese language in various social contexts. Classroom activities will be based on real life situations.

#### **PORT1001 PORTUGUESE LANGUAGE 1A**

This course aims to prepare students to an intermediate level of Portuguese. Students will continue to learn new grammatical structures and will be encouraged to explore authentic materials from Brazil such as newspaper articles and videos. The course will focus on reading and oral comprehension.

#### **PORT1002 PORTUGUESE LANGUAGE 1B**

This course is designed to further develop receptive and productive competence and to provide further input to increase students' sociolinguistic fluency in Portuguese. Students will be presented with cultural situations which will allow them to advance beyond routine situations and equip them for competent interaction in the target language.

### **SPANISH**

#### **LEVEL I**

#### **SPAN0101 BEGINNERS' SPANISH**

The aim of this course is to provide the student with the opportunities to acquire basic language skills.

#### **SPAN1000 INTERMEDIATE SPANISH**

This course is designed for students who need to reinforce their competence in the Spanish Language in preparation for the advanced level. It targets students in two categories: (1) those who have completed the Beginners' Spanish courses and who might need more time to strengthen their competence, and (2) students with a CSEC pass (grade 1, 2 or 3) who can benefit from reinforcement activities.

#### **SPAN1010 INTERMEDIATE SPANISH II**

An intensive course in Spanish Language for students whose knowledge is deemed by the Department to be inadequate for admission to SPAN1001 and SPAN1002. (This course can be taken by International Relations majors)

**SPAN1001 SPANISH LANGUAGE 1A**

In this course students will improve:

- i. Their mastery of the fundamentals of Spanish grammar and the development of student's linguistic and socio-linguistic competence in the use of Spanish language.
- ii. Their comprehension of written and spoken Spanish from authentic sources
- iii. Their fluency in oral communication and competence in written expression

**SPAN1002 SPANISH LANGUAGE 1B**

At the end of the course students will be able to:

- i. Read critically in Spanish and grasp the main ideas expressed in texts appropriate for this level. This activity will also enable them to gain insight into the culture of Spanish speaking societies.
- ii. Understand the most important points in the speech of native speakers
- iii. Express themselves orally on different topics of interest and interact with native speakers with a fair command of the language.
- iv. Express themselves in writing on different topics with an adequate command of the language at this level.

**SPAN1214 INTRODUCTION TO HISPANIC POPULAR CULTURE**

This course will introduce students to the study of the multicultural Hispanic World through various texts, media (T.V and cinema) and practices which may include music, secular and religious rituals, traditional and contemporary artefacts. Emphasis will be placed not only on Spain and Latin America but also on the Hispanic communities living in USA.

**SPAN1401 INTRODUCTION TO SPANISH PENINSULAR LITERATURE**

This course introduces students to the literature of Spain and develops the critical and analytical skills necessary for the study of literature. The literary genres chosen for study are drama and prose fiction.

**SPAN1402 INTRODUCTION TO SPANISH AMERICAN LITERATURE**

In this course students will develop their critical and analytical skills through a study of poems and short stories from Spanish America.

**LEVEL II****SPAN2302 20<sup>th</sup> CENTURY SPANISH AMERICAN NARRATIVE**

This course will focus on various aspects of the Spanish American novel since the early 20<sup>th</sup> century. It is designed to allow students to the literary representation of issues such as politics, race, history, gender and culture, which are treated in this narrative and will demonstrate some of the major developments in the form of the novel and methods of narration.

**SPAN2501 SPANISH LANGUAGE IIA**

The course enables students to continue developing and improving their levels of competence in reading, listening, writing and speaking. The cultural component is an important part of the course. Students are exposed to cultural manifestations from the Hispanic culture by use of authentic written and oral materials.

**SPAN2502 SPANISH LANGUAGE IIB**

This is the sequel to SPAN2501. Students will be expected to have developed a higher level of competence in all areas at the end of this course: reading comprehension, oral expression, listening comprehension, translation and composition.

**SPAN2503 SPANISH TO ENGLISH TRANSLATION I**

This course has been designed to provide students of Spanish with a marketable skill. It introduces them to basic translation concepts and helps them to develop an understanding of the translation process. The course provides a learning experience in both Spanish and English. Its main objective will be to sensitize students to important differences between the two languages (grammatical structure, vocabulary, word order, verb tenses etc.). Students will begin to develop

the competence to translate Spanish texts into English. Learning activities will involve intensive practice using short exercises and translation of extended authentic Spanish texts. In addition to building vocabulary in both languages, students will improve their reading comprehension skills in Spanish and sharpen their English expression.

#### **SPAN2705 LITERATURE OF THE SPANISH CARIBBEAN (\$27E)**

The aims of the course are as follows:

- i. To expose students to a selection of literary works produced by writers from the Spanish speaking Caribbean.
- ii. To examine the responses of the writers to issues associated with their respective societies. These issues include race, neo-colonialism, gender and the search for identity. Works will be selected from different genres and the literary devices associated with these genres will be examined.

### **LEVEL III**

#### **SPAN3501 SPANISH LANGUAGE IIIA**

This advanced course enables students to achieve a high level of competence in reading, listening, writing, speaking for real-life communication and translating. The cultural dimension of language learning is an important aspect of the course. Authentic material is used to explore different aspects of the culture of Spanish-speaking people.

#### **SPAN3002 SPANISH LANGUAGE IIIB**

This advanced course is the sequel to SPAN3501. It will enable students to achieve a higher level of competence in reading, listening, writing and speaking for real-life communication. The cultural dimension of language learning is an important aspect of the course. Authentic material is used to explore aspects of the culture of Spanish-speaking people. The course involves mostly work in Spanish covering the same five areas in SPAN3501. Receptive and productive skills are developed through more complex and challenging exercises and activities in reading comprehension, listening comprehension, translation into Spanish, written and creative expression and conversation. Students will undertake more in-depth analysis of reading passages regarding concepts, thoughts, ideas and specific grammatical structures with special attention to oral and written activities. Their skills in translation will continue to be developed at a higher level through a variety of material. Practical exercises in written creative expression will allow them to improve their mastery and correct use of grammar and to express their own view in a more flexible framework. Listening comprehension sessions will continue to give them further and more challenging practice through a variety of audio-visual material taken from authentic and real daily life situations in the Hispanic world and cultural information. Conversation classes provide students with more challenging opportunities for interactive activities and use of skills acquired throughout the course.

#### **SPAN3001 SPANISH TO ENGLISH TRANSLATION III**

This course will build on the foundation provided by SPAN2503 and give students in their final year practice in the translation of a variety of documents from Spanish to English. These will include newspaper articles on current regional and global issues, speeches, formal correspondence, journal articles and business related documents. Learning activities will include oral translation and translation editing.

#### **SPAN3301 ISSUES IN CONTEMPORARY CUBAN CULTURE**

This course examines the experimentation and controversies expressed in literature and deriving from the revolutionary contexts in Cuba since 1959. Students will be required to select a research topic at the start of the course.

#### **SPAN3302 LITERATURE OF THE CUBAN REVOLUTION**

This course examines the impact of the Cuban Revolution on literature in that society. The varied responses to radical social and political change and a changed ideological environment will be considered through the traditional genres, within the context of the interaction of the state with cultural and literary expressions.

### **SPAN3702      SPANISH AMERICAN WOMEN'S NARRATIVE**

This course involves a study of the contribution made by female writers to the corpus of 20<sup>th</sup> century Spanish American Fiction. The focus will be on female concerns and more specifically on the strategies used in the treatment of gender issues raised by the writers. The critical approach to be used will draw on Feminist Literary Theory.

### **SPAN3502      BUSINESS SPANISH**

At the end of the course students will be able to:

- i. Understand the general business concepts and terminology used in the Hispanic business world
- ii. Understand different types of business communications and documents most commonly used in Spanish speaking countries.
- iii. Prepare and write fairly well different types of business documents and correspondence using the appropriate business repertoire.
- iv. Translate into Spanish certain types of correspondence and documents using the appropriate business terminology and technical vocabulary.
- v. Relate at the socio-cultural and psychological levels to "social and business-related cultural patterns of the Hispanic World."

### **SPAN3714      LATIN AMERICAN FILM**

This course is designed to enhance knowledge of the twentieth-century Latin American scene, generally, and of its cinematographic representation, in particular. Students' critical skills will be developed through the analysis of themes and techniques in different film genres.

At the end of the course, students will be able to:

- i. Discuss the relationship between Latin American film and Latin American society.
- ii. Use appropriate vocabulary to talk and write about films produced in Latin America
- iii. Apply the analytical techniques acquired in the study of literary texts to the study of film
- iv. Critically analyze and compare different film versions of the Latin American experience
- v. Evaluate the modes of representation of different themes in film
- vi. Conduct independent research on film based topics

**Guidelines will be provided on how to read and write about film. Classes will take the form of seminar discussions involving students' active participation in dialogues with each other and with the course instructor, rather than through the traditional lecture method. A comparative approach will be used to foster awareness of the differences and similarities in the representation of the Latin American experience across national boundaries.**

# PART IV

## B.Ed. PROGRAMME (OPTIONS & MINOR)

## SCHOOL OF EDUCATION

### MESSAGE FROM THE DIRECTOR



On behalf of the staff of the School of Education (SOE) it is with great pleasure that I welcome all students to the Faculty of Humanities and Education as incoming Director of the SOE. I also extend a very special welcome to the new students who have elected to pursue studies in Education and to the graduate students who are studying at the UWI for the first time.

The School of Education serves a fairly wide cross section of persons – pre-trained and trained teachers, teacher educators, educational leaders and other professionals at all levels of the education system. We are mindful of the fact that there are several options available for furthering your studies and yet you have made a choice to pursue studies at the UWI. We are therefore committed to providing quality education for all our students through the wide range of programmes, offered via various modalities at the undergraduate and graduate levels. If you are an undergraduate, you are either an aspiring teacher who has decided to do the B. Ed degree to become professionally certified or you are already teacher-trained but need to upgrade your status from a teaching diploma to a Bachelor's degree. While some postgraduate students are here for professional certification, the majority of you are here to pursue Masters or Doctoral degrees for career advancement.

We continue to take steps to improve the services we offer to our students. These include:

- upgrading our website to provide more information on the courses and programmes we offer, and the research and outreach projects being conducted in the School.
- expanding the reach of our programmes in Jamaica and the Caribbean through the use of web-conferencing technology. The BEd. In-service programme is showing steady growth in Mathematics, English and Social Studies Education. This programme is offered on a part time basis by blended delivery to teachers who need to obtain the BEd. degree but are unable to get leave to pursue full time study at this time. For the past 6 years the SOE has also offered the Post Graduate Diploma in Education by blended delivery to students in countries such as Jamaica, St. Lucia, Dominica, Montserrat, Bermuda and the Cayman Islands through the MEd summer and online Unit.
- increasing the number of MEd degree programmes. This year we will offer the MEd in Education for Sustainable Development, Global Citizenship and Peace for the first time. We also anticipate offering for the first time, the MEd in Special Education to a group of students from Belize.
- constantly upgrading our facilities to ensure that the learning environment is aesthetically pleasing, comfortable and technologically adequate. Our newest classroom, SLT4, boasts cutting edge technology for the delivery of classes by web conferencing.

I hope that your UWI experience will be rich, rewarding and memorable. While you give priority to your academic pursuits, I encourage you to strike the right balance and also to get involved with university life. Make use of the range of opportunities for service, fun and personal development. Try to interact meaningfully with the wide cross-section of students who are also here. These interactions can be the start of lasting friendships and professional networks. Take advantage of the student advising sessions and other activities at orientation to obtain accurate information on your programmes. Become familiar with the resources in the libraries, come prepared for classes and above all approach your studies with diligence, honesty and the utmost integrity.

I wish you a very productive and rewarding academic year.

Marcia Rainford, PhD



## **B.Ed. PROGRAMMES IN THE SCHOOL OF EDUCATION: MAJORS, OPTIONS AND MINORS**

The Bachelor of Education is a professional degree which is normally intended for practitioners in the field of education. This degree will be awarded to persons who satisfactorily complete the programme. This degree is offered via two main schemes:

**Scheme A:** Two-Year Programme – 66 credits (Trained non-graduate); or

**Scheme B:** Three-Year Programme – 90 credits (Pre-trained non- graduate)

In both schemes, students focus on the Foundations of Education and Educational Theory, Professional Specialization Courses and Content Courses in the School of Education.

### **B.Ed PROGRAMME**

#### **SCHEME A: TWO-YEAR PROGRAMME (66 credits)**

The programme of study shall consist of 66 credits and shall include:

- A minimum of 6 credits for University Foundation courses;
- A minimum of 30 credits outside the School of Education;
- Courses in Education consisting of a minimum of 6 credits in Foundations of Education and aspects of Educational Theory;
- Up to 15 credits in Methodology in the teaching of the relevant subject;
- Up to 9 credits derived from a Practicum or Fieldwork and Study prepared in conjunction with the Practicum or Fieldwork

#### **SCHEME B: THREE-YEAR PROGRAMME (90 credits)**

Candidates for the degree must do a minimum of 90 credits including the following:

- A minimum of 9 credits for University Foundation courses;
- A minimum of 30 credits outside the School of Education;
- Courses in Education consisting of a minimum of 9 credits in Foundations of Education and aspects of Educational Theory;
- Up to 21 credits in Methodology in the teaching of the relevant subject or subjects OR specialization in an area such as Early Childhood Education, Special Education, or any other area approved by the University;
- Up to 21 credits derived from a Practicum or Fieldwork and Study prepared in conjunction with the Practicum or Fieldwork.

Apart from a few courses which are year-long courses and carry six-credits, the courses in the School of Education (SOE) are three-credit courses offered over the course of a semester (August to December and/or January to April of any given academic year).

**University Foundation courses.** The courses which fall within this category are compulsory for all students. In the first year of study in the programme, students are required to sit the English Language Proficiency Test (ELPT). Those who pass the test and are in the two-year programme are required to do FOUN1015 and one other Foundation course. Those who pass the test and are in the three-year programme, are required to do FOUN1016 and two other Foundation courses.

Students who fail the ELPT test are required to do the year-long Foundation course, FOUN1019. Those who fail the test and are in the two-year programme are required to do FOUN1019 and

one other Foundation course. Those who fail the test and are in the three-year programme, do FOUN1019 and two other Foundation courses.

**Specialization courses.** These refer to the Methodology-focused courses offered in the various subject options which provide students with the pedagogical approaches, content and skills they will utilize in their growth and development as prospective professionals in their respective options.

**Practicum courses.** These courses refer to the theoretical and practical aspects of preparing teachers for the field which are compulsory and must therefore be taken by all students completing a B.Ed. in the Undergraduate Unit of the SOE. These courses immerse students in a variety of real life teaching contexts and introduce them to hands-on strategies for functioning effectively in the school environment.

**Core Education courses.** Students are asked to complete a set number of these courses which will provide them with relevant and current information in various disciplines, including: philosophy, psychology, and sociology. For some options, specific core education courses are prescribed whereas for the other options, students are free to select the core education courses of their choice.

**'Out of School' (Content) courses.** Apart from the Mathematics option, the content courses for all other subject options are delivered by lecturers in other departments from the Faculties of Humanities and Education, Science and Technology and the Social Sciences. The content courses for the Mathematics Option area delivered by full-time or adjunct lecturers attached to the Mathematics Option in the Undergraduate Unit of the SOE.

### **Practicum: The Field Practice Component of the B.Ed. degree**

Like traditional professions such as law, medicine, and the clergy, teaching is a practice-based profession. All students (completing a major in any of the nine (9) option areas for the Bachelors of Education degree programme) are required to complete the required practicum course/credits/hours required for each level of study. These practicum courses can be found on the course selection guideline sheet for each option. Students MUST read through the Practicum/Field Experience handbook provided at the School of Education to ensure that they are aware of what is required of them as they engage with various aspects of the practicum experience. Information on the practicum handbook can be attained from the administrators at the front desk on the top floor of the School of Education building.

**OPTION: EDUCATIONAL ADMINISTRATION**

**COURSE SELECTION GUIDLINE FOR 2019/2020**  
**SCHEME A: 66 CREDITS PROGRAMME**

PROGRAMME CONTENT	CREDITS	COMPULSORY COURSES	YEAR	SEMESTER 1	SEMESTER 2
University Foundation Courses	6	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities and Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
Foundations of Education and Educational Theory (Core Education Courses)	12		1	Choose any Core Education Course	Choose any Core Education Course
			2	Choose any Core Education Course	Choose any Core Education Course
Professional Specialization (Methodology)	24		1	EDEA 3306- School and Classroom Management A  EDEA 2305- Action Research for School and Classroom Managers	EDEA 2304- Introduction to Educational Administration  EDTK3004- Educational Technology
			2	EDEA 3304: Management of Human Resources and Interpersonal Relationship  EDEA 3308: Principles and Practices in School Finance	EDEA 3305: Special Problems in School Administration  EDEA 3307: School and Classroom Management B
Professional Specialization (Practicum)	9	EDEA3316 and EDEA3320	1		
			2	EDEA3316 – Practicum/Field Study  EDEA3320- Report/Study	

Out of School Courses	15		1	MGMT 2008-Organizational Behaviour	Choose one Level 3 out of School Courses
			2	Choose two Level 2 or 3 out of School Courses	Choose one Level 3 out of School Courses
Total Credits	66				

**OPTION: EDUCATIONAL ADMINISTRATION****COURSE SELECTION GUIDELINE FOR 2019/2020****SCHEME B: 90 CREDITS PROGRAMME**

PROGRAMME CONTENT	CREDITS	COMPULSORY COURSES	YEAR	SEMESTER 1	SEMESTER 2
University Foundation Courses	9	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities and Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
			3		Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
Foundations of Education and Educational Theory (Core Education Courses)	9	EDPS1003, EDME2006 and EDRS2007	1	EDPS1003- Psychological Issues in the Classroom	
			2	EDME2006 - Classroom Testing and Evaluation	EDRS2007- Research Design in Education
			3		

Professional Specialization (Methodology)	21		1		EDHE2908-Local Community Studies: Integrating History, Social Studies and Geography
			2	EDHE2912 - The Nature of History  EDHE3905 - Teaching History in Secondary Schools	EDHE3904- Assessment of Achievement in History  EDTK3004 - Educational Technology
			3		EDHE3907- History in Secondary Education  EDHE3908- Selecting Methods & Resources for Instruction in Caribbean and World History
Professional Specialization (Practicum)	21	EDTL1020, EDTL1021, EDTL2021, EDTL3018 and EDRS3020	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021 - Planning for Teaching and Learning
			2		EDTL2021 - Initial School-Based Experience: The Practicum
			3	EDTL3018- Culminating School Based Experience: Clinical Practice  EDRS3020- Researching Teaching: The Study	
Out of School Courses	30		1	Choose two level 1 courses from History	Choose one level 1 and one level 2 courses from History
			2	Choose two level 2 and one level 3 courses from History	
			3		Choose three level 3 courses from History
Total Credits	90				

### OPTION: HISTORY EDUCATION

#### COURSE SELECTION GUIDLINE FOR 2019/2020 SCHEME A: 66 CREDITS PROGRAMME

PROGRAMME CONTENT	NUMBER OF CREDITS	COMPULSORY COURSES	YEAR	SEMESTER 1	SEMESTER 2
University Foundation Courses	6	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities and Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
Foundations of Education and Educational Theory (Core Education Courses)	6		1		Choose any Core Education Course
			2	Choose any Core Education Course	
Professional Specialization (Methodology)	15		1	EDHE2912- The Nature of History	EDHE3907- History in Secondary Education  EDHE2908- Local and Community History ( Local Community Studies: Integrating History, Social Studies and Geography)
			2	EDHE3905- Teaching History in Secondary Schools	EDHE3904- Assessment of Achievement in History

Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020-Pre-Practicum, EDTL3021- Field Study	EDRS3019- The Report
Out of School Courses	30		1	Choose three level 1 courses from Sociology or History	Choose two level 1 courses from History
			2	Choose two level 2 courses from History	Choose one level 2 and two level 3 courses from History
Total Credits	66				



**OPTION: LITERACY STUDIES**

**COURSE SELECTION GUIDELINE FOR 2019/2020**  
**SCHEME A: 66 CREDITS PROGRAMME**

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	6	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities and Education	
			2		Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
Foundations of Education and Educational Theory (Core Education Courses)	12		1	Choose any Core Education Course	Choose any Core Education Course
			2	Choose any Core Education Course	Choose any Core Education Course
Professional Specialization (Methodology)	24		1	EDLS2605- Learner Processes, Teacher Processes and the Development of Literacy Abilities  EDLA2106- The Language- Use Content of the Teaching of English	EDLS2606 - Text, Analysis of Discourse and the Acquisition of Literacy  EDLA2103- The Teaching of Literature  EDLS2607 - Research Perspectives in the Study of Literacy
			2	EDLA3104- Literature for Children in the Primary School	EDLS3612 Writing as Literacy Development  EDLS3603 Advanced Study of Assessment of Literacy

Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020- Pre-Practicum EDTL3021-Field Study	EDRS3019- The Report
Out of School Courses	15		1	LING 1403- Introduction to Language for Teachers of Language	LING2104- Early Language Acquisition in a Creole-Speaking Environment
			2	LIBS3207- Literature for Children and Young Adults	SOCI3025- Caribbean Culture  Choose one Level 3 course from Linguistics or Literatures in English
Total Credits	66				

**OPTION: LITERACY STUDIES**

**COURSE SELECTION GUIDELINE FOR 2019/2020**  
**SCHEME B: 90 CREDITS PROGRAMME**

PROGRAMME CONTENT	NUMBER OF CREDITS	COMPULSORY COURSES	YEAR	SEMESTER 1	SEMESTER 2
University Foundation Courses	9	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
			3		Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
Foundations of Education and Educational Theory (Core Education Courses)	9	EDPS1003, EDME2006 and EDRS2007	1	EDPS1003- Psychological Issues in the Classroom	
			2	EDME2006- Classroom Testing and Evaluation	EDRS2007- Research Design in Education
			3		
Professional Specialization (Methodology)	21		1		EDTK3004- Educational Technology
			2	EDLA3104- Literature for Children in the Primary School  EDLS2605- Learner Processes, Teacher Processes and the Development of Literacy Abilities	EDLS2607 - Research Perspectives in the Study of Literacy  EDLS2606 - Text, Analysis of Discourse and the Acquisition of Literacy

			3		EDLS3612 Writing as Literacy Development  EDLS3603 Advanced Study of Assessment of Literacy
Professional Specialization (Practicum)	21	EDTL1020, EDTL1021, EDTL2021, EDTL3018 and EDRS3020	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- Initial School-Based Experience: The Practicum
			3	EDTL3018- Culminating School Based Experience: Clinical Practice  EDRS3020- Researching Teaching: The Study	
Out of School Courses	30		1	LITS1001 - Introduction to Poetry  LING 1403- Introduction to Language for Teachers of Language	LING1402- Introduction to Language Structure  LING2104- Early Language Acquisition in a Creole Speaking Environment
			2	LING2301- The Sociology of Language  Choose one Level 2 and one Level 3 course from Linguistics or Literatures in English	
			3		Choose three Level 3 courses from Linguistics or Literatures in English
Total Credits	90				

**OPTION: SCIENCE**

**COURSE SELECTION GUIDELINE FOR 2019/2020**

**SCHEME A: 66 CREDITS PROGRAMME**

PROGRAMME CONTENT	NUMBER OF CREDITS	COMPULSORY COURSES	YEAR	SEMESTER 1	SEMESTER 2
University Foundation Courses	6	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities and Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
Foundations of Education and Educational Theory (Core Education Courses)	6		1	Choose any Core Education Courses	EDSC3408- Environmental Education
			2		
Professional Specialization (Methodology)	15		1		EDSC2407- Teaching Methodologies in Science  EDSC3411- Science Teaching and the History of Science
			2	EDSC3410- The Sociology of Science Teaching and Learning	EDSC3403- Assessment in Science Teaching  EDSC3417- An Introduction to Secondary Schools Science Practicals
Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020-Pre-Practicum,  EDTL3021- Field Study	EDRS3019- The Report

Out of School Courses	30		1	Choose two level 1 courses from Life Sciences, Physics or Chemistry	Choose two level 1 courses from Life Sciences, Physics or Chemistry
			2	Choose three level 2 courses from Life Sciences, Physics or Chemistry	Choose three level 3 courses from Life Sciences, Physics or Chemistry
Total Credits	66				

**OPTION: SCIENCE**

**COURSE SELECTION GUIDELINE FOR 2019/2020**

**SCHEME B: 90 CREDITS PROGRAMME**

PROGRAMME CONTENT	NUMBER OF CREDITS	COMPULSORY COURSES	YEAR	SEMESTER 1	SEMESTER 2
University Foundation Courses	9	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities and Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
			3		Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
Foundations of Education and Educational Theory (Core Education Courses)	9	EDPS1003, EDME2006 and EDRS2007	1	EDPS1003- Psychological Issues in the Classroom	
			2	EDME2006- Classroom Testing and Evaluation	EDRS2007- Research Design in Education
			3		
Professional Specialization (Methodology)	21		1		EDSC2407- Teaching Methodologies in Science
			2	EDTK3004- Educational Technology  EDSC3410- The Sociology of Science Teaching and Learning	EDSC3403- Assessment in Science Teaching  EDSC3417- An Introduction to Secondary Schools Science Practicals

			3		EDSC3408- Environmental Education  EDSC3411- Science Teaching and the History of Science
Professional Specialization (Practicum)	21	EDTL1020, EDTL1021, EDTL2021, EDTL3018 and EDRS3020	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021 - Initial School-Based Experience: The Practicum
			3	EDTL3018- Culminating School Based Experience: Clinical Practice  EDRS3020- Researching Teaching: The Study	
Out of School Courses	30		1	Choose three level 1 courses from Life Sciences, Physics or Chemistry	Choose three level 1 courses from Life Sciences, Physics or Chemistry
			2	Choose two level 2 or 3 courses from Life Sciences, Physics or Chemistry	
			3		Choose two level 2 or 3 courses from Life Sciences, Physics or Chemistry
Total Credits	90				



# OPTION: SCIENCE

## COURSE SELECTION GUIDELINE FOR 2019/2020 BACHELOR OF SCIENCE WITH EDUCATION

PROGRAMME CONTENT	NUMBER OF CREDITS	COMPULSORY COURSES	YEAR	SEMESTER 1	SEMESTER 2
University Foundation Courses	9		1	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)	FOUN1014
			2		
			3		Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
Foundations of Education and Educational Theory (Core Education Courses)	9	EDPS1003, EDME2006 & EDRS2007	1	EDPS1003- Psychological Issues in the Classroom	
			2	EDME2006 – Classroom Testing and Evaluation	EDRS2007- Research Design in Education
			3		
Professional Specialization (Methodology)	12 for Chemistry and Physics Students AND 15 for Life Sciences students	*EDTK3004 – Educational Technology is to be done by Life Sciences students only	1		EDSC2407- Teaching Methodologies in Science
			2	EDTK3004 – Educational Technology*	EDSC3417- An Introduction to Secondary Schools Science Practicals
			3	EDSC3410-The Sociology of Science Teaching and Learning	EDSC3403- Assessment in Science Teaching

Professional Specialization (Practicum)	21	EDTL1020, EDTL1021, EDTL2021, EDTL3018 and EDRS3020	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- Initial School Based Experience: The Practicum
			3	EDTL3018- Culminating School Based Experience: Clinical Practice  EDRS3020- Researching Teaching: The Study	
Out of School Courses			1	Contact Faculty of Science and Technology for further details	
			2		
			3		
Total Credits					

**OPTION: MATHEMATICS**

**COURSE SELECTION GUIDELINE FOR 2019/2020**

**SCHEME A: 66 CREDITS PROGRAMME**

PROGRAMME CONTENT	NUMBER OF CREDITS	COMPULSORY COURSES	YEAR	SEMESTER 1	SEMESTER 2
University Foundation Courses	6	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities and Education	
			2	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)	
Foundations of Education and Educational Theory (Core Education Courses)	6		1	Choose any Core Education Course	
			2	Choose any Core Education Course	
Professional Specialization (Methodology)	15		1	EDMC2216- Analysis and Teaching of Mathematics	EDMC2213- Children Learning Mathematics  EDMC3202- Assessing Mathematics Learning  EDMA3206 Investigations and Problem-Solving
			2		EDME3205- Teaching Mathematics in Grades 10 and 11
Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020-Pre- Practicum, EDTL3021- Field Study	EDRS3019- The Report

Out of School Courses	30		1	EDMC1001- Algebra  EDMC1002- Geometry	EDMC-2203- Analytical Geometry and Trigonometry  EDMC2204- Discrete Mathematics
			2	EDME103- Content & Pedagogy For Challenging Topics In Mathematics  EDMC2201- Introductory Calculus  EDME2202- Probability and Statistics	EDMC3201- Linear Algebra  EDMC3204- Abstract Algebra  EDME3203- Calculus III
Total Credits	66				

**OPTION: MATHEMATICS**

**COURSE SELECTION GUIDELINE FOR 2019/2020**  
**SCHEME B: 90 CREDITS PROGRAMME**

PROGRAMME CONTENT	NUMBER OF CREDITS	COMPULSORY COURSES	YEAR	SEMESTER 1	SEMESTER 2
University Foundation Courses	9	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities and Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
			3		Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
Foundations of Education and Educational Theory (Core Education Courses)	9	EDPS1003, EDME2006 and EDRS2007	1	EDPS1003- Psychological Issues in the Classroom	
			2	EDME2006- Classroom Testing and Evaluation	EDRS2007- Research Design in Education
			3		
Professional Specialization (Methodology)	21		1		EDMC2213 - Children Learning Mathematics
			2	EDMC2216- Analysis & Teaching of Mathematics  EDMC2214- Nature & Scope of Mathematics	EDMC3202 Assessing Mathematics Learning  EDMA3206- Investigations & Problem-Solving
			3		EDMA3217- Pedagogical Issues for the Teaching of Mathematics

					EDME3205 Teaching Mathematics in Grades 10 and 11
Professional Specialization (Practicum)	21	EDTL1020, EDTL1021, EDTL2021, EDTL3018 and EDRS3020	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- Initial School- Based Experience: The Practicum
			3	EDTL3018- Culminating School Based Experience: Clinical Practice  EDRS3020- Researching Teaching: The Study	
Out of School Courses	30		1	EDMC1001- Algebra  EDMC1002- Geometry	EDMC2203- Analytical Geometry & Trigonometry  EDME2204- Discrete Mathematics
			2	EDME1103- Content & Pedagogy For Challenging Topics In Mathematics  EDMC2201- Introductory Calculus  EDME2202 - Probability & Statistics	EDMC3204- Abstract Algebra  EDMC3020 - Calculus II  EDMC3201- Linear Algebra
			3		
Total Credits	90				

**OPTION: SOCIAL STUDIES**

**COURSE SELECTION GUIDLINE FOR 2019/2020**  
**SCHEME A: 66 CREDITS PROGRAMME**

PROGRAMME CONTENT	NUMBER OF CREDITS	COMPULSORY COURSES	YEAR	SEMESTER 1	SEMESTER 2
University Foundation Courses	6	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities and Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
Foundations of Education and Educational Theory (Core Education Courses)	6		1	Choose any Core Education Course	Choose any Core Education Course
			2		
Professional Specialization (Methodology)	15		1	EDSS2904- Practice in Planning Learning Experiences for Social Studies	EDHE2908- Local and Community History (Local Community Studies: Integrating History, Social Studies and Geography)  EDSS2903- Enquiry Methods in Teaching Social Studies/Geography
			2	EDSS2906- Basic Geography Skills for Social Studies Teachers	EDSS3908- The Role of Social Studies/Geography in Secondary Education
Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020- Pre-Practicum, EDTL3021 - Field Study	EDRS3019- The Report

Out of School Courses	30		1	SOCI1002- Sociology for the Caribbean  SOCI1001- Introduction to Social Research	GOVT1001- Introduction to Political Philosophy or ECON100- Principles of Government  SOCI1003- Sociology for Development
			2	SOCI2017- Caribbean Society: Continuity and Change  SOWK 2006- Caribbean Social Issues  SOCIO3025- Caribbean Culture	SOCI3042- Race, Ethnicity and National Identities in the Caribbean  SOCI3030- Globalization and Development  SOCI3022- Population, Environment and Development or GOVT 3022- Garveyism in the Americas/Africa
Total Credits	66				



**OPTION: SOCIAL STUDIES**

**COURSE SELECTION GUIDELINE FOR 2019/2020**

**SCHEME B: 90 CREDITS PROGRAMME**

PROGRAMME CONTENT	NUMBER OF CREDITS	COMPULSORY COURSES	YEAR	SEMESTER 1	SEMESTER 2
University Foundation Courses	9	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities and Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
			3		Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
Foundations of Education and Educational Theory (Core Education Courses)	9	EDPS1003, EDME2006 and EDRS2007	1	EDPS1003- Psychological Issues in the Classroom	
			2	EDME2006- Classroom Testing and Evaluation	EDRS2007- Research Design in Education
			3		
Professional Specialization (Methodology)	21		1		EDSS2903- Enquiry Methods in Teaching Social Studies/ Geography
			2	EDSS2904- Practice in Planning Learning Experiences for Social Studies  EDSS3911- Teaching Geography in the Caribbean Classrooms	EDTK3004- Educational Technology  EDSS2906- Basic Geography Skills for Social Studies Teachers

			3		<p>EDHE2908- Local and Community History ( Local Community Studies: Integrating History, Social Studies and Geography)</p> <p>EDSS3908- The Role of Social Studies/Geography in Secondary Education</p>
Professional Specialization (Practicum)	21	EDTL1020, EDTL1021, EDTL2021, EDTL3018 and EDRS3020	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- Initial School-Based Experience: The Practicum
			3	<p>EDTL3018- Culminating School Based Experience: Clinical Practice</p> <p>EDRS3020- Researching Teaching: The Study</p>	
Out of School Courses	30		1	<p>SOCI1002- Sociology for the Caribbean</p> <p>SOCI1001- Introduction to Social Research</p>	<p>GOVT1001- Introduction to Political Philosophy or</p> <p>ECON100- Principles of Government</p> <p>SOCI1003- Sociology for Development</p>
			2	<p>SOCI2017- Caribbean Society: Continuity and Change</p> <p>SOWK 2006- Caribbean Social Issues</p> <p>SOCIO3025- Caribbean Culture</p>	
			3		SOCI3042- Race, Ethnicity and National Identities in the Caribbean

					<p>SOC13030- Globalization and Development</p> <p>SOC13022- Population, Environment and Development Or</p> <p>GOVT 3022- Garveyism in the Americas/Africa</p>
Total Credits	90				

**OPTION: GEOGRAPHY**

**COURSE SELECTION GUIDELINE FOR 2019/2020**

**SCHEME A: 66 CREDITS PROGRAMME**

PROGRAMME CONTENT	NUMBER OF CREDITS	COMPULSORY COURSES	YEAR	SEMESTER 1	SEMESTER 2
University Foundation Courses	6	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities and Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
Foundations of Education and Educational Theory (Core Education Courses)	6		1	Choose any Core Education Course	Choose any Core Education Course
			2		
Professional Specialization (Methodology)	15		1	EDSS2904- Practice in Planning Learning Experiences for Social Studies	EDHE2908- Local and Community History ( Local Community Studies: Integrating History, Social Studies and Geography)  EDSS2903- Enquiry Methods in Teaching Social Studies/ Geography
			2	EDSS3911- Teaching Geography in the Caribbean Classrooms	EDSS2906: Basic Geography Skills for the Social Studies  EDGE3902 – Teaching Geography at Grade 10-13

Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020-Pre-Practicum, EDTL3021-Field Study	EDRS3019- The Report
Out of School Courses	30	Please note that students can do any other Level 2 or Level 3 out of school courses related to their Option that are not from the Department of Geology and Geography.	1	GEOG1131- Human Geography 1: Migration and Settlement  GEOG1231- Earth Environment 1: Geo-Morphology	GEOG1132- Human Geography 2: World Economy, Agriculture And Food  GEO1232: Earth Environments 2: Climate and the Biosphere
			2	GEOG2131: Urban Geographies  SOCI2004- Introduction to Population  SOCI3018- Demography 1	GEO2232- Environmental Change  SOCI3030- Globalization and Development  SOCI3022- Population, Environment and Development or SOCI3021: Demography 2
Total Credits	66				

**OPTION: GEOGRAPHY**

**COURSE SELECTION GUIDELINE FOR 2019/2020**

**SCHEME B: 90 CREDITS PROGRAMME**

PROGRAMME CONTENT	NUMBER OF CREDITS	COMPULSORY COURSES	YEAR	SEMESTER 1	SEMESTER 2
University Foundation Courses	9	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities and Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
			3		Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
Foundations of Education and Educational Theory (Core Education Courses)	9	EDPS1003, EDME2006 and EDRS2007	1	EDPS1003- Psychological Issues in the Classroom	
			2	EDME2006- Classroom Testing and Evaluation	EDRS2007- Research Design in Education
			3		
Professional Specialization (Methodology)	21		1		EDSS2903- Enquiry Methods in Teaching Social Studies/ Geography
			2	EDSS2904- Practice in Planning Learning Experiences for Social Studies  EDSS3911- Teaching Geography in the Caribbean Classrooms	EDTK3004- Educational Technology  EDSS2906- Basic Geography Skills for Social Studies Teachers

			3		<b>EDHE2908– Local and Community History ( Local Community Studies: Integrating History, Social Studies and Geography)</b>  <b>EDGE3902 – Teaching Geography at Grade 10-13</b>
Professional Specialization (Practicum)	21	EDTL1020, EDTL1021, EDTL2021, EDTL3018 and EDRS3020	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- Initial School- Based Experience: The Practicum
			3	EDTL3018- Culminating School Based Experience: Clinical Practice  EDRS3020- Researching Teaching: The Study	
Out of School Courses	33	Please note that students can do <i>any other Level 2 or Level 3 out of school courses related to their Option</i> that are not from the Department of Geology and Geography.	1	GEOG1131- Human Geography 1: Migration and Settlement  GEOG1231- Earth Environment 1: Geo- Morphology  SOCI1002- Sociology for the Caribbean	GEOG1132- Human Geography 2: World Economy, Agriculture And Food  GEO1232: Earth Environments 2: Climate and the Biosphere
			2	GEOG2131: Urban Geographies  SOCI2004- Introduction to Population  SOCI3018- Demography I	
			3		GEO2232- Environmental Change  SOCI3030- Globalization and Dev.

					SOCI3022- Population, Environment and Development or SOCI3021: Demography 2
Total Credits	93				



**OPTION: LANGUAGE EDUCATION – ENGLISH**

**COURSE SELECTION GUIDELINE FOR 2019/2020**

**SCHEME B: 66 CREDITS PROGRAMME**

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	6	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities and Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
Foundations of Education and Educational Theory (Core Education Courses)	6		1		Choose any Core Education Course
			2	Choose any Core Education Course	
Professional Specialization (Methodology)	15		1	EDLA2106- The Language- Use Content of the Teaching of English	EDLA 3110- Writing in the Secondary School
			2		EDLA2103- The Teaching of Literature  EDLA3106- Content and Pedagogy for CXC English  EDLA3103- Teaching Literature in Secondary Schools
Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020- Pre- Practicum, EDTL3021- Field Study	EDRS3019- The Report

Out of School Courses	30		1	LITS1001- Introduction to Poetry  LITS1002- Introduction to Prose Fiction  LING1403- Introduction to Language for Teachers of Language	LING1402 - Introduction to Language Structure  ( Also, two Level 2 Linguistics or Literatures In English courses)
			2	Choose two Level 3 course from Linguistics or Literatures in English	Choose two Level 3 course from Linguistics or Literatures in English
Total Credits	66				

**OPTION: LANGUAGE EDUCATION – ENGLISH**

**COURSE SELECTION GUIDELINE FOR 2019/2020**

**SCHEME B: 90 CREDITS PROGRAMME**

PROGRAMME CONTENT	NUMBER OF CREDITS	COMPULSORY COURSES	YEAR	SEMESTER 1	SEMESTER 2
University Foundation Courses	9	FOUN1016 must be done in Semester 1	1	FOUN1016- Critical Reading and Writing in Humanities and Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
			3		Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
Foundations of Education and Educational Theory (Core Education Courses)	9	EDPS1003, EDME2006 and EDRS2007	1	EDPS1003- Psychological Issues in the Classroom	
			2	EDME2006- Classroom Testing and Evaluation	EDRS2007- Research Design in Education
			3		
Professional Specialization (Methodology)	21		1		EDLA2106 The Language- Use Content of the Teaching of English
			2	EDTK3004- Educational Technology EDLA3109- Teaching the Structure of English	EDLA3109- Teaching the Structure of English
			3		EDLA3106 - Content and Pedagogy for CXC English Language A

					EDLA3103- Teaching Literature in the Secondary School  EDLA3111- Teaching C'bean Poetry
Professional Specialization (Practicum)	21	EDTL1020, EDTL1021, EDTL2021, EDTL3018 and EDRS3020	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- Initial School-Based Experience: The Practicum
			3	EDTL3018- Culminating School Based Experience: Clinical Practice  EDRS3020- Researching Teaching: The Study	
Out of School Courses	30		1	LITS 1001- Introduction to Poetry  LITS 1002- Introduction to Prose Fiction	LING 1402 - Introduction to Language Structure  Choose one level 2 courses from Literatures In English or Linguistics
			2	LING 1403- Introduction to Language for Teachers of Language  (Also, one level 2 and one level 3 course from Language, Literatures in English or Linguistics)	
			3		Choose three level 3 courses from Language, Literatures in English or Linguistics
<b>Total Credits</b>	<b>90</b>				

**OPTION: COMPUTER SCIENCE****COURSE SELECTION GUIDELINE FOR 2019/2020****SCHEME A: 66 CREDITS PROGRAMME**

The B.Ed. Computer Science programme in the following categories of courses and credits:

Course Type	# of Credits	Course Codes
University Foundation	6	FOUN1016 or FOUN1019 and FOUN1201 OR FOUN1301 OR FOUN1201
Core Education (General Education)	12	EDPS2003, EDMC2204, EDTK3004 & EDCU2013 or EDSE2712
Specialization (Educational Practice)	24	EDIT2820, EDIT3823, EDIT3825, EDIT3818, EDIT3821, EDIT3017 , EDRS3820, EDIT3822
Specialization (Content)	15	COMP1126, COMP1127, COMP1161, COMP2140 & COMP2190
Fieldwork	6	EDTL3020, EDTL3021
Study	3	EDRS3019
Total Credits	66	

## Course Selection & Credits

The Bachelor of Education degree consists of existing courses within the current School of Education programmes. The courses and the number of credits have been outlined in the Table below:

YEAR 1 Semester I	Credits	YEAR 1 Semester II	Credits
<b>EDIT2820</b> Teaching Productivity Tools	3	<b>EDIT3823</b> Teaching in a Networked Environment	3
<b>COMP1126</b> Introduction to Computing I	3	<b>COMP1161</b> Object-oriented Programming	3
<b>COMP1127</b> Introduction to Computing II	3	<b>EDIT3818</b> Methodologies in Teaching Information Technology and Computer Science	3
<b>FOUN1016</b> Critical Reading and Expository Writing in the Humanities and Education Or <b>FOUN1019</b> Critical Reading and Writing in the Disciplines	3	<b>EDTK3004</b> Educational Technology	3
<b>EDIT3822</b> Instructional Website Design, Development & Integration into Curriculum	3	<b>FOUN1301</b> Law, Governance, Economy and Society in the Caribbean OR <b>FOUN1201</b> Science, Medicine and Technology in Society	3
<b>EDRS3820</b> Design-Based Research in Information Technology Education	3	<b>EDIT3825</b> Assessing Information Technology	3
<b>Total Credits</b>	<b>18</b>	<b>Total Credits</b>	<b>18</b>
YEAR 2 Semester I	Credits	YEAR 2 Semester II	Credits
<b>EDTL3020</b> Pre-Practicum	3	<b>EDMC2204</b> Discrete Mathematics	3
<b>EDTL3021</b> Field Study	3	<b>EDIT3821</b> Educational Software Design and Development	3
<b>COMP2140</b> Software Engineering	3	<b>EDPS2003</b> Psychological Issues in the Classroom	3
<b>COMP2190</b> Net-Centric Computing	3	<b>EDRS3019</b> The Report	3
<b>EDIT3017</b> Issues in Information Technology	3	<b>EDSE2712</b> Introduction to the Learner in Difficulty	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
<b>TOTAL PROGRAMME CREDITS</b>			<b>66</b>

**OPTION: COMPUTER SCIENCE****COURSE SELECTION GUIDELINE FOR 2019/2020****SCHEME B: 90 CREDITS PROGRAMME**

The B.Ed. Computer Science programme in the following categories of courses and credits:

<b>Course Type</b>	<b># of Credits</b>	<b>Course Codes</b>
<b>University Foundation</b>	9	FOUN1016 or FOUN1019, and FOUN1301 and FOUN1201
<b>Core Education (General Education)</b>	9	EDPS1003, EDTK3004 & EDSE2712
<b>Specialization (Educational Practice)</b>	21	EDIT2820, EDIT3823, EDIT3825, EDIT3818, EDIT3821, EDIT3017 & EDRS3820
<b>Specialization (Content)</b>	30	COMP1126, COMP1127, COMP1161, COMP1220, COMP2140 & COMP2190 <b>(Choose any 4 courses)</b> COMP2130, COMP1210, COMP2340, COMP3101, INFO2110, INFO3170, INFO2180, INFO3110
<b>Fieldwork</b>	18	EDTL1020, EDTL1021, EDTL2021 AND EDTL3018
<b>Study</b>	3	EDRS3020
<b>Total Credits</b>	<b>90</b>	

## Programme Structure and Content

The Bachelor of Education degree consists of existing courses within the current School of Education programmes. The courses and the number of credits is outlined in the Table below:

YEAR 1 Semester I	Credits	YEAR 1 Semester II	Credits
<b>EDIT2820</b> Teaching Productivity Tools	3	<b>EDIT3823</b> Teaching in a Networked Environment	3
<b>COMP1126</b> Introduction to Computing I	3	<b>COMP1161</b> Object-oriented Programming	3
<b>EDTL1020</b> Introduction to Teaching and Learning	3	<b>EDTL1021</b> Planning for Teaching and Learning	3
<b>COMP1127</b> Introduction to Computing II	3	<b>EDSE2712</b> Introduction to the Learner in Difficulty	3
<b>FOUN1016</b> Critical Reading and Expository Writing in the Humanities and Education OR <b>FOUN1019</b> Critical Reading and Writing in the Disciplines	3	<b>EDIT3818</b> Methodologies in Teaching Information Technology and Computer Science	3
<b>EDPS1003</b> Psychological Issues in the Classroom	3	<b>EDIT3825</b> Assessing Information Technology	3
<b>Total Credits</b>	<b>18</b>	<b>Total Credits</b>	<b>18</b>
YEAR 2 Semester I	Credits	YEAR 2 Semester II	Credits
<b>EDTK3004</b> Educational Technology	3	<b>COMP1220</b> Computing and Society	3
<b>EDRS3820</b> Design- Based Research	3	<b>EDIT3821</b> Educational Software Design and Development	3
<b>COMP2140</b> Software Engineering	3	<b>EDTL2021</b> School-Based Experience I	3
<b>COMP2190</b> Net-Centric Computing	3	<b>FOUN1201</b> Science, Medicine and Technology in Society	3
<b>EDIT3017</b> Issues in Information Technology	3	<b>FOUN1301</b> Law, Governance, Economy and Society in the Caribbean	3
Any one of the following courses <b>COMP1210</b> Mathematics for Computing <b>INFO2110</b> Data structures for IT	3	Any one of the following courses: <b>COMP2130</b> Systems Programming <b>COMP2340</b> Computer Systems Organization	3
<b>Total Credits</b>	<b>18</b>	<b>Total Credits</b>	<b>18</b>



YEAR 3 Semester I	Credits	YEAR 3 Semester II	Credits
<b>EDTL3018</b> Culminating School Based Experience: Clinical Practice (9 credits)	9	Any TWO the following courses: <b>INFO2180</b> Dynamic Web Development I <b>INFO3170</b> User Interface Design for IT <b>INFO3110</b> Information Systems <b>COMP3101</b> Operating Systems	6
<b>EDRS3020</b> Researching Teaching: The Study	3		
<b>Total Credits</b>	<b>12</b>	<b>Total Credits</b>	<b>6</b>
<b>TOTAL PROGRAMME CREDITS</b>			<b>90</b>

**OPTION: INFORMATION TECHNOLOGY****COURSE SELECTION GUIDELINE FOR 2019/2020****SCHEME B: 90 CREDITS PROGRAMME**

The B.Ed. Computer Science programme in the following categories of courses and credits:

Course Type	# of Credits	Course Codes
University Foundation	9	FOUN1016 or FOUN1019, and FOUN1201 and FOUN1201
Core Education (General Education)	9	EDPS1003, EDTK3004 & EDSE2712
Specialization (Educational Practice)	21	EDIT2820, EDIT3823, EDIT3825, EDIT3818, EDIT3821, EDIT3017 & EDRS3820
Specialization (Content)	30	COMP1126, COMP1127, COMP1161, COMP1220 & INFO2110, INFO2180, <b>(Choose any 4 courses)</b> COMP1210, COMP2130, COMP2140, COMP2170 COMP2340, COMP2190, INFO3110, INFO3170, INFO3180
Fieldwork	18	EDTL1020, EDTL1021, EDTL2021 AND EDTL3018
Study	3	EDRS3020
Total Credits	90	

## Programme Structure and Content

The Bachelor of Education in Information Technology degree consists of existing courses within the current School of Education programmes. The courses and the number of credits are outlined in the Table below:

YEAR 1 Semester I	Credits	YEAR 1 Semester II	Credits
<b>EDIT2820</b> Teaching Productivity Tools	3	<b>EDIT3823</b> Teaching in a Networked Environment	3
<b>COMP1126</b> Introduction to Computing I	3	<b>COMP1161</b> Object-oriented Programming	3
<b>EDTL1020</b> Introduction to Teaching and Learning	3	<b>EDTL1021</b> Planning for Teaching and Learning	3
<b>COMP1127</b> Introduction to Computing II	3	<b>EDSE2712</b> Introduction to the Learner in Difficulty	3
<b>FOUN1016</b> Critical Reading and Expository Writing in the Humanities and Education OR <b>FOUN1019</b> Critical Reading and Writing in the Disciplines	3	<b>EDIT3818</b> Methodologies in Teaching Information Technology and Computer Science	3
<b>EDPS1003</b> Psychological Issues in the Classroom	3	<b>EDIT3825</b> Assessing Information Technology	3
<b>Total Credits</b>	<b>18</b>	<b>Total Credits</b>	<b>18</b>
YEAR 2 Semester I	Credits	YEAR 2 Semester II	Credits
<b>EDTK3004</b> Educational Technology	3	<b>COMP1220</b> Computing and Society	3
<b>EDRS3820</b> Design- Based Research	3	<b>EDIT3821</b> Educational Software Design and Development	3
<b>INFO2110</b> Data structures for IT	3	<b>EDTL2021</b> School-Based Experience I	3
<b>INFO2180</b> Dynamic Web Development I	3	<b>FOUN1201</b> Science, Medicine and Technology in Society	3
<b>EDIT3017</b> Issues in Information Technology	3	<b>FOUN1301</b> Law, Governance, Economy and Society in the Caribbean	3
Any one of the following courses <b>COMP2190</b> Net-Centric Computing <b>COMP2140</b> Software Engineering	3	Any one of the following courses: <b>COMP1210</b> Mathematics for Computing <b>COMP2130</b> Systems Programming <b>COMP2340</b> Computer Systems Organization	3
<b>Total Credits</b>	<b>18</b>	<b>Total Credits</b>	<b>18</b>

YEAR 3 Semester I	Credits	YEAR 3 Semester II	Credits
<b>EDTL3018</b> Culminating School Based Experience: Clinical Practice (9 credits)	9	Any TWO the following courses: <b>INFO3110</b> Information Systems <b>INFO3170</b> User Interface Design for IT <b>INFO3180</b> Dynamic Web Development II <b>COMP2170</b> Object Technology	6
<b>EDRS3020</b> Researching Teaching: The Study	3		
<b>Total Credits</b>	<b>12</b>	<b>Total Credits</b>	<b>6</b>
<b>TOTAL PROGRAMME CREDITS</b>			<b>90</b>

## OPTION: INFORMATION AND COMMUNICATION TECHNOLOGY

### COURSE SELECTION GUIDELINE FOR 2019/2020

#### SCHEME B: 90 CREDITS PROGRAMME

The B.Ed. Information and Communication Technology Programme in the following categories of courses and credits:

Course Type	# of Credits	Course Codes
University Foundation	9	FOUN1016 or FOUN1019, and FOUN1201 and FOUN1301
Core Education (General Education)	9	EDPS1003 or EDPS2003, EDTK3004 & EDCU2013 or EDSE2712
Specialization (Educational Practice)	21	EDIT2820, EDIT3825, EDIT3818, EDIT3822, EDIT3823, EDIT3017 & EDRS3820
Specialization (Content)	30	COMP1220, ANIM1001, MDIA1001 [ <b>LIBS2702</b> ] , MDIA2006 [or <b>ANIM1020</b> ], or **EDIT2823 [or <b>EDIT3821</b> ] & **EDIT3819 [or <b>LIBS2502</b> ],  <b>Choose any 4 of the following courses:</b> <b>LIBS1201, LIBS1502, COMM2905, MGMT2004, LIBS3901, LIBS3604</b>
Fieldwork	18	EDTL1020, EDTL1021, EDTL2021 AND EDTL3018
Study	3	EDRS3020
<b>Total Credits</b>	<b>90</b>	

\*\* Courses are undergoing review.

## Course Selection & Credits

The Bachelor of Education in Information and Communication Technology degree consists of existing courses within the current School of Education programmes. The courses and the number of credits are outlined in the Table below:

YEAR 1 Semester I	Credits	YEAR 1 Semester II	Credits
<b>EDIT2820</b> Teaching Productivity Tools	3	<b>ANIM1001</b> Motion Studies	3
<b>COMP1220</b> Computing and Society	3	<b>ANIM1020</b> Principles of 2D Animation	3
<b>EDTL1020</b> Introduction to Teaching and Learning	3	<b>EDTL1021</b> Planning for Teaching and Learning	3
<b>EDCU2013</b> Introduction to Curriculum Studies [or <b>EDSE2712</b> Introduction to the Learner in Difficulty (Semester 2)]	3	<b>LIBS2502</b> Introduction to Information Systems for Information Managers	3
<b>FOUN1016</b> Critical Reading and Expository Writing in the Humanities and Education OR <b>FOUN1019</b> Critical Reading and Writing in the Disciplines	3	<b>EDIT3818</b> Methodologies in Teaching Information Technology and Computer Science	3
<b>EDPS1003</b> Psychological Issues in the Classroom	3	<b>EDIT3825</b> Assessing Information Technology	3
<b>Total Credits</b>	<b>18</b>	<b>Total Credits</b>	<b>18</b>
YEAR 2 Semester I	Credits	YEAR 2 Semester II	Credits
<b>EDTK3004</b> Educational Technology	3	<b>EDIT3823</b> Teaching in a Networked Environment	3
<b>EDRS3820</b> Design- Based Research in Information Technology Education	3	<b>EDIT3821</b> Educational Software Design and Development	3
<b>LIBS2702</b> Information Architecture: Web Access and Usability	3	<b>EDTL2021</b> School-Based Experience I	3
<b>EDIT3822</b> Instructional Website Design, Development & Integration into the Curriculum	3	<b>FOUN1201</b> Science, Medicine and Technology in Society	3
<b>EDIT3017</b> Issues in Information Technology	3	<b>FOUN1301</b> Law, Governance, Economy and Society in the Caribbean	3
Any <b>one</b> of the following courses <b>COMP1210</b> Mathematics for Computing <b>LIBS3901</b> Access to Information in the Caribbean	3	Any <b>one</b> of the following courses: <b>LIBS1201</b> Management of Information Systems I <b>LIBS1502</b> Information Technology for Information Professionals	3
<b>Total Credits</b>	<b>18</b>	<b>Total Credits</b>	<b>18</b>

YEAR 3 Semester I		Credits	YEAR 3 Semester II	Credits
<b>EDTL3018</b> Culminating School Based Experience: Clinical Practice (9 credits)		9	Any <b>TWO</b> the following courses: <b>COMM2905</b> Electronic Publishing <b>MGMT2004</b> Computer Applications <b>LIBS3604</b> Teaching Information Literacy	6
<b>EDRS3020</b> Researching Teaching: The Study		3		
<b>Total Credits</b>		<b>12</b>	<b>Total Credits</b>	<b>6</b>
<b>TOTAL PROGRAMME CREDITS</b>				<b>90</b>

## PRACTICUM UNIT

Credit Structure (Credits and Contact Hours) of Practicum Based Courses.

EDTL1020: Introduction to Teaching and Learning (3 credits)

	Contact hours	Credit hours
Lectures (over 11 teaching weeks)	22	22
Tutorials (over 11 teaching weeks)	11	11
Classroom Observations (two weeks)	18 hours of 'directed teaching activities' classroom observation	6
Total	51	39

EDTL1021: Planning for Teaching and Learning (3 credits)

	Contact hours	Credit hours
Lectures (over 10 teaching weeks)	20	20
Tutorials (over 10 teaching weeks)	10	10
Group Unit Planning and Microteaching (Over three weeks)	18 hours of supervised activities	9
Total	48	39

EDTL2021: Initial School Based Experience: The Practicum\*\* (3 Credits)

	Contact hours	Credit hours
Lectures	14	14
Tutorials/Microteaching	7 hours of supervised microteaching activity (14 contact hours)	7
Practicum teaching	6 weeks of practicum teaching based on remaining credit hours is $6 \times 3 = 18$ credit hours.  $18 \times 3 = 54$ contact hours (1 credit hour = 3 hrs.)	18
Total	82	39

EDTL3018\*: Culminating School Based Experience: Clinical Practice\*\* (9 Credits)

	Contact hours	Credit hours
Seminars	13 hrs. (3 weeks in-house clinical experience as follows:	13 hrs (1 of 9 credits)
Clinical Experience	<ul style="list-style-type: none"> <li>10 hrs pre-field clinical experience</li> <li>3 hrs post field in-house clinical reflections</li> <li>10 weeks of full time teaching will be equivalent to 104 credit hours' x 4 = 416 contact hours</li> </ul>	8 credits x 13 = 104 credit hours  104 credit hours' x 4 contact hours = 416 contact hours
Total	429	117



	Contact hours	Credit hours
Lectures	2X4 = 8	8
Tutorials	4	4
Independent work	81 hours	27* (* = 2 CREDITS – 27X3 = 81)
Total:	93	39

\*new code

\*\*new course title

\*\*\* new course

Please Note: a course activity such as microteaching is regarded as 'supervised work' and is allocated two hours per credit. Field based work such as the practicum is regarded as 'directed learning activities' as set out in the Definition of Credit Hours by the Office of Administration, and is accorded 3 hours per credit (Office of Administration, UWI, 2015). The final practicum was computed at 4 hrs per credit however.

## MINOR IN EDUCATION

Many students are seeking to make themselves more marketable by completing a Minor in Education. For a minor in Education, students should complete a total of 15 credits. This should include:

### Programme Content

Foundations of Education and Educational Theory (Core Education Courses)  
Professional Specialization (Methodology)

**Credits** 6 ( Two Courses)

**Credits** 9 ( Three Courses)

These courses are designed to provide the student with an introduction to the core principles of education; offer an orientation into the practice of education; and provide opportunities and theoretical grounding related to approaches and strategies of teaching in specific disciplines. The Minor in Education cannot qualify students as trained graduates, but it provides students with the basic content and skills associated with teaching in the area of specialization selected.

### Professional Options

A Bachelor in Education minor is normally offered in one professional option or area of specialization. The professional options/areas of specialization include:

### Secondary Education :

- Language Education: English
- Mathematics Education
- Science Education
- Literacy Studies
- History Education
- Social Studies/Geography Education
- Information Technology and Computer
- Science Education

## FOUNDATIONS OF EDUCATION AND EDUCATIONAL THEORY (CORE EDUCATION COURSES)

EDPS2003 - Motivation and the Teacher and any ONE of the following:

EDCU2013 - Introduction to Curriculum Studies

EDPS3003 – Classroom Concerns

EDTK3004 – Educational Technology

## PROFESSIONAL SPECIALIZATION (METHODOLOGY)

### Language Education: English (Any 3 of the courses listed below:)

EDLA2103- The Teaching of Literature

EDLA2106 -The Language-Use Content of the Teaching of English

EDLA3106-Content and Pedagogy for CXC English Language A

EDLA 3110 - Writing in the Secondary School

### Literacy Studies

EDLS2605-Learner Processes, Teacher Processes and the Development of Literacy Abilities

EDLS2606-Text Analysis of Discourse and the Acquisition of Literacy

EDLS3603-Advanced Study of Assessment of Literacy

### Science Education

EDSC2407-Teaching Methodologies in Science

EDSC3410-The Sociology of Science Teaching and Learning

EDSC3408 –Environmental Education

### Mathematics Education

EDMC2213 –Children Learning Mathematics

EDMC2214 –Nature and Scope of Mathematics

EDMA3206 –Investigations and Problem Solving

### Social Studies/Geography Education

- **Social Studies:**

EDSS2903: Enquiry Methods in Teaching Social Studies/ Geography

EDSS 3908:The Role of Social Studies/Geography in Secondary Education

EDSS2906: Basic Geography Skills for the Social Studies Teacher

OR

- **Geography (Any three of the four courses):**

EDSS2903: Enquiry Methods in Teaching Social Studies/ Geography

EDSS2906: Basic Geography Skills for the Social Studies Teacher

EDGS3911: Teaching Geography in the Caribbean Classroom

EDGE3902: Teaching Geography at Grade 10-13

### Information Technology and Computer Science

EDIT2820-Productivity Tools

EDTK3025-Integrating Computers into Curriculum History Education

EDIT3818-Methodologies for Teaching Information Technology and Computer Science

EDHE3904-Assessment of Achievement

### History Education

EDHE2912- The Nature of History

EDHE3904-Assessment of Achievement in History **OR** EDHE3908- Selecting Methods and Resources for Instruction in Caribbean and World History

EDHE3905- Teaching History in Secondary Schools

## COURSE LISTING

SEMESTER	NEW CODE	COURSE TITLE	CREDITS	PREREQUISITE
1	EDMC1001	Algebra	3	CSEC Maths Level 1,2 or 3
1	EDMC1002	Geometry	3	CSEC Maths Level 1,2 or 3
1	EDME1103	Content and Pedagogy for Selected Topics in Mathematics	3	CSEC Maths Level 1,2 or 3
1	EDPS1003	Psychological Issues in the Classroom	3	NONE
1	EDTL1020	Introduction to Teaching and Learning	3	NONE
1	EDCU2013	Introduction To Curriculum Studies	3	NONE
1	EDEA2305	Action Research for School and Classroom Managers	3	NONE
1	EDGC2010	Orientation to Guidance and Counselling	3	NONE
1	EDHE2912	The Nature Of History	3	NONE
1	EDIT2820	Productivity Tools	3	An introductory course in using productivity tool software. (e.g. CSEC Information Technology)
1 & 2	EDLA2103	The Teaching Of Literature	3	EDLA 2106
1	EDLA2106	The Language-Structure Content Of English Teaching	3	NONE
1	EDLS2605	Learner Processes, Teacher Processes & the Development of Literacy	3	NONE
1	EDMC2201	Introductory Calculus	3	EDMC1001
1 & 2	EDMC2203	Analytical Geometry and Trigonometry	3	EDMC1001; EDMC1002
1	EDMC2214	The Nature and Scope of Mathematics	3	NONE
1	EDMC2216	Analysis & Teaching of Math	3	EDMC2213
1	EDME2006	Classroom Testing & Evaluation (Basic)	3	NONE
1 & 2	EDME2202	Probability & Statistics	3	NONE
1	EDPS2003	Motivation and the Teacher	3	NONE
1 & 2	EDRS2007	Research Design in Education	3	NONE
1 & 2	EDSS2903	Enquiry Methods in Teaching Social Studies	3	NONE
1	EDSS2904	Practice in Planning Learning Experiences for Social Studies	3	NONE
1 & 2	EDTK2025	Introduction To Computer Technology in Education	3	NONE
1	EDAR3808	Art and Drama in Education	3	NONE

1	EDEA3304	Management Of Human Resources & Interpersonal Relations	3	NONE
1	EDEA3306	School and Classroom Management A	3	NONE
1	EDEA3308	Principles & Practices of School Finance	3	ED23D, <b>or</b> EDEA2304, <b>or</b> ED23Q <b>and</b> ED33F, <b>or</b> EDEA3306 <b>or</b> MS15A <b>or</b> ACCT1002 <b>and</b> MS15B <b>or</b> ACCT1003
1	EDEA3316	Fieldwork/Practicum (Educational Administration)	3	All required Level 1 and 2 courses for option
1 & 2	EDEA3320	The Study	3	All required Level 1 and 2 courses for option
1	EDHE3905	Teaching History in Secondary Schools	3	EDHE 2912
1	EDIT 3818	Methodologies for Teaching Info Technology & Computer Science	3	EDIT2820
1	EDIT 3822	Instructional Website Design, Development & Integration into Curriculum	3	EDIT2820
1	EDLA 3104	Literature for Children in the Primary School	3	NONE
1	EDLA 3106	Content and Pedagogy for CXC English Language A	3	EDLA 2106
1 & 2	EDLA 3109	Teaching the Structure of English	3	EDLA 2105 <b>and</b> EDLA 2106
1	EDLS 3603	Advanced Study Of Assessment Of Literacy	3	EDLS2606 and EDLS2611
1	EDMA 3206	Investigations and Problem Solving	3	EDMC2213
1 & 2	EDMC3201	Linear Algebra	3	EDMC1001
1 & 2	EDMC3204	Abstract Algebra	3	EDMC2204
2	EDRS3019	Report	3	EDTL3020 and EDTL3021
1	EDRS3820	Design Based Research in Information Technology Education	3	(CS11Q) COMP1126/ COMP1127/ EDIT3821 and EDIT2820
1	EDSC3410	Sociology of Science Teaching and Learning	3	NONE
2	EDSC3417	Introduction To Secondary Science Practicals	3	NONE
1 & 2	EDSS3903	Secondary Schools Social Studies Research and Selection	3	NONE
1	EDSS3911	Teaching Geography in the Caribbean Classroom	3	EDSS3902
1 & 2	EDTK3004	Educational Technology	3	NONE

1	EDTL3018	School Based Experience II	9	All required Level 1,2, and 3 courses for option
1	EDTL 3020	Pre-Practicum	3	All required Level 1, 2 and 3 courses for option
1	EDTL3021	Field Study	3	EDTL3020
1 & 2	EDME1103	Content and Pedagogy for Selected Topics in Mathematics	3	CSEC/O'LEVEL Mathematics – Level 1,2 or 3
2	EDTL1021	Planning for Teaching and Learning	3	NONE
2	EDEA2304	Introduction To Educational Administration	3	NONE
2	EDHE2908	Local and Community Studies	3	NONE
2	EDIT3017	Issues in Information Technology	3	NONE
2	EDIT3821	Educational Software Design and Development	3	EDIT2820
2	EDIT3823	Teaching in a Networked Environment	3	NONE
2	EDIT3825	Assessing Information Technology	3	EDIT2820
2	EDLA2105	Language Structure Content Of English Teaching in the Caribbean	3	EDLS 2605
2	EDLS2606	Text, Analysis Of Discourse And The Acquisition Of Literacy	3	NONE
2	EDLS2607	Research Perspectives in the Study of Literacy	3	NONE
2	EDMC2213	Children Learning Mathematics	3	NONE
2	EDME2204	Discrete Mathematics	3	EDMC1001
2	EDPH2024	Issues and Perspectives in Education	3	NONE
2	EDSC2407	Teaching Methodologies in Science	3	NONE
2	EDSE2712	Introduction to the Learner in Difficulty	3	NONE
2	EDSS2906	Basic Geographic Skills for the Social Studies Teacher	3	NONE
2	EDEA3305	Special Problems in School Administration	3	All required Level 2 courses for option
2	EDEA3307	School and Classroom Management B	3	EDEA3306
Yearlong	EDEA3320	The Study	3	All required Level 1, 2 and 3 courses for option
2	EDHE3904	Assessment of Achievement in History	3	EDHE 3905
2	EDHE3908	Selecting Methods & Resources for Instruction in Caribbean and World History	3	NONE

2	EDLA3103	The Teaching of English Literature in the Secondary School	3	EDLA 2103
2	EDLA3106	Content and Pedagogy for CXC English Language A	3	EDLA 2106
2	EDLA3110	Writing in the Secondary School	3	EDLA 2106
2	EDLA3111	Teaching Caribbean Poetry	3	NONE
2	EDLS3603	Advanced Study Of Assessment Of Literacy	3	EDLS2606 and EDLS2611
2	EDLS3612	Writing as Literacy Development in the Primary School	3	NONE
2	EDMC3020	Calculus II	3	EDMC2201
2	EDMC3202	Assessing Mathematics Learning	3	EDMC2213, EDMC2216
2	EDME3006	Classroom Testing and Evaluation Advance	3	EDME2006
2	EDME3205	Teaching Mathematics in Grades	3	EDMA2216
2	EDRS3008	Research Methods (II)	3	NONE
2	EDRS3019	Report	3	EDTL3020 and EDTL3021
2	EDSC3403	Assessment in Science Teaching	3	NONE
2	EDSC3408	Environmental Education	3	NONE
2	EDSC3411	Science Teaching and the History of Science	3	NONE
2	EDSS3908	The Role Of Soc. Studies/Geo. In Secondary Education	3	NONE

# PART V

## CROSS FACULTY MAJORS

## MAJOR IN GEOGRAPHY

A Minor in Geography will expose students in related disciplines to an appreciation of human and environmental interactions from a spatial perspective. Geography is an interdisciplinary subject that straddles the sciences, social sciences and humanities, so that students reading for a Minor will be able to dovetail relevant subject areas within geography to related science, social science or humanities disciplines.

The BA in Geography requires a minimum of **42 credits** of Geography courses, of which 12 should be from Level I GEOG courses, and at least 30 should be from Level II and Level III GEOG or GGEO courses; **15 of which must be Level III**. The entry requirements for a B.A. degree in Geography are passes in at least two CAPE subjects **and** a pass in Geography at CSEC.

The Major in Geography in the Faculty of Humanities and Education is available only to students who have been admitted to this programme.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>GEOG1131</b> <b>GEOG1132</b> <b>GEOG1231</b> <b>GEOG1232</b>  <b>AND</b>  <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b> <b>Foreign Language</b>  <b>3 Free electives</b>	<b>GEOG2231</b>  <b>At least TWELVE credits from the following:</b>  <b>GEOG2131</b> <b>GEOG2132</b> <b>GEOG2232</b> <b>GGEO2233</b> <b>GGEO2332</b> <b>GEOG2331</b>  <b>AND</b>  <b>FOUN1201</b> <b>FOUN1301</b>  <b>3 Free electives</b>	<b>GEOG3430</b> <b>GEOG3331</b>  <b>At least NINE credits from the following:</b>  <b>GEOG3131</b> <b>GEOG3132</b> <b>GGEO3231</b> <b>GGEO3232</b> <b>GGEO3332</b> <b>GEOG3333</b> <b>GEOG3334</b>  <b>AND</b>  <b>5 Free electives</b>

**NB. Compulsory: THREE Humanities Non-Major Courses**

**\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.**

### NOTE

- Students intending to read any course(s) in Geography are advised that it will be necessary to conduct field work on **Saturdays and/or Sundays**. **ALL** field work in Geography is mandatory.
- Where an examination has a practical or coursework component as well as a final examination, candidates must satisfy the examiners in **ALL PARTS**.



## MINOR IN GEOGRAPHY

For students from the Faculty of Humanities & Education and the Faculty of Social Sciences, a Minor in Geography will provide a minimum of 6 credits from Level I which will allow them flexibility in choosing a pathway in either human geography or physical geography that will complement their selected Major.

A **Minor in Geography** requires a minimum of 27 credits in Geography, which must include 12 credits of Level I GEOG courses and a minimum of 15 credits from Level II and Level III GEOG or GGEO courses (with at least 9 credits from each of Level III).

### Level I Pre-requisite - CSEC Geography

LEVEL ONE	LEVEL TWO	LEVEL THREE
GEOG1131 GEOG1231 GEOG1132 GEOG1232	A minimum of 15 credits from Level II & III of which at least 9 credits should be from both Level III.	
	GEOG 2131 GEOG2132 GEOG2231 GEOG2232 GGEO2233 GGEO2232	GEOG3131 GEOG3132 GEOG3333 GEOG3331 GGEO3231 GGEO3232 GGEO3332

### NOTE

- Students intending to read any course(s) in Geography are advised that it will be necessary to conduct field work on **Saturdays and/or Sundays**. **ALL** field work in Geography is mandatory.
- Where an examination has a practical or coursework component as well as a final examination, candidates must satisfy the examiners in **ALL PARTS**.

## MINOR IN HUMAN GEOGRAPHY

This minor is designed for students from the Faculty of Humanities & Education and the Faculty of Social Sciences only. A Minor in Human Geography will provide a minimum of 6 credits from Level I which will allow them to continue on a path in human geography that will complement their selected Major.

A **Minor in Human Geography** requires a minimum of 21 credits in Geography, which must include 15 credits of Levels I and III with at least 9 credits from Level II and can include both GEOG or GGEO courses.

### Level I Pre-requisite - CSEC Geography

LEVEL ONE	LEVEL TWO	LEVEL THREE
GEOG1131 GEOG1132	A minimum of 15 credits from Level II & III of which at least 9 credits should be from Level III.	
	GEOG 2131 GEOG2132 GEOG2332	GEOG3131 GEOG3132 GEOG3333 GEOG3331

### NOTE

- Students intending to read any course(s) in Geography are advised that it will be necessary to conduct field work on **Saturdays and/or Sundays**. **ALL** field work in Geography is mandatory.
- Where an examination has a practical or coursework component as well as a final examination, candidates must satisfy the examiners in **ALL PARTS**.

## COURSE LISTING

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS	PREREQUISITE
1	GEOG1131	Human Geography: Population Migration and Human Settlement	3	Two CAPE subjects <b>and</b> Geography at CSEC or its equivalent
1	GEOG1132	Human Geography II: World Economy, Agriculture and Food	3	Two CAPE subjects <b>and</b> Geography at CSEC or its equivalent
2	GEOG1231	Earth Environments I: Geomorphology and Soils	3	Two CAPE subjects <b>and</b> Geography at CSEC or its equivalent
2	GEOG1232	Earth Environments II: Climate and Biosphere	3	Two CAPE subjects <b>and</b> Geography at CSEC or its equivalent
1	GEOG2131	Urban Geography	3	GEOG1131 & GEOG1132
2	GEOG2132	Geographies of Development	3	GEOG1131 <b>and</b> GEOG1132
1	GEOG2231	Earth Surface Processes	3	GEOG1231 <b>and</b> GEOG1232
2	GEOG2232	Environmental Change	3	GEOG1231 <b>and</b> GEOG1232
1	GEOG2233	Water Resources	3	GEOG1231 <b>and</b> GEOG1232] <b>or</b> GEOL1102 <b>and</b> GEOL2232
1	GEOG2331	Research Methods in Geography	3	GEOG1131 <b>and</b> GEOG1132 <b>and</b> GEOG1231 <b>and</b> GEOG1232
2	GEOG2332	Introduction to Geographical Information Systems	3	<b>Two of:</b> GEOG1131 GEOG1132 GEOG1231 GEOG1232 <b>or Two of the following:</b> GEOL1101 GEOL1102 GEOL1103 GEOL1104
1	GEOG3131	Tropical Agricultural and Development	3	GEOG2132
2	GEOG3132	Tourism Planning and Development	3	GEOG2131 <b>or</b> GEOG2132
2	GEOG3231	Karst & Coastal Geomorphology	3	GEOG2231 <b>or</b> GEOL2202

1	GGEO3232	Climate Change in the Tropics	3	GEOG2232 <b>or</b> GEOL2203 <b>or</b> GEOL2203 <b>or</b> GEOG2204 <b>or</b> GEOG2205 <b>or</b> HOD permission
2	GGEO3233	Hydrology & Hydrological Modelling	3	GGEO2233
1	GEOG3331	Geography of the Caribbean	3	<b>Three of</b> GEOG2131 GEOG2132 GEOG2231 GEOG2202
2	GGEO3332	Disaster Management	3	GEOG2231 <b>and</b> GEOG2232 <b>or any two of:</b> GEOL2201 GEOL2202 GEOL2203 GEOL2204 GEOL2205 <b>or</b> HOD permission
2	GEOG3333	Urban and Regional Planning	3	GEOG2131
2	GEOG3334	Tropical Land Management	3	GEOG2231 <b>and</b> GEOG2232 <b>and</b> GEOG2132
Yearlong	GEOG3430	Geography Research Project	6	GEOG2331 <b>and</b> GEOG2232 <b>and</b> <b>two of:</b> GEOG2131 GEOG2132 GEOG2231 GEOG2232

## **COURSE DESCRIPTIONS**

### **LEVEL I**

#### **GEOG1131 HUMAN GEOGRAPHY I: POPULATION MIGRATION AND HUMAN SETTLEMENT**

Modern approaches to the study of population geography. The human and physical factors determining population distribution and dynamics; theories of population change, including Malthus' and neo-Malthusian thoughts; and the demographic transition theory. The sources of, and problems associated with, population statistics; how to measure fertility, mortality and migration; and population projection techniques. Family planning and population control efforts around the world; the status of women and its crucial role in population dynamics; major causes of death around the world, including AIDS; the role of migration in population dynamics; culture, population and the environment. Historical and contemporary perspectives on urbanization in both the industrialized world and the developing world, and theories on the geographical distribution of human settlement.

#### **GEOG1132 HUMAN GEOGRAPHY II: WORLD ECONOMY, AGRICULTURE AND FOOD**

The processes of economic development and globalization, and the economic interdependence of countries in the modern world. Basic theories, concepts, and methods for describing, measuring and analyzing patterns of economic and social development. The main factors that have contributed to uneven patterns of economic development, such as the distribution and exploitation of natural resources, and the process of industrialization, technological change and globalization. The section on agriculture and the food industry illustrates in depth many issues related to economic development and globalization, including the role of agribusiness in food production and food consumption, and the impacts of traditional and modern agricultural production systems on the environment. The geographical dimensions of world hunger and malnutrition in relation to the structure of the world economy and world agriculture. Prospects for future agricultural development.

#### **GEOG1231 EARTH ENVIRONMENTS I: GEOMORPHOLOGY AND SOILS**

Modern approaches to geomorphology and soil science. The main geomorphic processes in the context of endogenic and exogenic systems from a global perspective. The geomorphology section examines and describes endogenic systems and processes. The internal structure of the Earth and the geographic patterns of global relief of the solid surface in the context of plate tectonics. The relationship between global tectonics and the patterns and styles of volcanic activity. The passive control of rock type and geological structure in relation to landscape form and process. The soils section examines and describes the main exogenic systems and processes. The geographical patterns and types of rocks. Aspects of soil science from a geographical perspective through an examination of the main soil-forming factors, and analysis of physical and chemical soil-forming processes. Exogenic systems in relation to the main geomorphic agents of water, wind and ice in the context of fluvial, slope, aeolian, karst, glacial and periglacial systems.

#### **GEOG1232 EARTH ENVIRONMENTS II: CLIMATE AND THE BIOSPHERE**

A modern holistic approach to the study of the earth system. Introduction to climate science: the processes operating within the atmosphere and biosphere, including general circulation of the atmosphere, ocean-atmosphere interactions, and global climate systems. Emphasis on the impacts and consequences of human-environment interactions. Spatial and temporal variability of these processes on local, regional and global scales. The primary causes, both natural and human, and consequences of climate change and the impact of a changing climate for communities both within and outside the Caribbean region. Particular emphasis on the impacts of climate change on the biosphere, as well as their implications for agricultural systems. Introduction to the study of biogeography, focussing on the geographical features of biodiversity at different geographical scales, and reviewing ideas about ecosystem processes and vegetation disturbance and succession.

## **LEVEL II**

### **GEOG2131 URBAN GEOGRAPHIES**

An introduction to key concepts, theories and empirical studies in the field of urban geography. The course deals with a variety of contemporary and relevant issues pertaining to urban growth and development, including patterns and processes of global urbanization; urban housing challenges and solutions; global urban consumerism; neighbourhood dynamics and changes; urban governance and social justice; cities and climate change; migration, race and ethnicity; and the built environment. The course draws upon a variety of examples and case studies, especially from the developing world.

### **GEOG2132 GEOGRAPHY OF DEVELOPMENT**

The course seeks to explain the dynamic nature of the development process and its impact on economies, societies and the environment in the context of an increasingly globalized world. It introduces relevant ideas, theories and concepts from social science disciplines, but focuses on how geographers bring spatial concepts and geographical models to bear on the theory and practice of development. It links theories and concepts with development policy through case studies. The spatial dynamics of the global economy are highlighted through the lens of economic globalization. Sections highlight world industrialization, international trade and trade liberalization, and rural development. Special emphasis is placed on the Caribbean region in relation to the problems of sustainable development in small island developing states; environmental issues such as environmental degradation and climate change; and tourism development models.

### **GEOG2231 EARTH SURFACE PROCESSES**

The course examines modern approaches to the analysis and interpretation of geomorphic processes and landforms in the context of coastal, fluvial and slope systems, and provides an in-depth examination of geomorphology in tropical settings.

### **GEOG2232 ENVIRONMENTAL CHANGE**

An interdisciplinary approach to the study of environmental change, looking at examples of the complex interactions between human activity and the different environmental spheres (geosphere, hydrosphere, atmosphere, and biosphere). Core components include global environmental change, sea-level change, natural climate variability, anthropogenic climate change, 21<sup>st</sup>-century climate projections, and tropical forest dynamics. The course examines the primary causes, both natural and human, and the consequences and impacts of environmental change both within and outside the Caribbean region.

### **GGEO2233 WATER RESOURCES**

An in-depth study of the hydrological cycle, evaporation/transpiration, and rainfall-runoff relationships in hydrogeology. The factors affecting evaporation and evapotranspiration from free water surfaces and soils. Different estimates and measurements of evaporation and evapotranspiration and soil moisture storage and movement. The nature and origin of different types of aquifers, their geological properties, the various types of groundwater flows to wells, flows within aquifers under steady/non-steady conditions. Techniques of hydrogeological investigation, including drilling and pump testing. The hydraulics of surface water systems and seasonal variability of the flow pattern in streams and rivers. Flooding and drought. Special emphasis on the water resources of Jamaica and other Caribbean islands.

### **GEOG2331 RESEARCH METHODS IN GEOGRAPHY**

The course aims to provide some basic knowledge of the key aspects of the history and philosophy of geographical enquiry, and to provide the theoretical and practical skills required to develop and conduct a research project in geography. Training in the application of geographical research methods and techniques, data collection, data and statistical analysis, and the technical presentation of results. Training in how to define a research topic, how to identify relevant literature, how to prepare a research proposal, and how to present data.

### **GGEO2332 INTRODUCTION TO GEOGRAPHICAL INFORMATION SYSTEMS**

The course introduces students to the theory and general principles of GIS and to practical skills and hands-on experience in its use: the fundamental concepts and basic functions of a GIS; the

properties of GIS maps; the structure of a GIS database; coordinate systems and map projections; methods of performing simple vector and raster spatial analysis. In lab exercises students will work with ArcMap to visualize geographic data, create maps, query a GIS database, perform spatial analysis using common analytical tools, and solve geographical problems using a systematic approach. The course introduces the core functionality of GIS software packages such as ArcMap, ArcCatalog, and ArcToolbox.

### **LEVEL III**

#### **GEOG3131 TROPICAL AGRICULTURE AND DEVELOPMENT**

An identification and explanation of the critical processes that drive changes in tropical agricultural systems, and an analysis of the implications for sustainable agricultural development. The impacts of globalization, trade liberalization and climate change are examined at the global level. At the national level, key issues examined relate to demographic change, land use patterns, and environmental degradation. At the local level, the focus is on how small farmers manage their limited resources and how communities cope with and adapt to the impacts of globalization and climate change. The course covers traditional theoretical approaches to contemporary research themes such as double exposure, alternative trade networks and indigenous technical knowledge. Examples are drawn from throughout the tropical world, but special emphasis is placed on the Caribbean in general and Jamaica in particular, using case studies of export agriculture and domestic food production.

#### **GEOG3132 TOURISM PLANNING AND DEVELOPMENT**

An introduction to various aspects of the tourism industry through theoretical and practical exploration of key issues related to development theory and planning, marketing and destination transformation. Particular emphasis is placed on the experiences of the Caribbean, and by extension the global south. Using case studies centred on themes including vulnerability, change, culture and development, the course provides insight into key features of spatial and temporal processes within the industry.

#### **GEOG3231 KARST AND COASTAL GEOMORPHOLOGY**

An in-depth examination of the key concepts in critical aspects of karst and coastal geomorphology. The first part of the course is an in-depth examination of karst geomorphic systems and landscapes. It examines the material properties of Caribbean carbonate rocks in relation to their interaction with the environment, and both lithological and environmental controls on limestone dissolution. Karst landform assemblages are further analyzed and interpreted within the Caribbean context. Applied karst geomorphology is explored through limestone terrain land management problems, and both natural and anthropogenic karst hazards. The second part of the course examines coastal geomorphology from a Caribbean perspective. It discusses the major energy sources for Caribbean coastal change and contemporary coastal processes, and provides an advanced analysis of natural and man-made coastal management problems.

#### **GEOG3232 CLIMATE CHANGE IN THE TROPICS**

A theoretical and practical basis for understanding present-day tropical environments and the causes of global environmental change, and for assessing the scale of human interference in natural environmental processes. While the causes and effects of climate change are global in scale, the course focuses on aspects directly relevant to the Caribbean region, including sea-level change, the influences of the El Niño Southern Oscillation (ENSO), and tropical cyclone activity.

#### **GEOG3331 GEOGRAPHY OF THE CARIBBEAN**

A synthesis of aspects of human and physical geography within the Caribbean region. The course presents an overview of the physical, socio-economic and epidemiological aspects of the Caribbean landscape. Using a combination of case studies from selected Caribbean islands, it is intended to provide advanced understanding of Caribbean societies in a geographical context, to facilitate an integrated approach to the analysis of Caribbean characteristics, problems, and prospects for future growth.

### **GGEO3332      DISASTER MANAGEMENT**

The course builds on basic concepts of geology, geomorphology, tectonics, oceanography and geophysics in relation to the study of natural hazards, with special reference to the Caribbean region. It examines hazards and risks related to volcanic and seismic activity, mass movement, hydro-meteorological phenomena, and coastal hazards. An important focus is on the mapping and analysis of hazards, vulnerability and risk. The course examines theory, hazards, vulnerability, response capability, risk assessment, disaster scenarios, disaster management, preparedness, prevention, emergency response, and simulation. It covers natural hazards and related anthropogenic effects. It deals with geotechnical and other approaches to natural hazard loss-reduction and management, as well as medical/health aspects of natural hazards and disasters. Case studies and examples of best-practice and failures in addressing disaster risk-reduction worldwide will be used to illustrate themes presented in the course.

### **GEOG3333      URBAN AND REGIONAL PLANNING**

The first half of the course examines some of the basic concepts and debates underlying the field of urban and regional planning. Students are introduced to the history and evolution of modern town planning, various planning theories and procedural models, land use management tools, and the complex and dynamic linkages that exist between planning processes and development. The second half of the course entails a case study based analysis of different planning issues affecting modern-day societies, such as waste insecurity and sanitation, financing low-income housing, urban safety and security, the global urban energy crisis, and vulnerability to climate change. Case studies are drawn from a range of low and middle income countries, but with a special emphasis on the Caribbean.

### **GGEO3334      TROPICAL LAND MANAGEMENT**

The use and management of the land resource in the semi-arid, the seasonal wet-dry, and the humid tropics. An examination of the nature of tropical weathering and soil formation. An explanation of why tropical soils are susceptible to the processes of soil and geomorphological degradation. A discussion of hazards associated with the human use of tropical soils, such as irrigation and salinization, soil erosion and slope failure, and desertification, as well as the consequences of deforestation for land use. An examination of methods of soil modelling and management of land use problems. An examination of the implications of changing global climates for agriculture and food security in the tropics, as well as the nature of aid and policy scenarios for the alleviation of tropical land degradation.

### **GEOG3430      GEOGRAPHY RESEARCH PROJECT**

Students are guided through an intensive research design and implementation process, culminating in a formal presentation of research findings and the submission of a substantive empirical dissertation. It requires the formulation of a research proposal, which involves identifying a research question, research design, organizing fieldwork, data collection, and data analysis. It culminates in a substantive academic presentation and dissertation based on research findings. The assessment involves examining both written technical skills and oral presentation skills. The project is undertaken under the guidance of a supervisor.



## MAJOR IN COMPUTER SCIENCE

The BA in Computer Science requires a minimum of 39 advance (levels II and III) credits of Computer Science and must include the following.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>COMP1126</b> <b>COMP1127</b> <b>COMP1161</b> <b>COMP1210</b> <b>COMP1220</b>  <b>AND</b>  <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b> <b>Foreign language</b>  <b>2 Free electives</b>	<b>COMP2140</b> <b>COMP2190</b> <b>COMP2201</b> <b>COMP2211</b> <b>COMP2171</b> <b>COMP2340</b>  <b>1 other Level II Computer Science course</b>  <b>AND</b>  <b>FOUN1201</b> <b>FOUN1301</b>  <b>1 Free electives</b>	<b>COMP3101</b> <b>COMP3220</b> <b>COMP3161</b> <b>COMP3901</b>   <b>2 other Level III Computer Science Courses</b>  <b>AND</b>    <b>4 Free electives</b>

**NB. Compulsory: THREE Humanities Non-Major Courses**

**\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.**

## COMPUTER SCIENCE COURSE LISTING

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS	PREREQUISITE (S)
1 & 2	COMP1126	Introduction to Computing I	3	<b>Any One of the following:</b> CAPE (or A-level) Science subject / ECON1003 / Teacher's College Diploma or Assoc. Degree in Mathematics or Science or Information Technology
1 & 2	COMP1127	Introduction to Computing II	3	<b>Any One of the following:</b> CAPE (or A-level) Science subject / ECON1003 / Teacher's College Diploma or Assoc. Degree in Mathematics or Science or Information Technology
1 & 2	COMP1161	Object-Oriented Programming	3	COMP1126 & COMP1127
1 & 2	COMP1210	Mathematics for Computing	3	CSEC Mathematics
1 & 2	COMP1220	Computing and Society	3	NONE
2	COMP2130	Systems Programming	3	COMP1126, COMP1127 and COMP1161
1	COMP2140	Software Engineering	3	COMP1126, COMP1127 & COMP1161
2	COMP2171	Object Oriented Design and Implementation	3	COMP2140
1	COMP2190	Net-Centric Computing	3	COMP1126, COMP1127, COMP1161, and (COMP1210 or MATH1152)
1	COMP2201	Discrete Mathematics for Computer Science	3	COMP1210 or MATH1152
2	COMP2211	Analysis of Algorithms	3	COMP1126, COMP1127, COMP1161 and COMP1210
2	COMP2340	Computer Systems Organization	3	COMP1126, COMP1127, COMP1161 and COMP1210

1	COMP3101	Operating Systems	3	COMP2340
2	COMP3161	Database Management Systems	3	COMP1210, COMP1126, COMP1127 and COMP1161
2	COMP3162	Data Science Principles	3	COMP2201 OR INFO2100 [AND] COMP2211 OR INFO2110
1	COMP3191	Principles of Computer Networking	3	COMP2190
2	COMP3192	Implementation Of Computer Networks	3	COMP3191
1	COMP3220	Principles of Artificial Intelligence	3	COMP2211 and COMP2201
2	COMP3410	Introduction to Parallel Computing	3	COMP2211 or COMP2201 and COMP2340
1 OR 2	COMP3652	Language Processors	3	COMP2211
2	COMP3702	Theory of Computation	3	COMP2201
2	COMP3801	Real-Time Embedded Systems	3	COMP2340 and COMP2140
2 & summer	COMP3901	Capstone Project	3	COMP2140, COMP2211, and Any 6 credits of Level 2 or 3 Computing code courses
1,2 & Summer	COMP3911	Internship in Computing I	3	Permission of the Head of Department
1,2 & Summer	COMP3912	Internship in Computing II	6	Permission of the Head of Department
2	INFO2100	Mathematics and Statistics for IT	3	COMP1210
1	INFO2110	Data Structures for IT	3	COMP1126, COMP1127 and COMP1161
1	INFO2180	Dynamic Web Development I	3	COMP1126, COMP1127 and COMP1161
1	INFO3105	Computer System Administration	3	COMP2340 and COMP2190
2	INFO3110	Information Systems	3	COMP2140 and COMP2190
2	INFO3155	Information Assurance and Security	3	COMP2190 and COMP2201 or INFO2180

1	INFO3170	User Interface Design for IT	3	COMP2190 or COMP2140 or INFO2180
2	INFO3180	Dynamic Web Development II	3	INFO2180
2	INFO3435	Ecommerce	3	COMP2140 and INFO2180
2	SWEN2165	Requirements Engineering	3	COMP2140 or SWEN1007
1	SWEN3130	Software Project Management	3	COMP2140
1	SWEN3145	Software Modeling	3	COMP2140 and COMP2171
2	SWEN3165	Software Testing	3	COMP2140 and COMP2171
2	SWEN3185	Formal Methods and Software Reliability	3	COMP2201
2 & summer	SWEN3920	Capstone Project (Software Engineering)	6	COMP2140, SWEN3130, SWEN3145, SWEN3165 and SWEN3185

## **COURSE DESCRIPTIONS**

### **LEVEL I**

#### **COMP1126 INTRODUCTION TO COMPUTING I**

1. History of programming languages. Brief survey of programming paradigms
2. Building Abstractions: Computational Processes
  - I. Primitive Operations, Special Forms for naming, conditional execution, Procedures as sequences of operations, Recursion and Iteration, Lexical scoping and Nested Procedures
  - II. Higher-order procedures: Customising Procedures with procedural arguments, Creating new functions at run-time
  - III. Compound Data: Pairs and Lists

#### **COMP1127 INTRODUCTION TO COMPUTING II**

1. Building Abstractions: Compound Data: Lists and Trees, Abstract Data Types
2. Controlling Interactions: Generic operations, Self-Describing Data, Message Passing, Streams and Infinite Data Structures, Object-oriented Programming

#### **COMP1161 INTRODUCTION TO OBJECT-ORIENTED PROGRAMMING**

Content: Objects and classes. Methods, message passing. Instance and class variables. Encapsulation and information-hiding. Imperative control structures, assignment/state, parameter passing models. Primitive types. Inheritance, polymorphism, class hierarchies. Object composition. Abstract and concrete classes, interfaces. Templates. Using APIs, class libraries. Modules/packages. Array and string processing. I/O processing. Concept of object references and aliases. Collection classes and Iterators. OO Testing. Debugging tools.

Graphics and GUI Programming. Web Concepts and Objects. Introduction to GUI programming. Event-driven programming. Exception handling. Use of simple graphical libraries, and simple animation programming. Simple HTML-embedded objects such as applets.

#### **COMP1210 MATHEMATICS FOR COMPUTING (Pre-requisite: CSEC Mathematics)**

Propositional logic, Logical connectives, Truth tables, Normal forms (conjunctive and disjunctive), Validity, Predicate logic, Universal and existential quantification, Modus ponens and modus tollens, Limitations of predicate logic, Functions (surjections, injections, inverses, composition), Relations (reflexivity, symmetry, transitivity, equivalence relations), Sets (Venn diagrams, complements, Cartesian products, power sets), Pigeonhole principle, Cardinality and countability, Finite probability space, probability measure, events, Conditional probability, independence, Trees, Undirected graphs, Directed graphs, Spanning trees/forests.

#### **COMP1220 COMPUTING AND SOCIETY**

History of computer hardware, software, networking. Regional computing history, Pioneers of computing. Contributions of region and of other developing countries. How hardware, software, and networks work at a conceptual level; use and high-level construction of computing artifacts, e.g. simple webpages, animations, robotics programs. Sub-disciplines within Computing: Computer Science, IT, IS, etc. The global computing industry and its impact on industry and society. The use of computing in enterprise, entrepreneurship, various disciplines and careers.

Social implications of computing and networked communication in general and on youth, e.g. cultural, self-image, possible effects of videogames. Understanding the social and cultural context of design. Understanding the potential of computing to transform society positively, globally or regionally, or to exacerbate inequalities or mask underdevelopment. Analysis of the government and business policies of developing and developed countries with successful computing industries. Accessibility issues in computing professions (e.g. class, culture, ethnicity, gender, disabled). Public policy issues (e.g. cybercrime, privacy, electronic voting) Growth and control of and access to the Internet. Environmental Issues and Computing, e.g. e-waste, green computing.

Professional Ethics in Computing: Making and evaluating ethical choices and arguments, identifying assumptions and values. The nature of professionalism (including care, attention and discipline, fiduciary responsibility, and mentoring). Keeping up-to-date as a professional (in terms

of knowledge, tools, skills, legal and professional framework as well as the ability to self-assess and computer fluency) Various forms of professional credentialing and the advantages and disadvantages. The role of the professional in public policy. Maintaining awareness of consequences of decisions. Introduction to ethics, ethical dissent and whistle-blowing. Codes of ethics, conduct, and practice (IEEE, ACM, SE, and so forth). Harassment and discrimination, "Acceptable use" policies for computing in the workplace. Healthy computing environment (ergonomics)

Risks of Computing Products: Historical examples of software risks (such as the Therac-25 case). Implications of software complexity on risk. The limits of computing.

## **LEVEL II**

### **COMP2130      SYSTEMS PROGRAMMING**

Introduction to computer systems and UNIX development tools. Assembly code

Memory layout, synthesis, and execution of a UNIX process. Foreign function calls, e.g., Java Native Interface (JNI).

### **COMP2140      SOFTWARE ENGINEERING**

Introduction to Software Engineering. Overview and relevance of Software Engineering. Professional and ethical responsibility. Process Models Sequential, iterative/incremental and rescue-based paradigms. Process activities. Project Management, scheduling and planning. Risk Analysis Identification, analysis and planning Software Requirements. Preparing software requirements document Requirement elicitation, analysis and management System models Object Oriented Software Design System modelling using UML CRC cards Verification and Validation Static and dynamic models Testing System and dynamic methods Test case design Software Evolution Software maintenance Evolution process.

### **COMP2171      OBJECT ORIENTED DESIGN AND IMPLEMENTATION**

The module is geared toward the development of a strong understanding of object oriented design concepts and principles, both from an industry practice standpoint and a research standpoint. The module begins with a thorough overview of the object model and the concepts of classes and objects. We then move on to a detailed study of the UML notation which is the standard for the modelling of object oriented designs. We examine some common architectural and design patterns and the rationale for their use. Students participate in a medium sized design project as a group exercise using various UML diagrams to express different views of the system design as required. Students will also have the opportunity to review research on special topics in Object Orientation and modelling.

### **COMP2190      NET-CENTRIC COMPUTING**

Background and history of networking and the Internet, Network architectures, Client/server and Peer to Peer paradigms The ISO 7-layer reference model in general - Network protocols Physical and Data Link layer concepts (framing, error control, flow control, protocols), Internetworking and routing (routing algorithms, internetworking, congestion control), Transport layer services (connection establishment, performance issues, flow and error control).

Overview of Distributed Computing, Overview of Mobile and wireless computing, Fundamentals of cryptography, Authentication protocols, Public-key algorithms, Types of attack e.g. denial of service, flooding, sniffing and traffic redirection. Basic network defense tools and strategies - Intrusion Detection, Firewalls, Detection of malware, Kerberos, IPSec, Virtual Private Networks, Network Address Translation. Web technologies - Basic server-side programs (php, MySQL), Basic client-side scripts (XHTML, XML, JavaScript, CSS). Nature of the client-server relationship, Web protocols with particular emphasis on HTTP, Support tools for web site creation and web management.

### **COMP2201      DISCRETE MATHEMATICS FOR COMPUTER SCIENCE**

Asymptotic Analysis, Limits, Orders of Growth. Counting: Permutations Combinations Inclusion-exclusion principle. Elementary Probability Theory: Counting in event space, Probability Tree, Bernoulli distribution, Geometric distribution, Binomial distribution, Poisson distribution.

Elementary Number Theory: Modular Arithmetic, Chinese Remainder Theorem, Groups formed from  $\mathbb{Z}$  modulo a prime. Generating Functions and their Applications: Convergence Properties, Convolution, Applications to: signal processing, image compression, solving linear recurrences,

probability theory, error detection and correction. Graph Theory: Trees, Planarity, Spanning Trees, Eulerian and Hamiltonian Cycles, Colouring, Matching.

### **COMP2211 ANALYSIS OF ALGORITHMS**

Recursive Data structures (list and trees) and recursive as a problem solving tool, heaps as implementations for priority queues, binary search trees, Red-Black trees, Elementary Number Theory (Modular Arithmetic, Chinese Remainder Theorem, and Groups formed from  $\mathbb{Z}$  modulo a prime), NP completeness.

### **COMP2340 COMPUTER SYSTEMS ORGANISATION**

Electronic Bits: Transistors; Logic Gates as combination of transistors: Universal Gates  
Basic Components: Adders and ALUs; Flip-flops; Registers and Register Files; Memory (ROM, SRAM and DRAM); Counters  
Achieving Computation: Separating Datapath and Controller; Controlling the feedback: Status bits; the Controller as hardware  
Processor Architecture: Single cycle instruction architecture;  
Microcoded instructions architecture  
Flavours of Parallelism (Briefly): Pipelining; Super-scalar architecture; Very Long Instruction Word architecture; Vector processors; MIMD architecture  
Data Representation: + Simple Data: Fixed Point Representation; Floating Point Representation; Characters and Pointer; + Compound Data: Arrays; Strings; Records and Objects  
Exceptions: Interrupts; Traps; Faults  
Caching: Direct Mapped Caches; Set-associative caches; multi-level caches  
Virtual Memory: Page Tables; Address Translation; Multi-level page tables  
Multi-tasking: Threads and Processes; Context Switching; Concurrent access to shared memory; Thrashing  
Peripherals: Video Displays; Disk I/O; Serial Devices; Network Devices and Protocols

### **LEVEL III**

### **COMP3101 OPERATING SYSTEMS**

Overview of Operating Systems: Role and purpose of the operating system; History of operating system development; Functionality of a typical operating system; Mechanisms to support client-server models, hand-held devices; Design issues (efficiency, robustness, flexibility, portability, security, compatibility); Influences of security, networking, multimedia, windows.  
Operating System Principles; OS/Concurrency; Scheduling and Dispatch  
Memory Management: Review of physical memory and memory management hardware; Paging and virtual memory; Multilevel paging; Working sets and thrashing; Caching.  
Security and Protection: Overview of system security; Policy/mechanism separation; Security methods and devices; Protection, access control, and authentication.  
File Systems; Device Management; System Performance Evaluation; Scripting.  
Trends in Operating Systems: Overview of contemporary operating systems, mobile operating systems, Future trends in operating systems

### **COMP3161 DATABASE MANAGEMENT SYSTEMS**

Introduction to database concepts: Goals of Database Management Systems-Logical and physical organizations, Schema and subschema, trade-offs between utilization of data, Control of data.  
Database Design - Overview of the design process, Database design and the Entity-Relationship model, ER diagrams, Constraints, Reduction to relational schema.  
Data Normalization - Features of a good relational design, Functional Dependency Theory, Decomposition using functional dependencies, Normal Forms: First; Second; Third; Boyce, Codd Normal Form (BCNF); Fourth Normal Form  
Description/Manipulation Languages: Relational algebra, Relational calculus, Structured Query Languages – SQL, Query Optimization.  
Application Design and Development, User Interface and Tools, Web Interface to a database, Authorization in SQL, Application Security  
Current trends - Distributed systems, Object-oriented systems, Knowledge-based systems.

### **COMP3162 DATA SCIENCE PRINCIPLES**

Mathematical background (sets, basic statistics: description, prediction, inference)

Motivation and Introductory concepts: What are data?

Data Quality Criteria: Validity (type, range, cross-field, other constraints), Accuracy, Completeness, Consistency, Uniformity

The Data Science Process

Applying the Data Science Process using a high level programming language:

- Data Wrangling: extractions, parsing, joining, standardizing, augmenting, cleansing, consolidating and filtering
- Data Cleaning (ETL): Data Auditing: Analysis (mean, standard deviation, range), Eliminating Duplicates, Translation and Normalization – Data Smoothing Techniques

Describing data: Exploratory Data Analysis (EDA) + Data Visualization: Summaries, aggregation, smoothing, distributions

- Accessing data via different interfaces
- Building structure from a variety of data forms to enable analysis
- Modeling: Linear and Stochastic (understand notions of uncertainty, simulations, random number generator, etc.)
- Simulation w/wo data: probabilistic and/or resampling based Algorithms
- Data Science application areas and case studies.

### **COMP3191 PRINCIPLES OF COMPUTER NETWORKING**

Architectural principles. Application layer. Transport layer. Network Layer. Physical and link layers. Multimedia networking.

### **COMP3192 IMPLEMENTATION OF COMPUTER NETWORKS**

Direct Link Networks. Packet and Cell Switching. Internetworking. End-to-End Protocols. End-to-End Data. Congestion Control. High Speed Networking. Voice Over IP. Routing protocols.

### **COMP3220 PRINCIPLES OF TO ARTIFICIAL INTELLIGENCE**

Introduction to AI: Overview and History of AI and Philosophical Issues in AI.

Intelligent Agents: Performance measures, Environment, Actuators and Sensors (PEAS); Environment types; Agent types.

Search: Uninformed Search Algorithms; Heuristic Search Algorithms; Iterative Improvement Algorithms; Game Playing.

Knowledge Representation and Reasoning: Logic; Production Rules; Differencing Mechanisms; Expert Systems.

Current topics in AI: Machine Learning; Neural Networks; Reasoning Under Uncertainty; Natural Language Processing; Speech Recognition; Robotics; Fuzzy Logic; Virtual Reality.

### **COMP3410 INTRODUCTION TO PARALLEL COMPUTING**

Basic Techniques (Parallel Computers), Parallel Hardware & Parallel Software, Message-Passing Computing,

Partitioning & Divide-and-Conquer Strategies, Sorting Algorithms and Numerical Algorithms

### **COMP3652 LANGUAGE PROCESSORS**

Syntactic Processing. Semantic Representation and Processing. Features of Programming Languages.

### **COMP3702**

Computability, Regular languages (DFA, NFA, Regular Expressions), Context Free languages (CFGs, PDAs), Turing-recognisable languages (Turing Machines), Church-Turing thesis (Lambda Calculus), Turing reducibility and Mapping reducibility, Undecidability. Complexity Theory, Distinction between time and space complexity, Definitions of complexity classes: L, P, NP, PSPACE, EXPTIME, Effect of Nondeterminism on Space and Time complexity Polynomial time mapping reducibility, Hardness and completeness relative to various complexity classes (e.g. NP-hardness, NP-completeness), Example NP-complete problems.



### **COMP3801**

Sensors, Actuators and Electrical components, Analogue to Digital conversion, Sensor Modules, Formatting Sensor Input, Actuator Selection, Embedded hardware components, Hardware components for signal processing, State, Control and Feedback, State diagrams and Petri Nets, Control and Feedback, Controllers. Embedded Design, Hardware/Software Co-design, Fault Tolerance. Real Time Operating Systems, Real Time Operating Systems, RTOS Example, e.g., VxWorks. Robotics and multi-platform Programming, Introduction to Robotics. Introduction to Mobile Programming with J2ME, Developing and deploying mobile applications, Load Balancing in Embedded Systems.

### **COMP3901 CAPSTONE PROJECT**

Groups of maximally four students will identify a problem faced by an organization or individual, and engage in software engineering exercises with a view of developing an information system to solve the problem. In particular, they will interact with relevant person(s) to develop a problem definition document. In addition they will design and implement a computer-based solution to the problem. Throughout students will be supervised by a staff member, who will meet with each group of students at least once a week. Groups are expected to hand in a fully implementable information system plus supporting documentation. Describe what compilers are and why they are central in Computer Science. Identify and describe the different phases in a compilation.

### **COMP3911 INTERNSHIP IN COMPUTING I**

The exact nature of the internship depends upon the interests of the student and the specific needs of the cooperating organisation. It is assumed and expected that the intern will be involved in some area of computing and thereby gain valuable experience in his/her selected field of study. Internships contribute to the education of the whole person by emphasizing the importance of work and by providing opportunities for self-reflection. The internship should be chosen to build on the student's own interests and to relate what he/she has learned in school to its application in the workplace. In addition, the internship should help the student evaluate him/herself as a worker and as a potential employee in a particular professional field. Through the internship, the student will enhance his/her feelings of self-worth and confidence in performing in the workplace. While on the job, the student should not only apply lessons learned in school to his/her particular job tasks, but he/she should also explore vocational possibilities and seek to discover what kinds of work he/she enjoys. In addition, the student will be able to build on his/her résumé and professional portfolio. Internship experiences should also offer the student access to potential mentors in his/her professional field.

### **COMP3912 INTERNSHIP IN COMPUTING II**

The exact nature of the internship depends upon the interests of the student and the specific needs of the cooperating organisation. It is assumed and expected that the intern will be involved in some area of computing and thereby gain valuable experience in his/her selected field of study. Internships contribute to the education of the whole person by emphasizing the importance of work and by providing opportunities for self-reflection. The internship should be chosen to build on the student's own interests and to relate what he/she has learned in school to its application in the workplace. In addition, the internship should help the student evaluate him/herself as a worker and as a potential employee in a particular professional field. Through the internship, the student will enhance his/her feelings of self-worth and confidence in performing in the workplace. While on the job, the student should not only apply lessons learned in school to his/her particular job tasks, but he/she should also explore vocational possibilities and seek to discover what kinds of work he/she enjoys. In addition, the student will be able to build on his/her résumé and professional portfolio. Internship experiences should also offer the student access to potential mentors in his/her professional field.

### **INFO2100 MATHEMATICS AND STATISTICS FOR IT**

Describe the difference between stochastic and deterministic analysis. Explain the purpose and nature of statistical sampling. Distinguish between the concepts of mean, median and mode, and discuss the drawbacks of each as a descriptive statistic. Calculate the mean, median and mode of a given sample of data. Calculate the standard deviation of a given sample of data. Explain, with examples, the role of probability and statistics in IT. Perform a statistical analysis of a system's performance. Analyze a statistical analysis of a system's performance and recommend ways to improve performance. Randomness, finite probability space, probability measure, events. Conditional probability, independence, Bayes' theorem Integer random variables, expectation Formulation of hypotheses: null and alternate hypothesis. Parametric and non-

parametric tests and their applicability. Criteria for acceptance of hypotheses, significance levels, t-test, z-test, Chi-square test, and their applicability Correlation coefficients. Linear and nonlinear regression models. Stochastic versus deterministic analysis. Purpose and nature of sampling, its uses and applications. Mean, median, mode, variance, standard deviation.

#### **INFO2110 DATA STRUCTURES FOR IT**

Primitive types. Arrays. Records. Strings and string processing. Data representation in memory. Pointers and references. Linked structures. Knowledge of hashing function. Use of stacks, queues. Use of graphs and trees. Strategies for choosing the right data structure.

#### **INFO2180 DYNAMIC WEB DEVELOPMENT I**

Networking concepts, Internet protocols - TCP/IP. DNS, MIME types. XHTML, dynamic XHTML, CSS, DOM. XML, XSLT. Overview of website design principles: requirements, concept design, implementation, testing. Overview of website UI design: low-fidelity prototyping, layout, use of colour, fonts, controls. Server-side frameworks and languages, client-side languages. Basic session tracking. Introduction to three-tier architecture. Fundamental web frameworks and design patterns for the web. Overview of web server architecture and web services standards. Web database connectivity. Overview of principles, design and frameworks for e-commerce. Overview of network security issues, ethical and social issues. Introduction to multimedia for the web. Introduction to mobile and wireless web platforms.

#### **INFO3105 COMPUTER SYSTEM ADMINISTRATION**

**Operating systems,** Overview, Operating system principles, Concurrency, Scheduling and dispatch, Memory management, Device management, Security and protection, File systems, Real-time and embedded systems, Fault tolerance Scripting, Virtualisation, Installation, configuration and maintenance of OS and Applications, Installation and Configuration, Maintenance (upgrades, patches, etc.), Server services (print, file, DHCP, DNS, FTP, HTTP, mail, SNMP, telnet) Application Management (database, web, network services, etc.), Deployment of a system image using imaging software, Support and Licensing issues. Administration Activities, Content management, Content deployment (file system planning and Structure), Server administration and management, User and group management, Backup management, Security management, Disaster recovery, Resource management, Automation management (automatic job scheduling), Use of site management logs, System support. Administrative domains, Web, Network, OS, Support, Database. Power management, Power requirements for individual systems, Heat and power budgets, Power load monitoring and management.

#### **INFO3110 INFORMATION SYSTEMS**

Characteristics of an Organization, Business Functions, Management Hierarchy, Business Processes. Information systems, Types of Applications, Enterprise Systems, Supply Chain Management Systems, Customer Relationship Management Systems, Knowledge Management Systems. Information Systems and Business Strategy, Corporate Strategy, Information Systems Strategy, Strategic Information Systems. Information Technology Infrastructure Computer Hardware, System Software, Data Management, Telecommunication Networks. IT for business intelligence gathering, Data mining, Artificial Intelligence, Environment Scanning. Internet and Other IT Innovations, E-Commerce, E-Business, Collaborative Commerce. Managing Information Systems, Information Systems Security and Control, Disaster Planning and Recovery.

#### **INFO3155 INFORMATION ASSURANCE AND SECURITY**

The reality for the growing need of security in our day to day tasks. Confidentiality, integrity and availability: the pillars of security. The ethical issues facing the security professional. Physical access to information resources: secure sites, security policies, backups, disaster recovery. The human factor: social engineering. Malware: viruses, worms, Trojan horses, mailers etc. Penetration testing: threat discovery, assessment and system hardening. Confidentiality, integrity and non-repudiation: the use of cryptography in security (hash functions, message digests, public/private key cryptography).

#### **INFO3170 USER INTERFACE DESIGN FOR IT**

**Overview of HCI:** The role of user interfaces in computer applications. History of human-computer interaction (HCI) and user interface (UI) systems. Human Factors: perception, movement, and cognition. Ergonomics. Contextual issues in HCI: culture, communication, and organizations. HCI models. UI paradigms: command, graphical user interface (GUI), etc. UI Guidelines. **UI Environments:** Overview of graphics systems, display devices, input devices. GUI system

architecture, event-driven interaction model. UI toolkits. Collaborative Systems. Embedded Systems. **UI Development Methods:** UI development cycle: investigation, design, prototyping, evaluation, implementation. Developing UI requirements: inquiry methods, developing task and workflow models. Information collection and analysis methods. Prototyping: storyboarding, implementation. Evaluation methods: heuristic, observational, empirical.

### **INFO3180 DYNAMIC WEB DEVELOPMENT II**

DOM. XML, XSLT, AJAX. Web application design principles: requirements, concept design, implementation, testing. Web application UI design: low-fidelity prototyping, layout, use of colour, fonts, controls. Further server-side frameworks and languages, client-side languages. Session tracking. n-tier architecture for the web. Service-oriented architectures. Web frameworks and design patterns for the web. Web server architecture and web services standards. Principles, design and frameworks for e-commerce. Web security issues: cross-site scripting, SQL injection, phishing. Web network security issues, ethical and social issues. Multimedia for the web. Mobile and wireless web platforms.

### **INFO3435 ECOMMERCE**

eCommerce business models and concepts. The Internet and World Wide Web: e-Commerce Infrastructure. Building eCommerce web site. eCommerce website evaluation and usability testing. Personalization & customization. Online security and payment systems. eCommerce marketing concepts. eCommerce marketing communications. Ethical, social, and political issues in eCommerce. Online retailing and services. Online Course Content and media. Social networks, auctions, and portals. B2B eCommerce: supply chain management and collaborative commerce.

### **SWEN2165 REQUIREMENTS ENGINEERING \***

#### **(Only offered to Software Engineering: Mobile App Students)**

Interacting with stakeholders: dealing with uncertainty and ambiguity, negotiation, requirements attributes (complete, traceable, unambiguous, atomic), cognitive problem complexity elicitation tools and techniques under various development approaches (plan-driven, incremental, reuse, prototyping, and viewpoints).

Requirements evolution: prioritization, trade-off analysis, risk analysis, and impact analysis, evaluating cost-effective solutions, benefits realization, trade-off analysis, cost analysis, return on investment (ROI), change management, scope creep. Analyzing requirements: safety, security, usability, performance, validating product quality, requirements interaction, functions, features, formal analysis.

Requirements documentation: types, audience, structure, quality, contemporary standards and best practices, software requirements specification techniques (decision tables, user stories, UML, Volere, behavioral specifications, goal-driven).

Security in requirements analysis and specification. Requirements engineering tools.

### **SWEN3130 SOFTWARE PROJECT MANAGEMENT**

The role of risk in the software life cycle: Risk categories including security, safety, market, financial, technology, people, quality, structure and process. Risk identification. Risk tolerance e.g., risk-adverse, risk-neutral, risk-seeking). Risk planning. Risk removal, reduction and control. Working in teams: Professional ethics. Participation. Processes including responsibilities for tasks, meeting structure, and work schedule in a software team. Team conflict resolution. Virtual teams (communication, perception, structure). Effort Estimation (at the personal level). Team management including organisation, decision-making, role identification and assignment, individual and team performance assessment. Project management: Scheduling and tracking Project management tools, Cost/benefit analysis, Software measurement and estimation techniques, Configuration management and version control, Principles of risk management.

Requirements specification document development: Precisely expressing requirements. Information modelling: Entity-relationship modelling. Class diagrams. Behavioural modelling: Structured analysis. State diagrams. Use case analysis. Interaction diagrams. Failure modes and effects analysis. Structure modelling: Architectural. Domain modelling: Domain engineering approaches Functional modelling: Component diagrams

**SWEN3165 SOFTWARE TESTING**

Managing the testing process. Testing principles and techniques: unit, integration, systems, acceptance. Testing types: state based, regression, configuration, compatibility, alpha, beta, and acceptance. Test driven development: Test plan development. Reporting, tracking, and analysis of problems encountered during development.

**SWEN3185 FORMAL METHODS AND SOFTWARE RELIABILITY**

Role of formal specification and analysis techniques in the software development cycle. Software reliability engineering concepts and practices. Software reliability models. Introduction to mathematical models and specification languages (Alloy, Z, VDM). Pre and post conditions, invariants. Formal approaches to software modeling and analysis a. Model checkers b. Model finders. Tools in support of formal methods.

**SWEN3920 CAPSTONE PROJECT (SOFTWARE ENGINEERING)**

This course is the required group project course for all students majoring in software engineering. It is intended to be a capstone course that will bring together many of the topics that were covered in the rest of the curriculum. For this reason, students will be expected to take this course in their final year, for a period of six months beginning in semester two and ending in semester three. The project must encompass all matters relating to the software engineering process: requirements, design, coding, working in teams and project management.

**MAJOR IN MATHEMATICS**

The major in mathematics requires 48 Math credits [twelve (12) credits at Level I and thirty six (36) advanced credits over levels II and III as follows:

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>MATH1141</b> <b>MATH1142</b> <b>MATH1151</b> <b>MATH1152</b>  <b>AND</b>  <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b> <b>Foreign language</b>  <b>3 Free electives</b>	<b>MATH2401</b> <b>MATH2403</b> <b>MATH2404</b> <b>MATH2410</b> <b>MATH2411</b> <b>MATH2420</b>  <b>AND</b>  <b>FOUN1201</b> <b>FOUN1301</b>  <b>2 Free electives</b>	<b>MATH3155</b> <b>MATH3402</b> <b>MATH3412</b>  <b>THREE courses from the following:</b>  <b>MATH3401</b> <b>MATH3403</b> <b>MATH3404</b> <b>MATH3411</b> <b>MATH3414</b> <b>MATH3421</b> <b>MATH3422</b> <b>MATH3423</b> <b>MATH3424</b> <b>STAT3001</b> <b>STAT3002</b>  <b>AND</b>  <b>4 Free electives</b>

**Compulsory: THREE Humanities Non-Major Courses**

\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.

## MINOR IN MATHEMATICS

A minor in Mathematics requires passes in MATH1141, MATH1142, MATH1151, MATH1152 (or M10A/MATH1140 and M10B/MATH1150) at Level I, plus eighteen (18) advanced credits as indicated below:

LEVEL ONE	LEVEL TWO	LEVEL THREE
MATH1141 MATH1142 MATH1151 MATH1152	MATH2401 MATH2410	MATH3400 MATH3412
	Plus any TWO level II/III courses from the Math Elective List	

## COURSE LISTING

SEMESTER	COURSE CODE	COURSE TITLE	CREDIT	PREREQUISITE (S)
1 & 2	MATH1141	Introductory Linear Algebra and Analytic Geometry	3	CAPE or GCE A-Level Mathematics, or M08B/MATH0100 and M08C/MATH0110 or equivalent.
1	MATH1142	Calculus I	3	CAPE or GCE A-Level Mathematics, or M08B/MATH0100 and M08C/MATH0110 or equivalent.
2	MATH1151	Calculus II	3	MATH1142
2	MATH1152	Introduction to Formal Mathematics	3	CAPE or GCE A-Level Mathematics, or M08B/MATH0100 and M08C/MATH0110 or equivalent.
1	MATH2401	Elements of Mathematical Analysis	3	MATH1141, MATH1142, MATH1151 and MATH1152 or M10A, M10B
2	MATH2403	Multivariable Calculus	3	MATH1141, MATH1142 and MATH1151 or MATH1185 or M10A and M10B
1	MATH2404	Introduction to Probability Theory	3	MATH1141, MATH1142, MATH1151 & MATH1152 or M10A & M10B
1	MATH2410	A First course in Linear Algebra	3	(MATH1141 & MATH1152) or (M10A & M10B)
2	MATH2411	Introduction to Abstract Algebra	3	(MATH1141 & MATH1152) or (M10A & M10B)
2	MATH2420	Ordinary Differential Equations	3	(MATH1141, MATH1142, MATH1151 & MATH1152) or (M10A & M10B)
1	MATH3155	Complex Variables	3	MATH2401
1	MATH3401	Introduction to the Theory of Integration	3	MATH2401
2	MATH3402	A Course on Metric Spaces and Topology	3	MATH2401
2	MATH3403	Some Topics in Functional Analyses	3	MATH2401
2	MATH3404	Introduction to Differential Geometry with Computer Software	3	MATH2410, MATH2403
2	MATH3411	Advanced Abstract Algebra	3	MATH2411
1	MATH3412	Advance Linear Algebra	3	A First Course in Linear Algebra (MATH2410)
1	MATH3414	Selected Topics in Operations Research	3	MATH2140
1	MATH3421	Partial Differential Equations	3	MATH2420

1	MATH3422	Mathematical Modelling	3	Elements of Mathematical Analysis (MATH2401) A First Course in Linear Algebra (MATH2410) Ordinary Differential Equations (MATH2420)
2	MATH3423	Research Project in Mathematics	3	MATH 2401, MATH2420, Courses prescribed by the supervisor with the nature of the project.
2	MATH3424	Numerical Methods	3	Elements of Mathematical Analysis (MATH2401)
1	STAT3001	Regression Analysis	3	STAT2001 and MATH2410
2	STAT3002	Time Series	3	MATH2404, STAT2001

## **COURSE DESCRIPTIONS**

### **LEVEL I**

#### **MATH1141 INTRODUCTORY LINEAR ALGEBRA AND ANALYTIC GEOMETRY**

Function: Definition, inverse function, graphs of some elementary functions and elementary transformations of the graphs. Systems of linear equation: solutions of systems of linear equations, the Gauss-Jordan elimination algorithm; inconsistent and over determined systems; homogeneous systems of equations; row and column vectors. Matrices: elementary matrix operations, determinant, Cramer's rule and linear systems of equations. Vector geometry: Vectors in 2 and 3 dimensions; vector equations of lines and planes; dot products, cross products.

#### **MATH1142 CALCULUS I**

Limits and Continuity: limit of function, continuity and properties of continuous functions. Differentiability and Application of Derivatives: derivatives of functions, product, quotient and chain rule, application of derivatives, L'Hospital's rule, Taylor's formula and Taylor polynomials; maxima, minima and inflection points; detailed investigation of a function and construction of its graph. Integration: the definite integral as a Riemann sum and properties of the definite integral; fundamental theorem of calculus, the indefinite integral; methods of integration; applications of integration: areas and volumes.

#### **MATH1151 CALCULUS II**

More methods of integration: integration of expressions containing radicals, integration of expressions containing trigonometric functions and trigonometric substitution; application of integration in solving first order differential equations. Partial differentiation: functions of several variables, gradient vector, directional derivatives, and the tangent plane, variation of parameters; polar, cylindrical and spherical coordinate; constrained and unconstrained optimization, including Lagrange multipliers; Multiple integrals: double integrals, heuristics and reversing the order of integration; line, surface and volume integrals;

#### **MATH1152 INTRODUCTION TO FORMAL MATHEMATICS**

Formal Symbolic Logic: statement, negation, truth tables, case-by-case analysis, proof by contradiction. Sets, Relations and Equivalence Relations: basic set theory, relations and their properties, equivalence relations, equivalence classes. Binary operations: operations as mappings, associativity and commutativity, identity elements and inverses. Natural numbers: the axioms, addition, multiplications of natural numbers, elementary proofs, the Principle of Mathematical Induction. The integers: the axioms, elementary proofs, divisibility, the unique prime factorization of an integer, remainder classes. The Real numbers: the axioms of addition and multiplications, the distributive law, the axioms of order and completeness.

### **LEVEL II**

#### **MATH2401 ELEMENTS OF MATHEMATICAL ANALYSIS**

Sequences: the least upper and the greatest lower bounds; the completeness axiom; sequences and limits; bounded, monotone and Cauchy sequences; convergence theorem; subsequence; the Bolzano-Weierstrass theorem;  $\limsup$ ;  $\liminf$ .

Limits and continuity: the limits of functions; left and right limits; properties;  $\lim \sin x/x$  and  $\lim (1+x)^x$ ; continuity, different types of discontinuity; properties of continuous functions on close interval; intermediate and extreme values; uniform continuity.

Differentiability: derivatives; the mean-value theorem; inverse function.

Infinite series: convergence of infinite series; the divergence test; positive series tests (comparison, limit comparison, ratio, root); absolute convergence; alternating series; Cauchy criterion for convergence.



Sequence and series of functions: the pointwise convergence of a sequence of functions; uniform convergence of sequences of functions; convergence of power series; Abel's and Weierstrass's tests; functions defined by power series; Taylor series.

#### **MATH2403      MULTIVARIABLE CALCULUS**

Parametric and polar curves: parametric equations, polar coordinates, conic sections.

Vectors and vector valued functions: vectors in 2D and 3D; dot and cross products; lines and curves in space; calculus of vector valued functions; motion in space; lengths of curves; curvature and normal vectors.

Functions of several variables: planes and surfaces; graphs and level curves; review; limits, continuity and partial derivatives; directional derivatives and gradient; tangent planes, maxima/minima.

Multiple integration: review; double and triple integrals, polar, cylindrical and spherical coordinates.

Vector calculus: vector fields; line integrals; Green's theorem; surface integrals; Stokes' theorem; divergence theorem.

#### **MATH2404      INTRODUCTION TO PROBABILITY THEORY**

Review of basic notions of probability; notions of random phenomena, event, outcome, working definition of probability; combinatorial techniques, permutations and combinations; probability of intersection and union of events; mutually exclusive and exhaustive events; complementary events; conditional probability; independence; the total probability rule; Bayes' theorem.

Discrete random variables: probability density function; cumulative distribution function; binomial, uniform, geometric, Poisson distributions; multidimensional random variables; joint density, marginal density, independence; expectation, moments, variance and standard deviation; covariance and correlation coefficient uncorrelated random variables.

Continuous random variables: probability density function; probability distribution function; uniform, normal, exponential and gamma distributions; expectation, moments, variance and standard deviation; moment generating function.

Asymptotic theory: Chebyshev's inequality; Weak law of large numbers; central limit theorem; normal and Poisson approximations.

#### **MATH2410      A FIRST COURSE IN LINEAR ALGEBRA**

Properties of matrices and determinants: review matrices and systems of linear equations; row equivalence; the sigma-notation definition; proof of familiar results.

Vector spaces: definition; independence; basis and dimension.

Linear transformations: definition; Kernel and image; invertible operators.

Inner products: definition; Cauchy-Schwarz; orthogonality; projections; Gram-Schmidt.

Eigenspaces: characteristic polynomials; Cayley-Hamilton; eigenvalues and eigenvectors; diagonalization of matrices.

#### **MATH2411      INTRODUCTION OF ABSTRACT ALGEBRA**

Permutations: order, parity, transpositions.

Groups: definition and examples; Lagrange theorem; homomorphisms; quotient groups.

Rings: definition and examples.

Fields: definition and examples; polynomials of fields.

## **MATH2420      ORDINARY DIFFERENTIAL EQUATIONS**

Classification of differential equations: ordinary and partial differential equations; systems of differential equations; order of differential equations; linear and nonlinear equations; solution of a differential equation.

First order differential equations. Higher order differential equations. Power series solutions. Legendre polynomials and Bessel functions.

### **LEVEL III**

## **MATH3155      COMPLEX VARIABLES**

Review of complex numbers: algebraic and geometric representation of complex numbers; Euler's formula; rational powers and roots of complex numbers; regions in the complex plane.

Analytic functions: limits, continuity and differentiability; Cauchy-Riemann equations; analytic and harmonic functions.

Elementary functions: the complex exponential function; trigonometric and hyperbolic functions and inverses; the complex logarithm – definition, properties, branches and branch cuts; complex powers.

Integrals: the contour integral – definition, properties, application; bounds on integrals; antiderivatives; the Cauchy-Goursat theorem and the principle of deformation of path; Cauchy's integral formula; Cauchy's inequality and the maximum modulus principle.

Series: convergence of sequences and series; power series – absolute and uniform convergence; integration and differentiation; Taylor and Laurent series.

Residues and poles: isolated singular points; residues and the residue theorem; classifying isolated singular points; residues at poles; evaluation of improper real integrals by contour integration around poles.

## **MATH3401      INTRODUCTION TO THE THEORY OF INTEGRATION**

Reimann integral: definition and existence of the definite integral; Darboux sums; upper and lower sums; mean value theorems; Reimann integral as a function of the upper limit; the Dirichlet function.

Measuring sets on a line: open and closed sets; intuitive meaning of Lebesgue measure; sets of measure zero; compact sets; Heine-Borel theorem.

Lebesgue integral: step functions on an interval; the integral of the step function; properties; upper functions on the interval; Lebesgue integrable functions on the interval; properties; Lebesgue integral on a set of measure zero; connection with Reimann integration; integral of the Dirichlet function.

Monotone and dominated convergence theorems: monotone convergence theorem for step functions, for upper functions and for Lebesgue integrable functions on the interval; Lebesgue's theorem; consequences of Lebesgue's theorem.

## **MATH3402      A COURSE ON METRIC SPACES AND TOPOLOGY**

Metrics: definition and examples; open neighbourhoods; continuity via neighbourhoods; neighbourhoods and convergence in metric spaces; limits; Cauchy sequences; completeness. Topology: definition of a topology; metric topologies; examples; continuous functions and closed sets; homeomorphisms; topological and non-topological properties; subspaces, product and Hausdorff spaces.

Compactness: definition using open sets, examples; the compact subsets of the real line; continuous images of compact sets; quotient spaces; continuous real valued functions on a

compact space; the product of two compact spaces; the compact subsets of Euclidean space; sequential compactness.

Connectedness: definition using open sets and integer valued functions; examples; components; path-connectedness.

### **MATH3403 SOME TOPICS IN FUNCTIONAL ANALYSIS**

Normal vector spaces: metric spaces; definition and examples of normal vector spaces; Holder and Minkovskii inequalities; completeness; Banach space; finite dimensional vector spaces;  $C[a,b]$ ,  $L_p$ ,  $l_p$  spaces.

Hilbert spaces: definition of inner product; properties; Hilbert space; connection to Banach and metric spaces; examples, orthogonality; Cauchy-Schwartz inequality; parallelogram rule; theorem of Pythagoras; Bessels inequality.

Linear functional: definition of linear functional; properties; theorem of Hahn-Banach (real version); examples.

Linear operators: linear operators; examples; continuous and bounded operators; norm of operator; space of operators.

### **MATH3404 INTRODUCTION TO DIFFERENTIAL GEOMETRY WITH COMPUTER SOFTWARE**

Introduction: curves and arc-length; parameterization of curves; closed curves; level curves; curvature; plane curves; space curves.

Global properties of curves: simple closed curves; the isoperimetric inequality; the four vertex theorem.

Surfaces in three dimensions: smooth surfaces; smooth maps; tangent; normals, orientability; examples of surfaces – level surfaces, quadratic forms, surfaces of revolution, compact surfaces, triply orthogonal systems; the inverse function theorem and its applications.

The first and second fundamental forms: length of curves on surfaces; isometries of surfaces; conformal mapping of surfaces; equiareal maps and a theorem of Archimedes; the second functional form; the Gauss and Weingarten maps; curvature of curves on surfaces; normal and geodesic curvature; parallel transport; covariant derivatives.

Lab component: representation of surfaces and computation of curvature, torsion, geodesics, etc., with computer software.

### **MATH3411 ADVANCED ABSTRACT ALGEBRA**

Rings: definition of a ring; classification of rings; elementary facts about rings; homomorphisms between rings; ideals and quotient rings; maximal ideals.

Special types of rings: integral domains; elementary facts about integral domains; Euclidean rings; primes in a Euclidean domain; the g.c.d. in a Euclidean domain; the Euclidean algorithm; the rings  $R[x]$  and  $C[x]$ .

Field theory: definition and examples of fields; extension fields; the degree of an extension; roots of polynomials; finite fields.

### **MATH3412 ADVANCED LINEAR ALGEBRA**

Vector spaces: vector spaces over an arbitrary field; subspaces of vector spaces; span and independence; bases and finite dimensional vector spaces; bases and infinite dimensional vector spaces; coordinate vectors.

Linear transformation: short introduction to linear transformations; range and kernel; correspondence and isomorphism theorems; matrix representation, algebra of  $L(V,W)$  and  $M_{mn}(F)$ ; invertible transformations and matrices.

Theory of linear operators: invariant subspaces; cyclic operators; maximal vectors; indecomposable linear operators; canonical form; operators on real and complex vector spaces.

Inner product spaces: inner product; geometry in inner product spaces; orthonormal sets and the Gram-Schmidt process; orthogonal complements and projections; dual spaces; adjoints.

Linear operators on inner product spaces: self-adjoint and normal operators; spectral theorems; unitary and orthogonal operators; polar decomposition and singular value decomposition; trace of a linear operator.

Bilinear maps and forms: basic properties; symplectic spaces; quadratic forms and conic sections; Jordan canonical form.

### **MATH3414      SELECTED TOPICS IN OPERATIONS RESEARCH**

The theory of holding inventory: various inventory models are examined, both deterministic and stochastic.

Queueing theory: random walk process; the  $M/M/1/1$ ,  $M/M/1/N$ ,  $M/M/n/1$ ,  $M/M/n/N$  models; birth and death processes.

Game theory: two-person zero sum games – games with and without saddle points; dominance; the use of linear programming to solve games.

Decision theory: decision trees; maximizing expected return; EVPA and EVSI.

Replacement theory: optimal time to dispose of fixed assets that depreciate with time.

### **MATH3421      PARTIAL DIFFERENTIAL EQUATIONS**

Introduction: basic concepts and definitions; strategies for studying PDEs; well-posed problems; classical solutions; initial and boundary value problems; typical difficulties.

First order PDEs: linear and quasi-linear PDEs; method of characteristics; nonlinear first order PDE; complete integrals; envelopes; characteristics; Charpit's and Jacobi's methods; introduction to conservation laws.

Second order linear PDEs: classification in the case of constant coefficients; classification of general second order operators; linearity and superposition; D'Alembert solution of the wave equation; propagation of discontinuities.

Fundamental properties of elliptic and parabolic equations: Laplace's equation; Green's theorem and uniqueness for the Laplace equation; the maximum principle; the heat equation.

Separation of variables and Fourier series: the method of separation of variables; orthogonality; completeness and the Parseval equation; the Riemann-Lebesgue lemma; convergence of the trigonometric Fourier series; uniform convergence; Schwartz's inequality and completeness; the heat equation revisited; Laplace's equation in a rectangle and in a circle; wave equation. Sturm-Liouville theory: Sturm-Liouville boundary value problems; eigenvalues and eigenvectors. Lab: solution of partial differential equations with the help of mathematical software package Maple or Matlab.

### **MATH3422      MATHEMATICAL MODELLING**

Introduction to modelling: purpose of modelling; constructing a model – problem statement, formulation, solution, validation; illustrative examples; decision-making with mathematical models; arms race models; economic models of the effect of taxation.

Discrete models: discrete time modelling; discrete approximation of continuous time models; equilibria and long-run behaviour; case studies.

Continuous models: modelling with differential equations; numerical methods; solving first order differential equations; generating solution curves and direction fields using mathematical software; case studies in applications to biology and epidemiology, etc.; modelling with systems differential equations – modelling, analysis of system of equations using software; case studies.

Lab: simulating the models using mathematical software.

### **MATH3423 RESEARCH PROJECT IN MATHEMATICS**

Project topics will be decided upon by faculty members of the Department of Mathematics, if appropriate with input from students. Topics should reflect the area of expertise of the faculty member who will act as supervisor, the interests of the student, and the objectives of the student's chosen major. Projects may require the theoretical or computational investigation of a mathematical topic and the construction of a model for a real-world phenomenon using skills developed in the course of the student's studies. Reading projects centered on advanced mathematical topics are also acceptable.

Ordinarily, the supervisor should be a member of the Department of Mathematics. However, if appropriate, a co-supervisor from another department may be appointed if their expertise is necessary for the successful completion of the project.

### **MATH3424 NUMERICAL METHODS**

Numerical linear algebra: matrices, vectors and scalars; triangular systems; operation counts; the Cholesky decomposition; Gaussian elimination with partial pivoting; diagonally dominant matrices; the Jacobi method; the Gauss-Seidel method.

Nonlinear equations: the bisection method; error of approximation with the bisection method; Newton's method; the order of convergence of an algorithm; special computations (such as square roots and reciprocals).

Polynomial interpolation: Lagrange polynomials; the existence and uniqueness of an interpolating polynomial; the Newton form of the interpolant; the divided differences table; evaluating the interpolating polynomial; errors of approximation.

Numerical integration: the trapezoid rule; Simpson's rule; the composite trapezoid and Simpson's rules; errors of approximation; Gaussian quadrature.  
Practical implementation in the computer lab.

### **STAT3001 REGRESSION ANALYSIS**

Introduction: recap of the following distributions –  $\chi^2$ ,  $t$  and  $F$ ; expectation, variance and covariance of linear functions; correlation and hypothesis testing of  $r$ ; principles of least squares. Simple linear regression: basic underlying assumptions; notations and model fitting by least squares; statistical properties of least square estimates – expectation, variance and covariance; estimation of  $\sigma^2$ ; partitioning the variability of the response; inferences – hypothesis testing, confidence interval and prediction interval; coefficient of determination ANOVA and F-test for simple linear regression model; Gauss Markov theorem (BLUE); computer outputs (SPSS, R, Minitab); lack of fit; regression through the origin.

Residual analysis: residual plots; model assumptions (constant variance, independence, normality); outlying and influential observations.

Multiple regression: recap of matrix algebra; model fitting by least squares; statistical properties of least square estimators; expectation, dispersion matrix and linear combination; inferences – hypothesis testing and confidence interval, ANOVA, F-test for the overall model; extra sums squares principles; interactions; dummy variables; simultaneous confidence interval.

Model building: Criteria; selection; diagnostics; assumptions violation remedies.

Multi-collinearity: correlation coefficient between  $x$ 's; effects on least squares estimates; variance inflator factor (VIF).

## **STAT3002      TIME SERIES**

Introduction: definition; notation and objectives of time series analysis; types of series; simple models and descriptive techniques – additive, multiplicative models, trend, seasonality, cycles, noise, fits; test for randomness; describing serial dependence; describing trend (smoothing); operators.

Stationary processes: strict and second-order stationarity (mean, variance, covariance); autocorrelation function; auto covariance and autocorrelation functions; partial autocorrelation function and general linear process.

Models for time series: definitions and properties of MA, AR, ARMA, ARIMA.

Model building: model identification; model fitting; model diagnostics.

Forecasting: forecasting under fitted ARIMA models; Box-Jenkins forecasting.

Financial time series: features of financial time series.

# PART VI

## UWI, EMC & UTC/ST MICHAEL'S THEOLOGICAL COLLEGE JOINT MAJORS

## THE EDNA MANLEY COLLEGE FOR THE VISUAL AND PERFORMING ARTS

### General Requirements for the UWI/EMC Programmes

The University of the West Indies, Mona, in association with the Edna Manley College offers a BA Degree with a Major or Special in any of the Visual or Performing Arts disciplines offered by the College. The degree runs for three years and students attend classes on the campuses of both institutions. Candidates must meet the academic entry requirements set by the University as well as the Edna Manley College. Students are required to select courses according to credit requirements laid down for the BA Degree Major or Special as set out below.

#### **MAJOR IN DRAMA**

MAJORS are required to complete 12 credits over each level for a total of 36 credits.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>12 credits from the following:</b>  THEA1001 THEA1106 THEA1200 THEA1301 THEA1302 THEA1401 THEA1402 THEA1501 THEA1502  AND  FOUN1016 / FOUN1019* FOUN1002 Foreign language 3 Free Elective	<b>12 credits from the following:</b>  THEA3106 THEA2013 THEA2301 THEA2302 THEA2401 THEA2402 THEA2601 THEA2901 THEA2902  AND  FOUN1201 FOUN1301 4 Free Electives	<b>12 credits from the following:</b>  THEA3101 THEA3013 THEA3301 THEA3302 THEA3303 THEA3304 THEA3305 THEA3306 THEA3401 THEA3701 THEA3719  AND  6 Free Electives
<p style="text-align: center;"><b><u>SPECIAL IN DRAMA (SoDr)</u></b></p> <p>For the SPECIAL in Drama students are required to complete 18 credits (6 courses) over each level for a total of 54 credits. Students must do all the required compulsory courses for the Major in Drama plus 2 additional drama courses at each level from list above.</p>		

NB. Compulsory: THREE Humanities non-major courses

\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.



## MAJOR IN DANCE

MAJORS are required to complete 12 credits over each level for a total of 36 credits

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>DANC1099</b>  <b>SIX credits from the following:</b>  <b>DANC1102</b> <b>DANC1201</b> <b>DANC1202</b> <b>DANC1401</b>  <b>AND</b>  <b>FOUN1016 / FOUN1019*</b> <b>FOUN1002</b> <b>Foreign language</b> <b>3 Free Electives</b>	<b>DANC2099</b>  <b>SIX credits from the following:</b>  <b>DANC2002</b> <b>DANC2101</b> <b>DANC2401</b> <b>DANC2402</b>  <b>AND</b>  <b>FOUN1201</b> <b>FOUN1301</b>  <b>4 Free Electives</b>	<b>DANC3099</b>  <b>SIX credits from the following:</b>  <b>DANC3001</b> <b>DANC3100</b> <b>DANC3102</b> <b>DANC3501**</b> <b>DANC3502</b> <b>DANC3801</b> <b>DANC3802</b>  <b>AND</b>  <b>6 Free Electives</b>
<p style="text-align: center;"><b><u>SPECIAL IN DANCE</u></b></p> <p>For the Special in Dance students are required to complete 18 credits over each level for a total of 54 credits. Students must do all the required compulsory courses for the Major in Dance plus SIX additional credits at each level from list above.</p>		

NB. Compulsory: THREE Humanities non-major courses

\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.

\*\*DANC3501 and DANC3502 require students to audition for the course or be recommended by the lecturer.

## MAJOR IN MUSIC (Not offered in 2019-2020)

MAJORS are required to complete 12 credits over each level for a total of 36 credits.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<b>12 credits from the following:</b>  MUSC1199 MUSC1299 MUSC1499 MU120  <b>AND</b>  FOUN1016 / FOUN1019* FOUN1002 Foreign language 3 Free Electives	<b>12 credits from the following:</b>  MUSC2120 MUSC2301 MUSC2302 MUSC2100 MUSC2110  <b>AND</b>  FOUN1201 FOUN1301 4 Free Electives	<b>12 credits from the following:</b>  MU317 MUSC3101 MUSC3100 MU311 MUSC3199  <b>AND</b> 6 Free Electives
<p style="text-align: center;"><b><u>SPECIAL IN MUSIC</u></b></p> <p>For the special in music students are required to complete 18 credits over each level for a total of 54 credits. Students must do all the required compulsory courses for the Major in MUSIC plus SIX additional CREDITS at each level from list above.</p>		

**NB. Compulsory: THREE Humanities non-major courses**

\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.

## **VISUAL ARTS MAJOR**

MAJORS are required to complete 12 credits over each level for a total of 36 credits.

LEVEL ONE	LEVEL TWO	LEVEL THREE
<p>12 credits from the following:</p> <p>VART1801    VART1802  VART1901    VART1902  VART1903    VART1599  VART1610    VART1600</p> <p>AND</p> <p>FOUN1016 / FOUN1019*  FOUN1002  Foreign language</p> <p>3 Free Electives</p>	<p>12 credits from the following:</p> <p style="text-align: center;">VART2103</p> <p>VART2000    VART2099  VART2001    VART2002  VART2008    VART2012  VART2199    VART2603  VART2604    VART2540</p> <p>AND</p> <p>FOUN1201  FOUN1301</p> <p>4 Free Electives</p>	<p>12 credits from the following:</p> <p style="text-align: center;">VART3991</p> <p>VART3001    VART3002  VART3699    VART3701  VART3702    VART3799  VART3899    VART3999</p> <p>AND</p> <p>6 Free Electives</p>
<p style="text-align: center;"><u><b>VISUAL ARTS SPECIAL</b></u></p> <p>For the SPECIAL in VISUAL ARTS students are required to complete 18 credits over each level for a total of 54 credits. Students must do all the required compulsory courses for the Major in VISUAL ARTS plus SIX additional credits at each level from list above.</p>		

NB. Compulsory: THREE Humanities non-major courses

\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019; this reduces the number of credits which can be taken in free electives at level 1.

## EDNA MANLEY COURSE LISTING

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
<b>DRAMA</b>			
	THEA1001		
1	THEA1006	Theatre History I	3
2	THEA1007	Theatre History II	3
	THEA1106	Production I	3
1	THEA1301	Basic Acting Technique I	3
	THEA1302	Basic Acting Technique II	3
1	THEA1401	Vocal Awareness and Development	3
	THEA1402	Vocal Interpretation	3
	THEA2107	Production II	3
	THEA2301	Acting Styles I	3
	THEA2302	Acting Styles II	3
	THEA2401	Vocal Performance I	3
	THEA2402	Vocal Performance II	3
	THEA2601	Caribbean Laboratory	3
1	THEA2901	Writing Scenes, Skits and One Act Plays	3
2	THEA2902	Writing the Full-Length Play	3
	THEA3101	Production III	3
	THEA3301	Professional Acting I	3
	THEA3302	Professional Acting II	3
	THEA3303	Directing from Text to Stage	3
	THEA3304	Directing the Actor	3
	THEA3305	Community Drama I	3
	THEA3306	Community Drama II	3
Will not be offered 2019/2020	THEA3401	Mime	3
	THEA3701	Independent Study	3
	THEA3719	Caribbean Culture and Performance	3
<b>DANCE</b>			
Yearlong	DANC1099	Dance Technique I	6
2	DANC1102	Introduction to Movement	3
1	DANC1201	Kinesiology	3

2	DANC1202	Injury Prevention and Treatment	3
1	DANC1401	Improvisation	3
Yearlong	DANC2099	Dance Technique II	6
2	DANC2002	Dance History I	3
1	DANC2101	Theatre Craft I	3
1	DANC2401	Dance Composition I	3
2	DANC2402	Dance Composition II	3
Yearlong	DANC2099	Dance Technique III	6
Yearlong	DANC3100	Caribbean Traditional Dance and Culture	6
1	DANC3001	Dance Management	3
2	DANC3102	Theatre Craft II	3
1	DANC3501	Repertory & Performance I	3
2	DANC3502	Repertory & Performance II	3
1	DANC3801	Dance Pedagogy	3
2	DANC3802	Dance Pedagogy Practicum	3
<b>MUSIC</b>			
Yearlong	MUSC1199	Principal Instrument	6
Yearlong	MUSC1299	Musicianship Studies I	6
Yearlong	MUSC112	Keyboard/ Fret board Harmony	6
Yearlong	MUSC1499	Introduction to Music	6
Yearlong	MUSC2120	Orchestration	6
	MUSC2301	Ceremony and Spectacle	3
	MUSC2302	Beethoven to Romantics	3
Yearlong	MUSC2100	Principal Instrumental Study	6
Yearlong	MUSC2110	Musicianship Studies II	6
Yearlong	MUSC317	Arranging	6
	MUSC3101	Historical Perspectives in Jazz	3
Yearlong	MUSC3100	Principal Instrumental Study	6
Yearlong	MUSC311	Musicianship Studies III	6
Yearlong	MUSC3199	Study of Western Classics	6
<b>VISUAL ARTS</b>			
1	VART1801	Life Drawing I	3
2	VART1802	Aspects of Drawing	3
1	VART1901	History of Art Survey I	3

2	VART1902	History of Art Survey II	3
1	VART1903	Art and Process	3
1	VART1599	Introduction to Photography	3
Yearlong	VART1610	Entrepreneurial Skills for Artist and Designers	6
Yearlong	VART1600	Printmaking	6
1	VART2001	Pre-Columbian Art	3
2	VART2002	Latin American Art	3
1	VART2103	Life Drawing II	3
2	VART2104	Drawing from Observation	3
1	VART2008	Introduction African Art	3
2	VART2012	Issues in African Art	3
2	VART2603	Modern Western Art I	3
1	VART2604	Modern Western Art II	3
Yearlong	VART2000	Printmaking II	6
Yearlong	VART2099	Introduction to Silkscreen Printing I	6
Yearlong	VART2540	Arts Administration I	6
Yearlong	VART2540	Intermediate Photography	6
1	VART2006	Principles and Practices of Art Criticism	3
2	VART2007	Aesthetics: Exploring Philosophies	3
1	VART3001	Modern Jamaican Art	3
2	VART3002	Modern Caribbean Art	3
Yearlong	VART3699	Concept Development Through Drawing	6
1	VART3701	Printmaking IIIA- The Intaglio Print	3
2	VART3702	Printmaking IIIB – Lithography	3
Yearlong	VART3799	Silkscreen Printing II	6
Yearlong	VART3899	Arts Administration II	6
	VART3999	Advance Photography	6
	VART3991	Digital Imagery	6

## **COURSE DESCRIPTIONS**

### **DRAMA**

#### **LEVEL I**

##### **THEA1001 THEATRE HISTORY I**

In this course students will develop an understanding of philosophical, historical and political developments of the evolving movements of western theatre tradition, and how they have informed the aesthetic manifestation of the play, the production and the performance.

##### **THEA1106 PRODUCTION I**

Production I provides students with an opportunity to witness and participate in an organized educational theatre process, and thereby develop professional skills, both technical and performance, in the building of a production.

##### **THEA1302 BASIC ACTING TECH II**

This course is designed to enable liberation of the students' instrument and spontaneous expressivity through improvisation and theatre games. The course will take the students through a progressive process of exploration and discovery while building trust and group dynamics.

##### **THEA1401 VOCAL AWARENESS AND DEVELOPMENT**

This course is designed to develop the student's awareness of his/her own voice potential in terms of quality and tone. It is a laboratory for exploring and freeing the natural voice through various exercises in Voice Mechanics and to develop the student's voice for effective and varied expression.

##### **THEA1402 VOCAL INTERPRETATION**

This course continues with the regular exercises to strengthen and enrich vocal energy connected with text work. Through practical exercises and games the student will work on developing the quality of voice production and listening skills focusing on strengthening the use of voice and language. This semester will go more deeply into the work with connected speech and will focus on practical elements in order to enhance the sense and meaning of the words.

#### **LEVEL II**

##### **THEA2301 ACTING STYLES I**

In this course instrumental liberation and nurturing of spontaneity is continued, while focusing on the shift to interpretation of role. Through theatre games, improvisation and application of the techniques of the Stanislavski's Method, students will be engaged in transformative process of delineating character in realistic/naturalistic drama.

##### **THEA2302 ACTING STYLES II**

This course develops the principles established in previous semester The Stanislavsky Method for acting realism/naturalism along with 'outside in' approaches to building a character. Students will be exposed to more challenging texts from among the modern classics of the genre with an intensified focus on playing the complexity of inner action, space/environment, use of objects and aesthetic corporeal demands.

##### **THEA2401 VOCAL PERFORMANCE I**

This course is designed to give student-teachers a fundamental grasp of how the human voice may be manipulated for use in performance and presentation. It advances in detail the knowledge acquired in year I and will attempt to continue the honing of skills developed in that year. The exploration of various linguistic patterns and the dynamics of language use in social, professional and creative contexts will take major focus. Additionally the student teacher will be exposed to the process of engaging and developing the voice as a communicative tool, from a personal as well as an instrumental perspective.

## **THEA2402 VOCAL PERFORMANCE II**

In this course students will be equipped with the techniques and methods of instructing the art and science of vocal presentation. Specific attention will be paid to analysis of texts, the identification of themes and styles in texts. The participants will be guided through the process of recognizing and executing particular genres of vocal performance. The diversity of speech styles and patterns will be one of the points of emphasis.

## **THEA2601 CARIBBEAN LABORATORY**

This course explores the transference of the theatrical in traditional Caribbean cultural forms into theatre. The structural and aesthetic aspect of these forms as well as the implications for dramaturgy, staging and the actor's instrument are explained. In recent years the focus has been on storytelling. This focus may vary depending on the resources available to the laboratory and the expertise of the lecturer/facilitator.

## **THEA2901 WRITING SCENES, SKITS AND ONE-ACT PLAYS**

This course introduces students to the fundamentals of playwriting, and teaches the writing of skits and short plays (10 - 20 minutes long).

## **THEA2902 WRITING THE FULL PLAY**

In this course students build on the fundamentals of playwriting taught in playwriting I and learn how to write the long play (60 minutes to full length).

## **THEA2106 PRODUCTION II**

This course offers the opportunity for students to extend their production experience through involvement in performances or technical role with different demands (genre, style production process).

### **LEVEL III**

## **THEA3101 PRODUCTION III**

This course offers students with specific talent and advanced performance strengths the opportunity to further hone their performance skills and extend the repertoire through the privilege of a third production experience.

## **THEA3301 PROFESSIONAL ACTING I**

The maturing student teacher having experienced the techniques of realism/naturalism is exposed in this course to the more demanding techniques of classic drama with specific focus on poetic work of choral ensemble.

## **THEA3302 PROFESSIONAL ACTING II**

This course serves to consolidate and diversify the students' grasp of performance technique by introducing him/her to the non-naturalistic processes of folk and political theatre in the circum-Atlantic region using the Brechtian model as a launch pad and theoretical base for an alternative method of acting.

## **THEA3303 DIRECTING FROM TEXT TO PAGE**

This course introduces the students to the fundamentals of the theatre directors' art. Students will be provided with a model for approaching textual analysis as director, as well as some basic techniques in director - actor communication. In the process of doing scene work, basic stage composition and the function of the floor plan as a creative instrument will also be dealt with.

## **THEA3304 DIRECTING THE ACTOR**

This course is a progression of Directing I, which seeks to equip the students with the fundamental skills and processes of directing a one-act play. It extends the conceptual process, stage composition, and the director as manager, staging the play working from a floor plan and mounting and evaluating the production.

## **THEA3305 COMMUNITY DRAMA I**

Community Drama sets out to investigate social problems that deform and dislocate communities, and through use of theatre skills explore and highlight for the community possible solutions. The aim of the course is to equip students with skills for community investigation and animation.



### **THEA3306 COMMUNITY DRAMA II**

Not only does it serve as a catalyst for action, but community drama also contributes to the values underlying communication and illuminates understanding of the human experience. This course will impart to the student knowledge of development theory and popular theatre/animation skills that will make them more marketable and equip them with the tools to make tangible contributions to community development and national growth. The course includes work in the field.

### **THEA3701 INDEPENDENT STUDY**

This study should be a research paper on the student's area of specialization (3,000 - 4,000) words if the study has a large practical component and (4,000-5,000) words in the case of entirely written study.

### **THEA3719 CARIBBEAN CULTURE AND PERFORMANCE**

In this course students will be exposed to and will explore a framework of cultural memories, performative languages and historical spaces that have come to define the Caribbean experience. Out of this exploration the objective is to extract forms, shapes, iconography, rhythms, use of the body, sounds/song etc. that are politically and culturally specific as theatrical vehicles that would inform a Caribbean aesthetic.

## **VISUAL ARTS**

### **LEVEL I**

#### **VART1801 LIFE DRAWING I**

In this course, the model is used as a reference to approach the study of shape, form and space in terms of line, tone and volume. The element of balance and proportion as well as individual and expressive approach to the figure by combining media in unusual ways is encouraged.

#### **VART1802 ASPECT OF DRAWING 1**

This course introduces the analytical and expressive drawing of objects. Form lighting, spatial relationship and other techniques are investigated. Students begin to develop fluency in drawing and start to pursue a personal approach, and line from objects. Visits to a number of off-campus locations are done.

#### **VART1903 ART AND PROCESS (INTRODUCTION TO CRITICAL ANALYSIS)**

To broaden students' understanding of the process by which art is produced, and to introduce students to contemporary approaches to Art.

#### **VART1599 INTRODUCTION TO PHOTOGRAPHY 1**

This course introduces the student to black and white photography both from a technical viewpoint and towards a personal vision. Basic rules of composition, aesthetic qualities of the print and self-expression are all important. Students also learn the technical aspects of darkroom and camera functions.

#### **VART1901 HISTORY OF ART SURVEY I**

The Art and Architecture of Prehistory. Antiquity and the Middle Ages

#### **VART1902 HISTORY OF ART SURVEY II**

From the Renaissance to Romanticism in European Painting and Sculpture Both survey courses explore selected aspects of art history of specific relevance to the curriculum, spanning the period from prehistory to the 19th century. These courses seek to equip students with a good basic understanding to the main conceptual, thematic, stylistic and technical developments in the selected periods and cultures, placed in a broader cultural and historical context. While structured as a conventional survey, the course also provides a critical perspective on Western art-historiography.

#### **VART1610 ENTREPRENEURIAL SKILLS FOR ARTISTS & DESIGNERS**

This course introduces the concepts, ideas and practices of business and commerce to students of art.

**VART1600 PRINTMAKING I**

This course introduces students to working with machines and tools and the process of impression and edition making. Students will receive instruction in wood printing in black and white and colour, as well as in the ancient technique of paper printing.

**LEVEL II****VART2103 LIFE DRAWING II**

The human figure, its positions, movement, relationship to the environment, will be thoroughly studied from the model. Anatomy will be introduced and the discipline of building a drawing through stages will be emphasized.

**VART2104 DRAWING FROM OBSERVATION**

This course introduces the analytical and expressive drawing of objects. From lighting, spatial relationship and other techniques are investigated. Students begin to develop fluency in drawing and start to pursue a personal approach, and line from objects. Visits to a number of off-campus locations are done.

**VART2540 INTERMEDIATE PHOTOGRAPHY**

This course provides students with the opportunity to expand on the basic knowledge acquired in the introductory course. Further exploration of the camera use and darkroom is encouraged.

**VART2000 PRINTMAKING II**

The relief printmaking techniques of collography and woodcut are studied as well as experimental printmaking using embossing, mono-printing, found object printing and mixed media printing. Proper use and cleaning of equipment is emphasized and technical skill is stressed.

**VART2099 INTRODUCTION TO SILKSCREEN PRINTING I**

Students are introduced to basic silkscreen printing techniques and the application of the medium to commercial design and printing. Students are also encouraged to develop their own individual style of design for expression.

**VART2002 LATIN AMERICAN ART**

This course investigates a case study of the Mexican Muralist, with particular reference to the emergence of the Mexican aesthetic in the part of the 19th centuries, specifically the work of Rivera, Siqueiros and Orozco.

**VART2000 PRECOLUMBIAN ART**

This survey course in non-western art will expose students to artistic tradition of Meso-American and Andean regions of ancient America.

**VART2008 INTRODUCTION TO AFRICAN ART**

This course approaches African Art from a Non-Western perspective, investigates the influence of African Art on Jamaican Art and looks at the role of the African artist, their function and importance in the society. Sculpture, weaving, painting, costumedress symbolism are all looked at as they relate to the culture they serve.

**VART2012 ISSUES IN AFRICAN ART**

This course explores issues related to traditional and contemporary African Art from a non-western perspective, with emphasis on continents in the art of contemporary Africa and the Diaspora.

**VART2199 ARTS ADMINISTRATION I**

This course includes examining policy development in a political and social context, the finance and marketing of arts events and comparison between the arts in the English-speaking Caribbean and other territories in the region.

**VART2603 MODERN WESTERN ART I**

This course familiarizes students with the development of the origin of Modernism.

**VART2604      MODERN WESTERN ART II**

This course introduces students to the development of Art from Modernism to Postmodernism looking at its influences in contemporary art in Jamaica and the Caribbean Region.

**VART2006      PRINCIPLES AND PRACTICES OF ART CRITICISM**

This course explores the aesthetics concepts central to the understanding and enjoyment of works of art, the meaning of concepts used in discussing and the understanding of iconography and other elements and their expression particularly in Jamaican Art; stylistic trends in Jamaican Art, relationships between the visual arts and other artistic expressions in Jamaica and art as a subjective experience of artist and viewer.

**VART2007      AESTHETICS: EXPLORING PHILOSOPHIES**

This course explores the aesthetics concepts central to the understanding and enjoyment of works of art, the meaning of concepts used in discussing and the understanding of iconography and other elements and their expression particularly in Jamaican Art; stylistic trends in Jamaican Art, relationships between the visual arts and other artistic expressions in Jamaica and art as a subjective experience of artist and viewer.

**LEVEL III****VART3001      MODERN JAMAICAN ART**

This course familiarizes students with the development of Jamaican Art of the twentieth century.

**VART3002      MODERN CARIBBEAN ART**

This course familiarizes students with the development of Caribbean Art of the twentieth Century.

**VART3699      CONCEPT OF DEVELOPMENT THROUGH DRAWING**

In this course students will be encouraged to investigate and pursue individual concerns using drawing as an investigating tool and a means of study and analysis, important to the process of concept building.

**VART3701      PRINTMAKING IIIA - THE INTALGLIO PRINT**

This course introduces knowledge of the technique of printing from metal, the development of the hollow printing and the use of varnishes, acids and resins to print images in black and white.

**VART3702      PRINTMAKING IIIB - LITHOGRAPHY**

This course shows a new type of surface printing. The students are introduced to black and white lithography, making images through different procedures: pencil, gouache, pen and ink, collage etc.

**VART3799      SILKSCREEN PRINTING II**

This course is a continuation of Silkscreen Printing I. Students are encouraged to develop personal imagery and to move towards producing fine art silkscreen prints. Students are also introduced to photographic silkscreen.

**VART3899      ARTS ADMINISTRATION II**

This course examines the link between policy and implementation. How theory and practice combine to produce strategies for delivery of the arts product in the creative/cultural industries. It also provides for hands-on experience in arts and culture organization.

**VART3991      DIGITAL IMAGERY**

This course is software driven. Adobe Photoshop programme is used as an artist's tool to solve basic design problems and create original, innovative work. Emphasis is on exploring the visual elements inherent in good design. Students are encouraged to use personal imagery.

**VART3999      ADVANCE PHOTOGRAPHY**

This course sets out to equip students with skills necessary to produce quality photographic images. The students will be expected to develop their technical skills alongside the artistic composition component in order to express their personal interpretation of their chosen subject matter. The emphasis of the course will be on fine art photography.

**UNITED THEOLOGICAL COLLEGE OF THE WEST INDIES**  
**&**  
**ST. MICHAEL'S THEOLOGICAL COLLEGE**

**UWI/UTC/St. MTC MAJORS**

**THEOLOGY**

**Regulations for the Licentiate in Theology and the Degrees of BA (Theology), BA (Ministerial Studies), The United Theological College and St. Michael's Theological College**

The Licentiate in Theology and/or the Degree of Bachelor of Arts Theology and/or Bachelor of Arts Ministerial Studies will be awarded to students of Theological Colleges affiliated with the University of the West Indies who having completed the appropriate course of study prescribed by these Regulations have satisfied the examiners in the examination for the LTH and/or BA Theology and/or BA Ministerial Studies.

Application for admission to the programmes is done online through the UWI website at <http://www.mona.uwi.edu>

**LICENTiate IN PHILOSOPHY (L.Ph.)**

**ADMISSION REQUIREMENTS**

The following are eligible for admission to the prescribed course of study for the Licentiate in Philosophy:

- Graduates of an approved University; or Candidates who have passed the CAPE or equivalent in at least two principal subjects; or candidates who qualify for admission under regulation **8(B) of the Regulations Governing Matriculation**;
- Individual candidates lacking qualifications above who can present other evidence of satisfactory achievement may be accepted by the University on recommendation of the principal of the affiliated college.
- Information can also be obtained online at <https://www.mona.uwi.edu/content/entry-requirements>

**1. Full-Time Students**

Candidates for the L.Phil. shall pursue a prescribed course of study extending over a minimum of 6 and a maximum of 10 semesters before being eligible for the award of the licentiate. During this course of study they shall gain 60 credits, distributed as follows:

COURSES	CREDITS
Humanities Courses	12
Philosophy	36
Foundation Courses	12
TOTAL	60

- a) Full-time students must register for a minimum of 15 credits in each semester. Such students may however, with the permission of their Theological college, register for more than 15 credits.
- b) A full-time student who, at the end of the second semester, has not completed at least 21 credits shall be required to withdraw from the Licentiate programme; students potentially in this position should receive a warning after one semester. A student who has completed at least 21 credits at the end of the second semester shall be permitted to continue provided that student gains at least 6 additional credits in each ensuing semester, (except in cases where fewer than six credits remain to complete the requirements for the L.Phil. as set out above).

## 2. Part-Time Students

Candidates may study for the LPhil on a part-time basis. Such candidates must complete the course of study prescribed in regulation 5, in a minimum of 8 semesters and maximum of 12 semesters. Part-time students shall register for a minimum of 6 credits and a maximum of 9 credits in each semester.

- A part-time student who, at the end of the second semester, has not completed at least 6 credits shall be required to withdraw from the Licentiate programme; students potentially in this position should after a warning after one semester.
- A part-time student who has completed at least 6 credits at the end of the second semester shall be permitted to continue, provided the student gains at least three additional credits in each ensuing semester. This does not apply if less than three credits remain to complete the requirements for the LPhil as set out above.
- If a candidate has successfully completed more than the 60 credits required, such additional credits shall be indicated on the transcript issued to the successful candidate.

## PROGRAMME STRUCTURE AND CONTENT

As described above, courses in the L.Phil. will fall into three categories: Foundation Courses (12-15 credits), Humanities courses (12 credits), and Philosophy courses (36 credits).

FOUNDATION COURSES: Students in this programme will complete four (4) Foundation Courses, as follows:	
LEVEL I	LEVEL II
<b><u>EITHER:</u></b> <b>FOUN1016: Critical Reading and Expository Writing in the Humanities and Education</b> <b><u>OR</u></b> <b>FOUN1019: Critical Reading &amp; Writing in the Disciplines *</b>  <b><u>AND</u></b> <b>FOUN1002: Language: Argument</b>	<b>FOUN1201: Science, Medicine &amp; Technology in Society</b> <i>(Offered by the Faculty of Science and Technology)</i>  <b>FOUN1301: Law, Governance, Economy &amp; Society.</b> <i>(Offered by the Faculty of Social Sciences)</i>
<p>* Students who are <u>not</u> exempt from the English Language Proficiency Test (ELPT) and who have earned a Grade 2 in that test should register for <b><u>FOUN1019: Critical Reading &amp; Writing in the Disciplines</u></b> (year-long) instead of FOUN1016. These students will be required to register for FOUN1002: Language Argument in their second year of study.</p>	
HUMANITIES COURSES: Students are required to complete three (3) Level I courses and one(1) Level II course, as follows:	
LEVEL I	LEVEL II
<b>THEO1010: Introduction to New Testament Greek</b> <b>THEO1205: Introduction to Psychology</b> <b>SOCI1002: Introduction to Sociology</b>	<b>THEO2016 New Testament Greek Reading</b>

PHILOSOPHY COURSES: Students are required to complete twelve (12) Philosophy courses, from Levels 1, 2 and 3, drawn from SMTC and the Philosophy offerings at The UWI, including the following:	
LEVEL I	LEVEL II & III
PHIL1002: Ethics and Applied Ethics PHIL1003: Introduction to Philosophy <u>OR</u> THEO1404: History of Western Philosophy I PHIL1001: Introduction to Logic <u>OR</u> THEO1407: Traditional Logic THEO1405: History of Western Philosophy II	PHIL2002 Theory of Knowledge (Epistemology) PHIL2003: Philosophy of Mind PHIL2004: Philosophy of Science PHIL2006: Metaphysics PHIL3018: Philosophy of Religion PHIL2025: Introduction to Caribbean Philosophy <u>OR</u> PHIL2601: African Philosophy I  Plus <u>TWO</u> Level II/III free electives chosen from courses within the Faculty.

### LICENTIATE IN THEOLOGY (L.Th)

#### Qualifications for Admission

The following are eligible for admission to the prescribed course of study for the Licentiate in Theology:

- Graduates of an approved University; or Candidates who have passed the Higher School Certificate Examination or the General Certificate of Education in at least two principal advanced level subjects; or candidates who qualify for admission under regulation 8(B) of the Regulations Governing Matriculation
- Individual candidates lacking qualifications above who can present other evidence of satisfactory achievement may be accepted by the University on recommendation of the principal of the affiliated college.

#### 1. FULL-TIME STUDENTS

Candidates for the L.Th shall pursue a prescribed course of study extending over a minimum of 6 and a maximum of 10 semesters before being eligible for the award of the licentiate.

During this course of study, they shall gain 60 credits, 36 of which must be among the following:

COURSES	CREDITS
Biblical Studies	6
Theological and Ethical Studies	6
Historical Studies	6
Religious and Philosophical Studies	3
Pastoral Studies	6
Foundation Courses	12

The Remaining 24 credits must be gained at level two and three and must be taken from at least two of the areas of theological studies.

- a) Full-time students must register for a minimum of 15 credits in each semester. Such students may however, with the permission of their Theological college, register for more than 15 credits. Such additional credits shall be selected from those Theological courses provided for in the BA Theology degree programme.
- b) A full-time student who, at the end of the second semester, has not completed at least 21 credits shall be required to withdraw from the Licentiate programme. A student who has completed at least 21 credits at the end of the second semester may be permitted to continue provided that student gains at least 6 additional credits in each ensuing semester, (except in cases where fewer than six credits remain to complete the requirements for the LTh as set outline regulation 1 above).

## 2. PART-TIME STUDENTS

Candidates may study for the LTh on a part-time basis. Such candidates must complete the course of study prescribed in regulation 5, in a minimum of 8 semesters and maximum of 12 semesters. Part-time students shall register for a minimum of 6 credits and a maximum of 9 credits in each semester.

- a. A part-time student who, at the end of the second semester, has not completed at least 6 credits shall be required to withdraw from the Licentiate programme.
- b. A part-time student who has completed at least 6 credits at the end of the second semester shall be permitted to continue, provided the student gains at least three additional credits in each ensuing semester. This does not apply if less than three credits remain to complete the requirements for the LTh as set in Regulation 1.
- C. If a candidate has (in accordance with regulation 1 (a) successfully completed more than the 60 credits, such additional credits shall be indicated on the certificate issued to the successful candidate. [Regulations could be quoted for ease of reference]

## MAJOR IN THEOLOGY OR MINISTERIAL STUDIES

### Qualifications for Admissions

The following candidates may also be admitted to the degree programme of the BA Theology or the BA Ministerial Studies:

- Candidates who qualify for admission on the basis of the Regulation Governing Matriculation, who successfully complete 2 preliminary semesters of study (as set out in regulation below), and who receive the recommendation of the Academic Boards of the respective Theological Colleges.
- Candidates who are holders of the Licentiate in Theology of the UWI upon the recommendation of the Academic Board of the Affiliated Theological College.
- Candidates who qualify for admission at lower level to the BA Theology programme or the BA Ministerial Studies programme must register as part-time students and will be required to spread the level 1 University Programme over four semesters.
- Such candidates shall be required to take 15 credits in the first year of registration, which should include 6 credits of foundation courses and 9 credits of Theology courses. In second year of registration they may take up 18 credits of Theology courses.

- Candidates who are admitted under regulation 2 (c) of the Regulation Governing Matriculation shall be required to complete successfully, in a maximum of two semesters, 18 credits of level one courses before being admitted to the BA (Theology) or BA (Ministerial Studies) programme. Such candidates shall normally register for 9 credits in each semester and may not register for more than 12 credits in either semester.

### 3. FULL-TIME STUDENTS

Candidates for the **Degree of BA (Theology)** shall present in not less than six semesters (three years) a minimum of NINETY credits, including not more than THIRTY-SIX from level one and not fewer than FIFTEEN from level three. Credits for the **BA Theology**, shall be chosen according to the distribution set out below:

COURSES		CREDITS
A	<b>Biblical Studies (including Biblical Languages)</b>	12
B	<b>Historical Studies</b>	6
C	<b>Pastoral Studies (also called Practical Theology)</b>	12
D	<b>Theological and Ethical Studies</b>	12
E	<b>Religious and Philosophical Studies</b>	6
F	<b>Foundation Courses &amp; Foreign Language</b>	15
G	<b>Research-Linked Course</b>	3

The remaining TWENTY-FOUR credits shall be chosen from: A, B, C, D and E with the approval of the Theological College concerned.

Candidates for the **Degree of BA (Ministerial Studies)** shall present in not less than six semesters (three years) a minimum of NINETY-NINE credits, including not more than THIRTY-SIX level one and not fewer than FIFTEEN from level three. Credits for the **BA Ministerial Studies** shall be chosen according to the distribution set out below:

COURSES		CREDITS
	<b>Biblical Studies (Including Biblical Languages)</b>	24
	<b>Historical Studies</b>	9
	<b>Pastoral Studies (Also called Practical Theology)</b>	27
	<b>Theological and Ethical Studies</b>	15
	<b>Religious and Philosophical Studies</b>	6
	<b>Foundation Courses &amp; Foreign Language</b>	15
	<b>Research-Linked Course</b>	3

- Candidates for the degree of BA (Theology or Ministerial Studies) may, with the approval of the Theological College concerned and the Faculty of Humanities and Education, choose up to TWELVE credits from level TWO and THREE courses not normally listed as available for the BA (Theology or Ministerial Studies).



- ii. The minimal performance for a PASS degree (without Honours) shall be that a student has passed NINETY credits in a period of not more than twelve semesters.
- iii. Candidates entering the degree programme of the BA (Theology) in accordance with Regulation 3 (a) shall present credits in Biblical Studies in lieu of those credits in Level 1 Foundation Courses that were successfully completed in the programme set out in Regulation 3 (b).
- iv. Candidates entering the degree programme of the BA (Theology) in accordance with Regulation 3 (a) are permitted to complete the degree in a minimum of four semesters and a maximum of eight semesters. Such candidates shall be permitted to count towards the NINETY credits required for the degree, THIRTY credits of courses which they have passed in the LTh programme. Their SIXTY remaining credits satisfy regulation 4.
- v. Candidates who are allowed to transfer from the LTh to the BA (Theology or Ministerial Studies) before completing the LTh may, on the recommendation of Faculty Board, be given exemption and credit for up to 30 level 1 credits already gained in the LTh programme. **Credits used to satisfy normal matriculation requirements cannot be included in such credits.**
- vi. Candidates may be allowed, by special permission, to transfer up to 30 credits from level 1 courses in the diploma programme towards the degree programme, provided that the diploma courses were taught and examined along University Guidelines and that the total course load did not exceed 36 credits in the academic year from which the courses for consideration were being proposed. Credits used to satisfy normal Matriculation requirements cannot be included in such credits.
- vii. Candidates for the BA (Theology or Ministerial Studies) who are holders of the LTh are not permitted to offer for the degree any courses beyond level 1 for which they have received accreditation in the LTh programme.
- viii. Notwithstanding Regulation 20, a candidate who, in accordance with regulation 2 (a), had completed more than the sixty credits required for the LTh shall be permitted to offer for either degree a total of twelve credits from level TWO and and/or level THREE.

#### 4. PART-TIME STUDENTS

Candidates may complete the requirements for the BA (Theology) degree, as set out in regulation 3 (c) above, on a part-time basis. In such cases, Regulation 9 of the Faculty of Humanities and Education handbook shall apply.

### MINOR IN THEOLOGY

OPTION I. BIBLICAL STUDIES		
Any ONE of the following:	Any FIVE of the following, at least one from each level:	
THEO1001 THEO1002 THEO 1004	THEO2002 THEO2003 THEO2006 THEO2007 THEO2008 THEO2009 THEO2018	THEO3002 THEO3004 THEO3005 THEO3006 THEO3008 THEO3010

OPTION II. THEOLOGY AND ETHICS		
<b>Any ONE of the following:</b>  THEO1301 THEO1302 THEO1304	<b>Any FIVE of the following, at least one from each level:</b>	
	THEO2301 THEO2303 THEO2304 THEO2305 THEO2308 THEO2316 THEO2317 THEO2319 THEO2320 THEO2321 THEO2322	THEO3302 THEO3303 THEO3304 THEO3306 THEO3312 THEO3313 THEO3314 THEO3318
OPTION III. PASTORAL STUDIES/PRACTICAL THEOLOGY		
<b>Any ONE of the following:</b>  THEO1204 THEO1205 THEO1206 PSYC1000	<b>Any FIVE of the following, at least one from each level:</b>	
	THEO2205 THEO2206 THEO2207 THEO2210 THEO2211 THEO2212 THEO2216 THEO2217 THEO2224	THEO3202 THEO3203 THEO3204 THEO3205 THEO3208 THEO3209 THEO3600
OPTION IV. RELIGIOUS AND PHILOSOPHICAL		
<b>Any ONE of the following:</b>  THEO1404 THEO1405 PHIL1003	<b>Any FIVE of the following, at least one from each level, and not more than six credits in non-Theological courses:</b>	
	THEO2410 THEO2404 THEO2405 CLTR2524 PHIL2025	THEO3402 THEO3405 PHIL3018 PHIL3205 PHIL3510 CLTR3518

## COURSE LISTING

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
<b>BIBLICAL STUDIES</b>			
1	THEO1001	Introduction to Old Testament Literature	3
2	THEO1002	Introduction to New Testament Literature	3
2	THEO1003	Contemporary Approaches to Bible Study	3
1	THEO1004	Geographical and Cultural World of the Bible	3
1	THEO1007	Introduction to Biblical Hebrew	3
1	THEO1010	Introduction to New Testament Greek	3
1	THEO2001	The Pentateuch	3
1	THEO2002	The Latter Prophets	3
1	THEO2003	The Psalms	3
1	THEO2004	Foundations of Biblical Hebrew	3
1	THEO2007	The Pauline Epistles	3
1	THEO2008	The Gospel and Epistles of John	3
1	THEO2010	Biblical Texts in Hebrew	3
1	THEO2011	Biblical Texts in Greek	3
2	THEO2014	Biblical Hebrew Reading	3
2	THEO2016	New Testament Greek Reading	3
1	THEO2018	Synoptic Gospels	3
1	THEO3002	Exilic Literature	3
1	THEO3004	Theology of Deuteronomy and the Deuteronomic History	3
2	THEO3005	Biblical Apocalyptic Theology (Literature)	
2	THEO3006	The Acts of the Apostles and or Epistles	3
2	THEO3008	Israelite Wisdom	
2	THEO3010	The Fourth Gospel	3
1	THEO3019	The General Epistles	3
<b>HISTORICAL STUDIES</b>			
1	THEO1101	Survey of the History of the Church to Reformation	3
2	THEO1102	Survey of the Reformation: 1517 - 1648	3
1	THEO1103	History of the Church from Pentecost to Charlemagne	3
1	THEO1104	History of Early Christianity to the Council of Niceae	3
2	THEO1105	History of the Church from Nicaea to Chalcedon	3
2	THEO1106	History of the Medieval Church: 750 - 1450	3

2	THEO1107	History of the Early Church to AD 451	3
2	THEO2101	History of Christian Worship	3
1	THEO2103	The Reformation in Germany and Switzerland	3
1	THEO2104	The Reformation in England and Scotland	3
1	THEO2105	The Modern Church: 1650 - 1910	3
2	THEO2107	History of Christian Churches in the Caribbean: 1492 - 1834	3
2	THEO2108	History of the Caribbean Churches in the Post Emancipation	3
2	THEO2110	The Catholic Reform	3
1	THEO2111	Caribbean Church History Since the 15 <sup>th</sup> Century	3
1	THEO2113	The Reformation	3
2	THEO3105	Caribbean Ecumenical Development to the Present	3
2	THEO3106	The Protestant Reformation in Britain and Ireland	3
1	THEO3007	Selected Texts in the Synoptic Gospels	3
<b>PASTORAL STUDIES</b>			
1	THEO1204	Introduction to Ministry	3
1	THEO1205	Introduction to Psychology	3
1	THEO1208	Introduction to Christian Worship	3
2	THEO1211	Introduction to Homiletics	3
1	THEO1214	Principles of Religious Education	3
1	THEO1216	Foundations of Christian Education	3
2	THEO2201	Rites of Christian Initiation	3
2	THEO2202	Christian Sacramental Rites	3
1	THEO2205	General Principles of Christian Education	3
2	THEO2206	Approaching the Christian Religious Education	3
1	THEO2211	Ministry to Youth	3
1	THEO2212	Mission of Evangelism	3
2	THEO2213	Urban and Rural Ministry	3
2	THEO2216	Pastoral Care in Primary Moments	3
2	THEO2217	Approaches to Ecumenical Learning	3
1	THEO2218	Religious Education in Day School	3
2	THEO2219	The Learning Process and Methods (Practicum)	3
1	THEO2224	Pastoral Care and the Grieving	3
2	THEO2226	Biblical Preaching	3

2	THEO2227	The Congregation in Community	3
2	THEO2500	Institutional Chaplaincy	3
2	THEO2501	Practicum in Pastoral Care	3
1	THEO3202	Leadership Development	3
1	THEO3203	Principles and Techniques of Pastoral Counselling I	3
2	THEO3204	Principles and Techniques of Pastoral Counselling II	3
2	THEO3205	Skills in Pastoral Counselling	3
2	THEO3206	Advanced Seminar in Preaching	3
2	THEO3209	Church Management	3
<b>THEOLOGICAL AND ETHICAL STUDIES</b>			
2	THEO1301	Introduction to Systematic Theology	3
2	THEO1302	Introduction to Theological Ethics	3
1	THEO1304	Foundations of Systematic Theology	3
1	THEO2301	Perspectives in Christology	3
1	THEO2302	Christology and Soteriology to the Reformation	3
1	THEO2303	Contemporary Christology and Soteriology	3
1	THEO2304	The Trinity	3
2	THEO2305	The Holy Spirit and The Church	3
2	THEO2307	Contemporary Ecclesiologies	3
2	THEO2308	God and Creation	3
1	THEO2316	Christian Social Ethics	3
2	THEO2317	Theology and Human Sexuality	
2	THEO2319	Christian Ethical Principles	3
1	THEO2320	Perspectives in Feminist Thought	3
2	THEO2321	Spirituality for the Ecological Age	3
2	THEO2322	Theology of Mission	3
1	THEO3302	Church and Development I	3
2	THEO3303	Church and Development II	3
1	THEO3304	Special Ethics	3
2	THEO3306	Contemporary Theology II: Recent Trends	3
2	THEO3308	(Ecclesiology in) The Theory and Practice of Ecumenism	3
2	THEO3313	Theology of Sacramental Worship	3
1	THEO3314	Women, Liberation and Religion	3
1	THEO3318	Caribbean Theology	3

RELIGIOUS AND PHILOSOPHICAL STUDIES			
1	THEO1401	Introduction to the Study of Religion	3
2	THEO1402	Philosophy for Christian Theology I: Classical	3
1 & 2	THEO1404	History of Western Philosophy I	3
1 & 2	THEO1405	History of Western Philosophy II	3
2	THEO1407	Traditional Logic	3
2	THEO2401	Philosophy of Religion	3
2	THEO2402	Hermeneutic Philosophy	3
2	THEO2404	Comparative Religion	3
2	THEO2405	Philosophy of Religion	3
2	THEO3405	Aspects of the Philosophy of Aquinas	3

## **COURSE DESCRIPTIONS**

### **A: BIBLICAL STUDIES**

#### **LEVEL I**

##### **THEO1001 INTRODUCTION TO OLD TESTAMENT LITERATURE**

A survey of the literature of the Old Testament intended to enable the student to use the tools of critical analysis to read and understand it. The course uses specific texts to demonstrate how a knowledge of ancient culture, religion and history is essential for correctly interpreting the Hebrew text.

##### **THEO1002 INTRODUCTION TO NEW TESTAMENT LITERATURE**

A survey of the literature of the New Testament intended to enable the student to use the tools of critical analysis to read and understand it. Emphasis is placed on the use of literary, historical, archaeological and cultural analysis.

##### **THEO1004 GEOGRAPHICAL AND CULTURAL WORLD OF THE BIBLE**

A study of the geography of Palestine, the Near East and the Mediterranean region and some aspects of the culture of the peoples who inhabited these regions in biblical times. The purpose of this study is to situate the biblical texts in their Geographical and cultural context.

##### **THEO1007 INTRODUCTION TO BIBLICAL HEBREW**

This course introduces students to the basic elements of Biblical Hebrew so that they may be equipped to work with the original texts of the old testament.

##### **THEO1010 INTRODUCTION TO NEW TESTAMENT GREEK**

This course introduces students to the basic elements of New Testament Greek grammar, syntax and vocabulary so that they may be equipped to work with the original texts of the New Testament.

#### **LEVEL II**

##### **THEO2001 THE PENTATEUCH**

A study of the Pentateuch or Torah of the Hebrew scriptures, with special emphasis on literary, historical and theological issues that arise from these texts.

##### **THEO2002 THE LATTER PROPHETS**

A study of the Latter Prophets of the Hebrew Scriptures, in particular the texts of Amos, Isaiah, Micah and Jeremiah, with special emphasis on literary, historical and theological issues that arise in the text.

##### **THEO2003 THE PSALMS**

A study of the Psalter, with particular attention to its origin, development, literary form, theology and function within the life of the faith community.

##### **THEO2004 FOUNDATIONS OF BIBLICAL HEBREW**

This course introduces the fundamental elements of the Biblical Hebrew language. It establishes the essentials of Hebrew word formation, syntax and vocabulary necessary for the study of the Hebrew Old Testament.

##### **THEO2007 THE PAULINE EPISTLES**

An examination of the theological and pastoral concerns raised in the Pauline Epistles, with particular attention given to Romans, Galatians, Corinthians, Philemon, Philippians and Thessalonians. Attention will be given to literary and historical questions.

##### **THEO2008 THE GOSPEL AND EPISTLES OF JOHN**

A study of the Gospel and epistles of John, paying particular attention to their distinctive features including their relationship to a common gospel, and their understanding of Christ, the Holy Spirit, the Church, discipleship and eschatology.

**THEO2010 BIBLICAL TEXTS IN HEBREW**

Translation and exegesis of selected Old Testament prose and poetic texts with a dual emphasis on developing both interpretive and linguistic skills.

**THEO2011 BIBLICAL TEXTS IN GREEK**

Translation and exegesis of selected New Testament texts with a dual emphasis on developing both interpretive and linguistic skills.

**THEO2014 BIBLICAL HEBREW READING**

The course is designed to teach students to read Biblical Hebrew prose and poetry. It provides an orientation to knowledge and skills necessary for the Hebrew Bible: text, criticism, aesthetic appreciation, style etymology, grammar and vocabulary.

**THEO2016 NEW TESTAMENT GREEK READING**

This course continues the student's study of New Testament Greek, with the goal of acquiring a reasonable facility in Translating and interpreting the Greek text.

**THEO2018 SYNOPTIC GOSPELS**

This course will guide students towards reading the Synoptic Gospels - Matthew, Mark and Luke so that the unique nature of each can be appreciated. The sayings and deeds of Jesus and the proclamation of the gospels about Jesus will be analysed in the light of historical context and literary development. The ultimate goal is for students to have a greater understanding of the historical issues surrounding Jesus, to appreciate the witness of each Gospel, and to develop skills as interpreters of the Gospel.

**LEVEL III****THEO3002 EXILIC LITERATURE**

A study of the faith crisis of Israel resulting from the Babylonian Exile, and the various ways in which the people responded to the trauma. Attention will be focussed on the literature (Pentateuchal, prophetic, poetic) proposed in this period, with particular reference to the literary, historical and theological issues raised.

**THEO3004 THEOLOGY OF DEUTERONOMY AND THE DEUTERONOMIC HISTORY**

A study of the book of Deuteronomy with special emphasis on theological issues related to worship, the land, the role of Moses, justice and interpersonal relationships. The course will also focus attention on similar theological emphasis of the "Deuteronomic History".

**THEO3005 BIBLICAL APOCALYPTIC THEOLOGY (LITERATURE)**

A study of the books of Daniel and Revelation, with special emphasis on the social context and on the characteristic theological emphases of Biblical apocalyptic eschatology. Some comparisons will be made with other apocalypses and related literature. The role of apocalyptic ideas in contemporary Christianity and society will be examined.

**THEO3006 ACTS OF THE APOSTLES**

This course focuses on the literary, historical and theological content of the books of Acts as the second volume of Luke, and on the importance of Acts within the history of early Christianity. Special attention is given on such matters as the model presented in Acts for the mission and evangelism, its understanding of the church and its theology of baptism and the Spirit.

**THEO3008 ISRAELITE WISDOM**

An examination of the literature produced by the Hebrew sages with special reference to Proverbs, Job, Ecclesiastes, Ben Sirah and Wisdom of Solomon. Particular attention will be given to the international character and cultural setting of the wisdom movement, literary forms, influence, distinctive theological and existential concerns, and contemporary relevance.

**THEO3010 THE FOURTH GOSPEL IN CONTEXT**

This course studies the content of the gospel of John, compares it with synoptic counterparts, and examines it in the light of emerging issues in the Johannine environment with attention to its relevance to the contemporary situation.



## **THEO3019 THE GENERAL EPISTLES**

Advanced students will be guided into a deeper study of a portion of the Biblical Text (Hebrews, James, 1 Peter, 2 Peter, 1 John, 2 John, 3 John and Jude). Each time the course is taught, a letter (or more than one of the shorter letters) will be the primary focus. Literary, historical, hermeneutical, and theological aspects of the text will be explored in some depth.

## **B: HISTORICAL STUDIES**

### **LEVEL I**

#### **THEO1101 SURVEY OF THE HISTORY OF THE CHURCH TO REFORMATION**

This introductory course examines the main outline of the history of the church with special emphasis given to the growth and spread of Western Christianity.

#### **THEO1102 SURVEY OF THE REFORMATION: 1517-1648**

A survey of the events beginning with Martin Luther in Germany, John Calvin in Geneva, Henry VIII in England and the Radicals to the Catholic response - the Council of Trent.

#### **THEO1103 HISTORY OF THE CHURCH FROM PENTECOST TO CHARLEMAGNE**

A survey of the events and people that shaped Christianity and its response to the persecutions to acceptance and its subsequent growth in power in the Roman Empire.

#### **THEO1104 HISTORY OF EARLY CHRISTIANITY TO THE COUNCIL OF NICEAE**

The beginning of Christian institutions and doctrines and the various historical factors which helped to shape them up to the council of Nicaea.

#### **THEO1105 HISTORY OF THE CHURCH FROM NICAEEA TO CHALCEDON**

History of the growth of the church as an institution of the Roman Empire, its doctrinal controversies leading up to the "definition of faith" at the council of Chalcedon.

#### **THEO1106 HISTORY OF THE MEDIEVAL CHURCH: 750-1450**

A survey of the history of the Church from Charlemagne to the Council of Basle with emphasis on the Carolingian Church, the Gregorian reform, the Avignon Papacy, the Great Schism and conciliarism.

#### **THEO1107 HISTORY OF THE EARLY CHURCH TO AD 451**

The main events, movements and personalities in the formative period in the development of the Christian Church are explored. Particular attention is paid to the experience of the early Christians and to the formation of the Christian doctrine.

### **LEVEL II**

#### **THEO2101 HISTORY OF CHRISTIAN WORSHIP**

The history of the rites of Christian worship from the earliest time to the Present with emphasis on the Lord's Supper.

#### **THEO2103 THE REFORMATION IN GERMANY AND SWITZERLAND**

An examination of the causes of the Reformation and the Renaissance. A consideration of the social, political and religious implications of the movement is examined, along with the contributions of Luther and Calvin.

#### **THEO2104 THE REFORMATION IN ENGLAND AND SCOTLAND**

An examination of the development in England and Scotland. The Impact of the continental movement. The birth and spread of Puritanism and Separation. Consideration of the Counter-Reformation.

#### **THEO2105 THE MODERN CHURCH: 1650-1910**

Religious development in Europe and North America will be examined. Attention will be given to the influence of both continents and the Caribbean region.

**THEO2107 HISTORY OF THE CHRISTIAN CHURCHES IN THE CARIBBEAN: 1492-1834T**

The course will trace the historical development of the Christian churches in the region from the arrival of the Europeans to the end of slavery in the British Caribbean. Special emphasis will be placed on the role of the Christian community in the struggle for justice, freedom, status and activities of the Churches in the developing colonial societies.

**THEO2108 HISTORY OF THE CARIBBEAN CHURCHES IN THE POST EMANCIPATION CARIBBEAN**

A study of the role of churches in the post-emancipation period and the shaping of West Indian society. Special emphasis will be placed on the end of establishment, the growth of an interest in missions and movements for autonomy and unity.

**THEO2110 THE CATHOLIC REFORM**

A study of the Problems associated with the undertaking of reform within the Catholic Church in the 16<sup>th</sup> and 17<sup>th</sup> centuries and a review of the agencies involved in the process of reform particularly the Council of Trent and the new religious orders.

**THEO2111 CARIBBEAN CHURCH HISTORY SINCE THE 15<sup>th</sup> CENTURY**

The course will critically assess the history, identity, and mission among Caribbean Christian denominations.

**LEVEL III****THEO3105 CARIBBEAN ECUMENICAL DEVELOPMENT (T31E) TO THE PRESENT**

The course aims to help students to become informed about the different movement towards closer ecclesiastical union and to develop awareness of the need to increase understanding of the importance of such co-operation for Caribbean integration. At the end of the course students should be able to understand the establishment and growth of ecumenical relations in the Caribbean.

**THEO3106 THE PROTESTANT REFORMATION IN BRITAIN AND IRELAND**

This course offers an in-depth examination of the reformation in England, Scotland, Wales and Ireland. Particular attention is given to the origins, course and development of the reformation in these countries and their links to developments in Europe. Students will benefit from an increased historical awareness of the development of the English Church, the Book of Common Prayer, the Church's identity and its agenda for mission for the Americas.

**C: PASTORAL STUDIES****LEVEL I****THEO1204 INTRODUCTION TO MINISTRY**

This course will seek to facilitate an understanding of oneself as a minister, the nature of ministry, and the persons to whom ministry is offered (with whom ministry is shared). Students will have an opportunity to explore their own sense of vocation and reflect on their own religious pilgrimage. In addition, students will examine the following: Perspectives on Ministerial Vocation, The Ministry of the Church, The Development of Persons and Community Life.

**THEO1205 INTRODUCTION TO PSYCHOLOGY**

An introduction to the main ideas in psychology with special emphasis on the Adolescent, Personality and Adjustment.

**THEO1208 INTRODUCTION TO CHRISTIAN WORSHIP**

A study of the history, theology, practice and meaning of Christian worship. Particular attention will be paid to the development of worship in the early Church (to 325 C.E.). The development of Christian worship in the Protestant Churches up to the present will be surveyed with emphasis on contemporary forms.

**THEO1211 INTRODUCTION TO HOMILETICS**

A course in basic homiletic theory and sermon methodology conducted by means of lectures and discussions. Interpretation of texts, sermon construction and delivery and techniques related to preaching.

**THEO1216 FOUNDATIONS OF CHRISTIAN EDUCATION**

This course examines in an introductory manner the Biblical, theological, philosophical and socio-cultural foundations of Christian Education. It identifies the roles of the Pastor, the Director of Christian Education and other participants in the Church's educational ministry.

**THEO1214 PRINCIPLES OF RELIGIOUS EDUCATION**

An examination of various principles essential to programming for the educational ministry.

**LEVEL II****THEO2201 RITES OF CHRISTIAN INITIATION**

A study of contemporary sacramental rites of Christian initiative in the light of the origins and historical development of such rites. Practical and theological issues related to present-day celebration of these rites will also be discussed.

**THEO2202 CHRISTIAN SACRAMENTAL RITES**

A study of present-day Christian rites including rites of Penance Anointing of the Sick, rites of ordination and Marriage, in the light of the origins and historical development of these rites. Theological and pastoral issues related to the actual celebration of these rites will also be discussed.

**THEO2205 GENERAL PRINCIPLES OF CHRISTIAN EDUCATION**

The purpose of this course is two-fold. Firstly, it seeks to aid the students in reflecting on the nature, aims, history and relevance of catechesis, and secondly, to expose them to the various types of religious education programmes (and their rationale) existing in our region, so that they may understand their role in implementing the said programme.

**THEO2206 APPROACHING THE CHRISTIAN RELIGIOUS EDUCATION**

A study of selected theoretical responses to the issues and emphases in the exploration of the nature, purposes and communication of religion.

**THEO2211 MINISTRY TO YOUTH**

A course designed to provide an understanding of the development, dynamics and world of youth and to present an approach to ministry to youth in the wider framework of life transition and development.

**THEO2212 MISSION OF EVANGELISM**

A course designed to introduce participants to the Biblical and theological rationale for missionary activity and evangelism especially as they relate to the Caribbean.

**THEO2213 URBAN AND RURAL MINISTRY**

The course will examine urban and rural life in the so called third world with a view to determine appropriate mission responses as suggested by the Christian Gospel. It will also analyse the results of wealth and poverty, with a view to make the message of the church relevant in the Urban, Sub-urban and Rural contexts.

**THEO2216 PASTORAL CARE IN PRIMARY MOMENTS**

This course will: (a) provide an understanding of the nature and dynamics of the ministry of pastoral care along with its theoretical underpinnings; (b) develop a sense of identity as a pastoral care giver in students; (c) provide a perspective from which to understand the human person with whom ministry is exercised; (d) equip students with various skills for ministry; (e) explore the resources of the Christian tradition which are available on the exercise of ministry.

**THEO2217      APPROACHES TO ECUMENICAL LEARNING**

An exploration of the nature and dimensions of learning called for in a local-global context in an effort to understand God's way of working through people of different culture, traditions, faiths, religions and context who share a common humanity in our world. Special reference will be made to the unique body of material and insight produced by the modern ecumenical movement.

**THEO2218      RELIGIOUS EDUCATION IN THE DAY SCHOOL**

An exploration of the issues related to the teaching of religion in the day schools. Special attention will be paid to the skill and qualities required of the educator, the teaching methods and approaches recommended, and the certification and on-going teacher training required.

**THEO2219      THE LEARNING PROCESS AND METHODS (PRACTICUM)**

A study and design of creative and effective teaching methods to be employed in the teaching – learning process for various groups and programmes with special reference to Bible Study.

**THEO2224      PASTORAL CARE AND THE GRIEVING**

The course shares spiritual insights on how to offer Pastoral care to those experiencing grief, separation and / or loss; participants explore their theological position in the light of Biblical wisdom, Christian tradition and cultural expression of grief.

**THEO2226      BIBLICAL PREACHING**

This course will continue the student's development as a preacher with special emphasis on preaching from Biblical texts from both the Old and New Testaments. Attention will be given to general principles and methods of interpreting texts for preaching, to planning and composing sermons and to matters of delivery. Also considered will be the particular issues involved in Christian preaching from the Old Testament, preaching on various types of Biblical material, and preaching through the Biblical year.

**THEO2227      THE CONGREGATION IN COMMUNITY**

The course is designed to study congregations in the contexts in which they exist. Special emphasis will be placed on the use of analytical tools for studying a congregation, its community, and the relationship between the two.

**THEO 2500      INSTITUTIONAL CHAPLAINCY**

This course is designed to assist students to develop the skills and competencies to minister in institutions such as hospitals, hospices, schools, homeless shelters, children's homes and correctional facilities through a practicum placement. In this course, this practice of ministry will be accompanied by theological reflection. The student will engage in pastoral care in non-church institutional contexts that afford opportunities for reflection, as well as develop, pastoral and counselling skills garnered from teaching, research and interactions in the classroom setting.

**THEO 2501      PRACTICUM IN PASTORAL CARE**

The course will immerse students in environments where they will engage in routine pastoral duties whilst exploring the nature of their pastoral call. This practicum provides learning experiences in the context of local congregational or parish life and in church-sponsored agencies. The course will provide coverage of issues in ministerial ethics such as boundaries, power differentials, confidentiality, and appropriate sexual conduct. Gender, ecumenical issues, disability and Caribbean contextual concerns in pastoral ministry will be emphasised.

**LEVEL III****THEO3202      LEADERSHIP DEVELOPMENT**

This course will focus on the development of the skills and qualities necessary for effective leadership, taking into account the role of developmental factors, and the context of learning.

### **THEO3203 PRINCIPLES AND TECHNIQUES OF PASTORAL COUNSELLING I**

This course will seek to provide students with an introduction to counselling as a discipline, and pastoral counselling as an aspect of pastoral care which utilizes the insights and techniques from the field of counselling. It will seek to provide a working definition of Pastoral Counselling and an appreciation of its distinctive features. Students will not only be exposed to the techniques of counselling, but to the various attitudes and personal characteristics necessary for doing Pastoral Counselling.

### **THEO3204 PRINCIPLES AND TECHNIQUES OF PASTORAL COUNSELLING II**

This course is designed to help students engage some of the more profound issues and techniques which arise in Pastoral Counselling. This course will, therefore, explore such issues as diagnosis, depth counselling and group counselling. A central focus will be on the counselling of persons with marital and other relationships, as well as the counselling of persons with special problems pandemic to the society. A central concern will be on the extent to which these various techniques and approaches may be adapted to the life of the Caribbean parish.

### **THEO3205 SKILLS IN PASTORAL COUNSELLING**

This course is taught in three phases. In the first phase students will concentrate on identifying, demonstrating, and practising counselling skills. Dyads and role-plays will be used to practise and demonstrate these skills. The second phase will concentrate on skill integration and identification of counselling dynamics such as transference, counter-transference, and projection. The course is designed to develop the students' ability to give and receive feedback in a constructive manner. At this stage, students will be expected to grow in their ability to articulate the rationale behind their interventions, allowing them to blend their theoretical perspective with counselling practice. The third phase of the course focuses on the student's ability to be comfortable with silence, to read "body language," to listen for deeper levels of communication, and to read his/her own feelings as a counsellor in training, thereby helping him/her to understand the inner world of prospective clients.

### **THEO3206 ADVANCED SEMINAR IN PREACHING**

This course is a course for advanced reflection on and practice of the task of preaching. Particular attention will be given to sermons that address personal and social issues, special occasion sermons (such as weddings, funerals, harvest), and doctrinal or topical sermons. Attention will be given to methods by which a preacher can continue to receive evaluation from self and others in a congregation.

### **THEO3209 CHURCH MANAGEMENT**

This course examines Church management from both a theological and a secular perspective, and highlights similarities and differences between these two aspects. Students are encouraged to gain insights from theoretical approaches and apply them to practical situations which require, among other things, organizational skills and/or decision-making capabilities and /or good resource management.

## **D: THEOLOGICAL AND ETHICAL STUDIES**

### **LEVEL I**

#### **THEO1301 INTRODUCTION TO SYSTEMATIC THEOLOGY**

An examination of the nature, sources and methods used in theology. This course will also examine certain fundamental theological themes.

#### **THEO1302 INTRODUCTION TO THEOLOGICAL ETHICS**

This course introduces students to some of the key classical and modern figures in the history of theological ethics and some of their normative positions in the area of personal and socio-political morality.

## **THEO1304 FOUNDATIONS OF SYSTEMATIC THEOLOGY**

The course will introduce students to the development of some of the doctrines of the Christian Church, with a view to helping them understand some of the basic theological concepts in the history of doctrine and the traditional language in which such concepts are usually expressed.

### **LEVEL II**

## **THEO2301 PERSPECTIVES ON CHRISTOLOGY**

This course aims at clarifying our belief in the humanity and divinity of Jesus the Christ and the nature of the relationship between the two. An examination will be made of methods, assumptions and cultural thought patterns that have influenced and continue to influence the shaping of this belief.

**THEO2302 CHRISTOLOGY AND SOTERIOLOGY TO THE REFORMATION** Sources and methods of Christological inquiry; and doctrine and work of Jesus Christ developed historically and theologically up to and including the Reformation.

## **THEO2303 CONTEMPORARY CHRISTOLOGY AND SOTERIOLOGY**

Contemporary approaches in Christology and Soteriology. Study of the methodological issues, major emphases and contributions of selected authors.

## **THEO2304 THE TRINITY**

This course aims at examining the Christian theology of the Trinity: Father, Son and Holy Spirit – its origins, development and contemporary interpretations.

## **THEO2305 HOLY SPIRIT AND THE CHURCH**

The Holy Spirit in the Bible and in Christian tradition. The understanding of the church, its mission and ministry in the Bible and in Christian tradition. The functions of the spirit in the foundation and the continued development of the church. Charismatic movements in the Caribbean churches.

## **THEO2307 CONTEMPORARY ECCLESIOLOGIES**

A study of the nature and mission of the church in the writings of selected contemporary theologians.

## **THEO2308 GOD AND CREATION**

The Biblical basis for the Christian understanding of God, the "attributes" of God. The origin and development of Trinitarian theology and the problems posed by Greek philosophy for the modern age. God is Creator; and the concept of evolution, and the presence of evil in the World.

## **THEO2316 CHRISTIAN SOCIAL ETHICS**

This course deals with a development of a methodology whereby personal and social problems of a moral nature may be evaluated ethically. Students are expected to apply this method to selected issues.

## **THEO2317 THEOLOGY AND HUMAN SEXUALITY**

This course seeks to assist the student in developing an understanding of Sexuality as it relates to oneself and to the lives of other persons from the stand point of faith. (A) Sexuality and the person – historical perspectives; (b) Sexual beings – the data in the Bible and other literature; (c) Sexual love – the fusion of love and sexual expression; (d) Psychosexual maturity; (e) Marriage and sexual love; (f) problem areas in sexual expression and development; (g) The issues of homosexuality (h) The Church's response to human sexuality; (i) Sexuality and sacramentality; (j) Caribbean issues.

## **THEO2319 CHRISTIAN ETHICAL PRINCIPLES**

Christian ethics deals with fundamental principles of Christian living and the method whereby the Christian Community decides and acts. The course examines the nature and method of Christian ethics, including the place of the Scriptures and reasoning in it and how these are perceived in the church today.

### **THEO2320 PERSPECTIVE IN FEMINIST THOUGHT**

This course will examine the major themes of eight feminist theologians, mostly but not exclusively Roman Catholic thinkers, from North America, Latin America, Africa and Asia. It will engage the student in an analysis of the similarities among the theologians, and their differing cultural emphases. It will pose the question of the relevance of their work for the universal community of Christian believers.

### **THEO2321 SPIRITUALITY FOR THE ECOLOGICAL AGE**

This course aims at the following results: (a) to provide an understanding that we live in an evolutionary universe and that this has implications for the way we live our lives, structure our societies and do our ministries. (b) To deepen our appreciation of the sacredness of the Universe/Earth: It being a foundational revelation, having a psycho/spiritual as well as a physical / material dimension, and open out into mystery. (c) To make connections between our religious traditions, especially the Christian, and the ever worsening ecological crisis. (d) To appreciate the intimate connection between justice for the earth and justice for the human community, especially its poor and marginalized.

**THEO2322 THEOLOGY OF MISSION** The course will introduce students to the Theology of Mission. Topics to be expounded and discussed in class will include a brief presentation of the nature of missiology, the biblical foundations for mission, history of missionary models and practice (not always respectful of indigenous cultures), paradigm shifts in mission theology and missionary reflection inclusive of an ecumenical perspective and practice in the Caribbean and World today. In brief, this course will study Christian mission in its historical, social and theological dimensions

## **LEVEL III**

### **THEO3302 CHURCH AND DEVELOPMENT I**

A theological reflection on theories of development and related issues.

### **THEO3303 CHURCH AND DEVELOPMENT II**

Contemporary issues in development, with special reference to the Church's role in Commonwealth Caribbean society.

**NOTE: THEO3303 (T33C) may be used as a Level III research- based course, but the prerequisite still applies.**

### **THEO3304 SPECIAL ETHICS**

This course seeks to uncover and explore the ethical issues surrounding selected topics from among the following: Topics in bio-ethics, e.g. genetic engineering, problems of the beginning and end of life, euthanasia, contraception and population control, AIDS; The drug trade; War and nuclear armaments; The third world and the international order; Capital punishment.

### **THEO3305 CONTEMPORARY THEOLOGY I: PROTESTANT TRADITION**

This course is meant to examine some specific theological perspectives of the 20<sup>th</sup> century, with a view to highlighting schools of thought as they have functioned in the development of what has come to be known as the Euro-American tradition. These perspectives are usually the ones that receive most critical attention by contemporary theological practitioners and therefore warrant some serious consideration as prerequisite to studies in the more recent trends in theology.

### **THEO3306 CONTEMPORARY THEOLOGY II: RECENT TRENDS**

The course examines the Euro-American theological tradition to discover how it may or may not address contextual particularity in Third World situations. It then assesses the viability of the challenge to the traditional perspectives, from third world and other categories, concluding with innovative experiments in constructing of local theology, especially in the developing areas of Caribbean contextualization.

### **THEO3308 (Ecclesiology in) The Theory and Practice of Ecumenism**

This course will explore the ecumenical, historical and global perspectives on the Church.

### **THEO3312 SEMINAR ON LIBERATION THEOLOGY**

A study will be made of selected liberation theologians from specific areas of the movement. The study will focus theologians from specific areas of the movement. The study will focus on the genesis of the movement; methodological issues, emphases and reinterpretation of some major Christian symbols in the liberation theological movement.

### **THEO3313 THEOLOGY OF SACRAMENTAL WORSHIP**

This course is designed to provide systematic theological foundation for Pastoral courses THEO2201 (T22A) Rites of Christian Initiation and THEO2202 (T22B) Christian Sacramental Rites. It addresses in both historical and systematic manner the questions which throughout the centuries have been raised concerning the nature and meaning of sacramental worship, its causality and effects, including new insights thrown on these questions by the behavioural sciences.

### **THEO3314 WOMEN RELIGION AND LIBERATION**

This course aims to inform students about the historical, cultural and religious factors which have influenced the assumptions about the status of women and their function in human society. Biblical images of women are examined through the lens of a hermeneutic informed by a Caribbean female theological perspective.

### **THEO3318 CARIBBEAN THEOLOGY**

This course is a study of the chronology and development of indigenous theological perspectives in the Caribbean context. Assuming that missionary evangelization with its association with colonization is the chief percipient towards the emergence of these perspectives, the course will begin with an examination of the effects of missionary theology on the Caribbean church, society and culture in general. It will also explore how the faith tensions between acculturation and enculturation have influenced new methodologies in theologizing on the social, economic, political and religious issues of the contemporary Caribbean.

## **E. RELIGIOUS AND PHILOSOPHICAL STUDIES**

### **LEVEL I**

#### **THEO1401 INTRODUCTION TO THE STUDY OF RELIGION**

An Introduction to the major beliefs and practices of World Religions (with emphasis on their Caribbean manifestations) and to anthropological, sociological, psychological and philosophical issues to which religious belief gives rise.

#### **THEO1404 HISTORY OF WESTERN PHILOSOPHY I**

An introduction to philosophy using selected writings from philosophers in the ancient period of Western Philosophy. After a brief study of the Pre-Socratics, the major emphasis of the course will be on readings of selected texts of Plato and Aristotle. The course will end with a survey of philosophical movements of the Hellenistic period up to Plotinus.

#### **THEO1405 HISTORY OF WESTERN PHILOSOPHY II**

An introduction to modern and contemporary philosophy using selected writings from philosophers of these periods. The course will concentrate on the contributions of Descartes, Hume, Kant, Hegel, Nietzsche, and will end with a survey of trends in the 20<sup>th</sup> century philosophy.

#### **THEO1407 TRADITIONAL LOGIC**

The aim of the course is twofold: first, to introduce, through a historical and problematic approach, the methods and terminology of formal logic, particularly as it finds its origins in the philosophy of Aristotle; secondly, trace the development, uses and criticisms of the Aristotelean "scientific" model, both in the subsequent history of philosophy, and in the implicit presuppositions of other disciplines. The student should develop, therefore, not only the fundamental skills of argument analysis, but also a critical attitude concerning the limits of formal logic.



## **LEVEL II**

### **THEO2401 PHILOSOPHY OF RELIGION**

A critical approach to the study of religion: Method and Philosophical issues.

### **THEO2402 HERMENEUTIC PHILOSOPHY**

A study of hermeneutic theory from Schleiermacher to the present time with special emphasis on the theories of textual interpretations of Gadamer and Ricoeur.

### **THEO2404 COMPARATIVE RELIGION**

Theory of Non-Christian Religions – Judaism, Hinduism, Islam and Afro- Caribbean expressions: Foundations of inter-religious dialogue.

### **THEO2405 PHILOSOPHY OF RELIGION**

The examination of a variety of psychological perspectives and development theories and their application to religion and to individuals' religious thought and behaviour. Religious experiences and beliefs will be examined in the light of major theories of topics such as motivation and emotion, and approaches to the study of personality.

## **LEVEL III**

### **THEO3405 ASPECTS OF THE PHILOSOPHY OF AQUINAS**

The object of this course is to familiarize the student with certain selected text of Aquinas on the structure of thought, the structure of things in general, the ladder of being and mind, and enable the student to understand them against the background of Medieval philosophy and relate them to contemporary thinking. It is hoped that this course will help the student towards clarity of thought and an orderly mind.

# PART VI

## APPENDICES

- **ACADEMIC CALENDAR**
- **FREQUENTLY ASKED QUESTIONS**
- **GPA CALCULATION**
- **DEFINITION OF TERMS**

# APPENDIX I

## ACADEMIC CALENDAR 2019/2020

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### SEMESTER I

Semester I Begins	August 25, 2019
Teaching Begins	September 2, 2019
Teaching Ends	November 29, 2019
Examinations Begin	December 2, 2019
Examinations End	December 20, 2019
Semester I Ends	December 20, 2019

### Semester II

Semester II Begins	January 19, 2020
Teaching Begins	January 20, 2020
Teaching Ends	April 17, 2020
Semester Break	April 20 - April 24, 2020
Examinations Begin	April 27, 2020
Examinations End	May 15, 2020
Semester II Ends	May 15, 2020

## APPENDIX II

### FREQUENTLY ASKED QUESTIONS

**Q. How many courses am I allowed to register for in each semester?**

- A. Full time students are normally required to register for thirty (30) credits, (i.e. 10 courses) in any one academic year while part-time students may not register for more than twenty-one (21) credits (i.e. 7 courses) per year. In special circumstances, students may be allowed to exceed the limit.

**Q. Can I get special permission to do extra courses?**

- A. Yes. Students who are in their final year of study (that is, they will complete at the end of the second semester) are usually allowed to do one extra 3-credit course and in exceptional cases, two extra 3-credit courses.

**A. Where do I receive approval for over-rides for courses in red with the following components: Prerequisite, Test Score Error, maximum hours exceeded and campus restriction?**

- B. At the department in which the particular course (s) is/are offered. The Faculty Office approves over-rides for maximum hours exceeded and campus restriction.

**Q. How do I know which level a course belongs to?**

The first number in the course code is an indication of the level and the letters are an indication of the subject area. For example:

- COMP0001 – Preliminary Computer Science course
- SPAN1001 - Level I Spanish course
- HIST2001 - Level II History course
- LITS3001 - Level III Literature course

**Q. How do I go about making changes to my courses after registration has closed?**

- A. Students wishing to make changes to their records after the registration period has ended may do so by submitting an online request on the Automated Student Request Module which can be accessed through the Student Administration System Section (SAS).

**Q. How do I request a change of status from part-time to full-time?**

- A. Students who wish to change their enrolment status should first go to the "Request a Change of Major or Enrolment Status" link at the Student Administration Systems (SAS) Registration Menu which can be accessed at <http://www.mona.uwi.edu>. Such requests MUST be made at the beginning of the academic year.

Please note that part-time students who were accepted into the Faculty with lower level matriculation may transfer to full-time status only after completing a minimum of 15 credits.

**Q. How do I go about applying for Leave of Absence?**

- B. A student who for good reason wishes to be absent from an academic programme for a semester or more must apply for formal Leave of Absence through the Automated Student Request Module which can be accessed through the Student Administration System (SAS).

Leave of Absence may be granted for one semester or for an academic year. Leave of Absence, however, will not be granted for more than two consecutive academic years, or in the first year of the programme. A student who wishes to deregister from all courses in the first year of their programme must request deferral until either the next semester or the next academic year.

A.

**Q. Is there a deadline for making a Leave of Absence application?**

- A. Applications for leave of absence must be made no later than the third week of the relevant semester.

**Q. How do I change to another major in my Faculty?**

- A. This request has to be made online via the Student Administration System (SAS) and approved by the department that offers the major. Full-time students must do this no later than the start of their third semester of registration while part-time students are required to do this no later than the start of their fifth semester of registration.

**Q. Can I do a major in another Faculty?**

- A. Cross Faculty double majors are permitted with Humanities and Social Sciences but not in all areas. Students are encouraged to check with the Faculty on this matter. Double Majors may also extend beyond the regular scheduled time for a degree.

**Q. If I pursue 15 credits in any discipline area would I automatically be awarded a minor in that area?**

No. Awards can only be granted for minors that have been formally declared as a minor by the Faculty.

**Q. When do I declare my minor?**

- A. Students must declare their minor(s) at the commencement of the third year for full-time students or at the beginning of the final two semesters for part-time students. This is done through the Student Administration System.

**Q. How do I transfer to another Faculty?**

- A. All students wishing to transfer to another faculty must apply online to the programme of their choice via the Student Administration System (SAS)

**Q. Do I have to do a foreign language?**

- A. All students are required to take and pass, as part of the BA degree programme, a preliminary one semester foreign language course. (Note: Students will be permitted to take ONLY ONE Beginners course to fulfil this requirement. The following persons are exempt:

- I. A native speaker of either of these foreign languages.

- II. Students who have at least a foreign language - pass in the CAPE Functional, CSEC General [1, 2 or 3] or O-Level Examination or its equivalent.

**Q. What are the Foundation courses that students of the Faculty of Humanities and Education are required to do?**

A. FHE students are required to do the following foundation courses:

- Critical Reading and Writing for the Humanities (FOUN1016) or Critical Reading and Writing in the Disciplines (FOUN1019)
- Language: Argument (FOUN1002)
- Sciences, Medicine and Technology in Society (FOUN1201)
- Law, Governance, Economy & Society (FOUN1301)

**\*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN1019**

**Q. I am doing a cross-faculty double major and I am being asked to take FOUN1101. According to the Faculty Booklet, this course is not for Humanities students. Do I have to do FOUN1101?**

A. No. Students pursuing cross-faculty majors are required to fulfil the foundation course requirement specified by the Faculty in which they are registered and not the foundation requirements set by the Faculty in which the double-major is pursued. Foundation courses are set according to Faculty, and not according to programme or major.

**Q. Do I have to do courses outside my Faculty?**

Humanities and Education students do not have to do courses outside the Faculty, but are, allowed a maximum of 30 credits if they choose to do so.

**Q. Can I do a semester at another University?**

A. Yes, students of the Faculty have the option of pursuing courses at another university. Please visit the **International Students Office** for information on the University's international Exchange and Study Abroad programme.

**Q. How many courses am I permitted to do during the summer?**

A. Students are allowed to do a maximum of three 3-credit courses during the summer.

**Q. How many courses must I do outside of my major but within the Faculty?**

A. Humanities (BA) students are expected to do at least nine credits of Humanities courses that are outside of their major. However students who started in the 2008/2009 and 2009/2010 academic years are required to do six (6) credits. Students exempted from the above regulation are Liberal Studies majors & those pursuing double majors within the Faculty of Humanities & Education.

**Q. Can I do co-curricular credits?**

- A. Yes. Co-curricular courses are offered through Office of Students Services and Development. Co-curricular credits are done at Level II and students can get only 3 credits of co-curricular courses.

**Q. I entered the University before 2003, would my degree be assessed under the GPA system?**

- A. All active student records have recently been converted to the Banner GPA system. However, while pre-GPA students are currently being assessed based on the year they matriculated; they are also being assessed under the GPA system. Whichever system is more advantageous to the student in his/her graduating year, he/she would be awarded the "better" class of degree.

**Q. What is a credit check?**

- A. This is a consultation requested at the Faculty Office via telephone, email or in person; which tells the students how far along they are in their degree programme

**Q. How soon after the request is made can I come in for the credit check?**

- A. No sooner than one day and no later than two weeks, after which, a new request must be made.

**Q. Can I receive a credit check over the phone or via email?**

- A. No, it is a face-to-face interactive consultation with a representative of the Faculty Office. The student will thus be required to take with them their UWI identification card as proof of identity.

**Q. I missed an exam. What should I do?**

- A. If you missed an examination for medical reasons, you should submit a signed medical certificate to the UWI Health Centre within seven days. The Health Centre will then submit a letter on your behalf to the Examination Section of the Registry. You may be permitted to sit the exam at the next available sitting. (Refer to Examination Regulations, Section II, 17-32).

If you were absent from an examination for reasons other than medical, you would be required to register again for the course, if said course is compulsory. Departments may however advise students on other available options (e.g. Exams only).

**Q. Where can I apply for a go-through or a remark for a course I have failed?**

- A. A request for a go-through or remark can be made at the Examinations Sections.

**Q. How do I apply to do a course as 'Exams only'?**

- A. Students are entitled to register for 'exams only' only with the permission of the lecturer for the particular course once the student has registered, attended classes and has completed all course work.

Recommendation for 'exams only' is made by the department in which the course is offered via a letter through the Dean of Faculty to the Student's Records Unit.

**Q. *There is a “warning” status on my on-line student record. What does this mean?***

A. A “warning” status reflects poor academic performance (i.e. the receipt of a term GPA of 1.99 or less). This should be taken seriously and the student should seek counsel from his/her academic advisor. If such poor performance is maintained by a student for the following semester, the student will be asked to withdraw from the UWI.

**Q. *I was asked to withdraw as a result of unsatisfactory performance, how soon will I be allowed to resume my studies?***

A. No sooner than one (1) year after the date of withdrawal. A student who has been required to withdraw may request a meeting with the Dean, who may decide to waive the requirement.



## APPENDIX III

### HOW TO CALCULATE YOUR GRADE POINT AVERAGE (GPA)

**Grade Point Average (GPA)** is the average obtained by dividing the total quality points earned by the total quality hours for courses for which you registered for any stated period of time, excluding courses taken on a pass/fail basis, audited courses, courses taken for preliminary credit and courses for which the designation I (Incomplete) or IP (In Progress) is awarded.

COURSE	GRADE	QUALITY POINTS	QUALITY HOURS	GRADE POINT
FOUN1016	C	2	3	6
HIST2006	B+	3.3	3	9.9
PHIL2002	A	4.0	3	12.0
SPAN0001	C+	2.3	3	6.9
CLTR3905	F3	0	3	0
TOTAL		11.16	15	34.8
SEMESTER GPA = 2.32 [ Total Grade Point (34.8) ÷ Quality Hours (15) ]				

### TERMS ASSOCIATED WITH GRADE POINT AVERAGE (GPA)

**Credit Hours Earned:**

The credits for each course that counts toward the degree requirement and for which a passing grade is obtained.

**Quality Hours:**

The credits for each course that is included in the GPA calculation. Quality hours are assigned even when a grade of F is obtained in a course. Failed courses that are used in the determination of the GPA are assigned zero quality hours.

**Quality Points:**

The numerical value assigned to the relevant letter grade earned. Grade Points: Grade points are determined by multiplying the quality hours by the quality points for a course.

**Weighted GPA:**

Weighted GPA average is determined by applying appropriate weights for Levels I, II, and III courses to the grade points and the quality hours used in determining grade point average.

## APPENDIX IV

### DEFINITION OF TERMS

TERMINOLOGY	DEFINITION
<b>Credit</b>	A unit of study counting towards a degree or diploma
<b>Credit Hours:</b>	The numerical credit value assigned to a course. The credit values for courses as well as for projects, laboratory sessions, foreign language classes or other contact hours are determined by the Faculty Boards and are approved by the Board for Undergraduate Studies.
<b>Course</b>	A body of knowledge circumscribed by a syllabus to be imparted to students by sundry teaching methods and usually followed by an examination. A course may be either compulsory or elective
<b>Discipline</b>	A body of knowledge distinguishable from other such bodies on the basis of criteria such as method of enquiry, axioms, and areas of application.
<b>Elective</b>	An optional course of study selected by the person concerned.
<b>Part</b>	A portion of a programme defined by the regulations governing the programme.
<b>Programme</b>	A sequence of courses (designed to achieve pedagogical goals) the taking of which is governed by certain regulations and the satisfactory completion of a minimum of which (determined by such regulations) makes a candidate eligible for the award of a degree/ diploma/certificate.
<b>Major</b>	A permissible combination of courses leading to a degree, diploma or certificate.