

Academic and Curricular Programs  
(Developing a Gender Studies Program)

**Thoughts on Aspirations, Realities,  
and Hope**

**Odine Maria M. de Guzman**  
**University of the Philippines**  
**Center for Women's and Gender Studies**

# Aspirations

- Principles, beliefs on social justice, education as socialization and reflection of who we are
- Inspired by historical experience, both international and national
  - Second wave feminism, civil rights movement
    - ‘the personal is political’
    - Multiculturalism
  - Nationalist-democratic movements, feminist movement
  - Political and social repression
    - ‘from the streets to the academe’

- Based on:
  - International conventions: CEDAW, MDGs, SDGs
  - National laws and governmental directives
    - Philippine Development Plan for Gender-Responsive Development, 1995-2025
    - The Magna Carta of Women
    - GAD Accord of Philippine Higher Education with Declaration of Commitments by Presidents and Heads of HEIs and CSC, PCW, CHED (2011)
    - Commission on Higher Education directives: CHED Memo No.1 s. 2015

# The Proposal

- Establishment of Gender Studies programs in SUCs and HEIs
- CHED Technical Panel: Women and Gender Studies Program
  - MA in Women and Gender Studies
  - Program Goals: develop gender advocates, feminist scholars, GAD practitioners
  - Sample Curriculum: Core courses (21 units), Electives (based on tracks A [9 u], B [12u], Terminal Requirement (based on tracks A [thesis], B [fieldwork])

# Core Courses

**WGS201. Women, Gender and Development: History and Perspectives**

**WGS 202. Feminist Theories and Movements**

**WGS 203. Gender, Sexuality and Health**

**WGS 204. Gender, Work, and Political Economy**

**WGS 205. Gender-Responsive Planning and Administration**

**WGS 206. Feminist Epistemology and Pedagogy**

**WGS 207. Feminist Research**

# Electives

**WSG 211. Feminist Perspectives and Strategies in Organizing**

**WSG 212. Women, Gender, and Psychology**

**WSG 213. Feminist Perspective in Counseling and Psycho-Social Assistance**

**WSG 214. Women, Religion and Culture**

**WSG 215. Gender and Ecology**

**WSG216. Gender, Human Rights, and the Law**

# Realities

- Gender mainstreaming in HEIs is still uneven
- Universities with established programs and courses on gender and women's studies have had a long gestation period, ranging from 40-20 years
  - UP Diliman is the only university with a master's degree in women and development studies
  - PNU, Miriam College, Ateneo, Silliman University offer as a minor in fields such as International Studies, Interdisciplinary Studies, Sociology, Anthropology

- In most, faculty development in the field is still at early stages
- Instructional materials development is likewise at early stages
- Interest in the field among faculty and researchers may not be high because not seen as high-value, in the academic and economic sense
- Because is not perceived as high-value, in times of retrenchment, becomes first to go (as is experience abroad)



# Thoughts

- Conceptualize vis-à-vis:
  - CHED Memo No. 53 s. 2007: Policies and Standards on Graduate Education for Teachers and Other Education Professionals
  - Program goals in relation to CHED strategic plans and own SUC or HEI's M-V-G's and strategic plans
    - If not in own HEI's, then take first step and articulate in these
  - CHED Memo No. 2 s. 2011: Revised Guidelines in the Formulation of CHED Policies, Standards and Guidelines of Academic Programs

- A stand-alone program housed in a particular discipline has tendency to carry, *primarily*, perspective and methods of that discipline *alone*
- Minor in gender and women's studies attached to several programs may be better option – is also an application of mainstreaming; offers perspectives on gender and women's issues from different disciplines, e.g, literature/humanities, sociology, environmental science, education, community health, economics, architecture and design, etc.

- Develop niche of HEI in delivery of program, such as gender and health, gender and liberal arts, gender and environment, gender and rural development
- Reflect on own HEI's and contemporary Filipino's philosophy of education, especially purpose of tertiary education
  - May center on two main strands: the philosophical and the economical
- I believe these have critical bearing on the outcome of our aspirations and proposed program on gender and women's studies

# To Do

[intertwined with other academic functions]

- Plan to develop faculty resource: encourage your own faculty to major in gender and women's studies in universities where offered
- Develop research and instructional materials development by encouraging academic work in these areas
- Put administrative support for the development of program: policy direction and financial support

- Promote interest and research opportunities for the field/s

# Hope

*noun*

**1.**

a feeling of expectation and desire for a certain thing to happen.

**2.**

*archaic*

a feeling of trust.



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