MAKERERE UNIVERSITY

DIRECTORATE OF RESEARCH AND GRADUATE TRAINING

CURRICULUM FRAMEWORK FOR DOCTOR OF PHILOSOPHY (PhD)

2024

Table of Contents

1. Programme Structure

1.1 Title of the Programme

The title of the programme is Doctor of Philosophy (PhD) by Research abbreviated as **PhD.**

1.2 Justification for the programme

For quite some time, academic units at Makerere University were offering PhD degrees by research only. Regarding value addition and intellectual discourse, PhD degree programs by research alone were considered inadequate. Subsequently, a few faculties such as School of Education, Faculty of Computing and Information Technology, and the Faculty of Economics and Management developed PhD programs by both course work and research. Feedback from the students showed that although the courses offered dealt adequately with the technical aspects in the various disciplines, there was inadequacy in terms of content in basic courses required for sharpening the students' skills in research and publication. Areas identified included Research methodology, Data analysis, Information Management, Philosophy of Method and Scholarly writing and communication. These courses would enhance the knowledge and skills of doctoral students particularly to conduct quality research.

All academic disciplines have got their uniqueness, which give them a distinct character and it may be possible to delineate the boundaries of some disciplines. In spite of this, there are bodies of knowledge, which cut across all academic disciplines. There are bodies of knowledge, which all-academic disciplines share. These bodies of knowledge provide students with connections and intellectual tools that are related across the different disciplines. They help in enriching the understanding of core ideas across academic disciplines. They bridge disciplinary boundaries and unite core ideas across academic field. Regardless of which type of Doctorate one registers for, there are some courses that every student is required to take before they can graduate, called core courses. These cross-cutting courses are an integral part of the individual curriculum (work plan).

Makerere University has collaborative agreements with a number of universities both in the south and the north, including offering joint PhD degrees pioneered by the Karolinska Institute, Sweden that has graduated PhD students under this arrangement. This means that courses can be taken for credit and transferred to either of the collaborating institutions. On the part of Makerere University, this has been a challenge for students on PhD by Research Only programs since a curriculum defining and detailing such courses had not been written. Nor was the curriculum developed and offered as cross-cutting courses to PhD students fully implemented to serve that purpose.

Realising the need by PhD students to be grounded in the areas mentioned above, the Directorate of Research and Graduate Training in collaboration with some units of the university developed a curriculum for the Doctor of Philosophy (PhD) by Research Only. Therefore, the mission of the PhD (Research Only) program is to produce quality doctoral graduates with the necessary research investigative skills to lead research development agendas. This mission will be achieved through research and training that links advances in basic and applied humanistic and biological sciences.

1.3 Programme Objectives

The major objective of this program is to produce doctoral graduates who are both subject matter experts and highly skilled in research leadership, programmatic design and large-scale studies, resource mobilisation and management, research communication, knowledge translation and policy engagement.

1.4 Programme Outcomes

At the end of the programme, the graduates should be able to;

a) Undertake original and independent research in their specialized fields of knowledge;
b) Make academic contribution through quality academic publications in journals;
c) Provide leadership to specialized functions in organizations, institutions, associations, agencies, government and other international organizations.

1.5 Employment Prospects

Graduates from the program will have the following employment prospects:

1) Employment in leadership positions within the public and private organizations as researchers, advisors, or consultants.
2) Employment in research organizations and capable of undertaking research on various issues and producing publishable outputs that contribute to the advancement of scientific knowledge.
3) Employment in tertiary institutions like universities and colleges as academicians and researchers.
4) Employment in national, regional or international organizations.

1.6 Process of generating the curriculum framework

1.6.1 Earlier processes

The development of the curriculum for the PhD by Research only has been in the process for quite some time. Since 2001, a number of cross-cutting courses have been offered consistently, such as Research Methodology, Statistics and Computer Applications in Research, Genes and Genomes, Information Competence & Management. Given the need by the students and other stakeholders that these courses be taken for credit, the then School of Graduate spearheaded the development of a comprehensive curriculum for the cross-cutting courses. A sub-committee was set up by the Sida/SAREC Steering Committee to develop the curriculum for cross-cutting courses with the School of Graduate Studies as the Secretariat.

Several meetings of the committee were held and various stakeholders in the academic units were consulted while developing the structure and content of the cross-cutting courses. The committee was aware that some units run some of the courses identified here as cross-cutting and needed views and input by such units particularly on the content of the proposed cross-cutting course.

Realising the need by PhD students to be grounded in the above areas identified and a number of courses were developed to be offered as cross-cutting courses to PhD students. At the University Senate meeting of July 31st, 2015, the curriculum the PhD cross cutting courses was approved and since then inception, there has been a lot of interest by the PhD students whenever any of these courses is advertised.

The cross-cutting courses have been running since 2001 coordinated by the then School of Graduate Studies. They are timetabled to run each year. PhD students are required to have taken all the core courses and any electives in consultation with the supervisor(s) for successful completion of the program.

1.6.2 Soliciting views from stakeholders from within Makerere University

A public seminar was conducted during the PhD convention with faculty and students of Makerere University. The objective was to gather views on how the PhD program was being conducted at Makerere University and how the current PhD training can be improved.

Key among the recommendations were: streamlining entry into the doctoral program; strengthening PhD level learning activities; strengthening supervision; improving student support; improving examination process; linking big grants to PhD training; and starting a doctoral program in public health training.

1.6.3 Engaging with the departments to develop detailed course content

Departments to be engaged to generate the courses corresponding to the Disciplinary thematic areas in their departments to constitute the core disciplinary requirement for a PhD student undertaking a PhD in a specific disciplinary area. These courses will then be integrated into the curriculum.

1.7 Key Knowledge areas

These include Research philosophy and methods (KA1); Scholarly writing (KA2); Disciplinary Thematic areas (KA3); Research Seminar Series (KA 4); Scientific Presentation and publication (KA 5); Proposal and thesis writing (KA 6) and Tutorial Assistantship (KA 7).

Table 1: Content distribution by Knowledge Area

Year/Semester	KA1 – Research Philosophy and Methods	KA2 – Scholarly writing	KA3 - Disciplinary Thematic Areas	KA4 - Research Seminar Series	KA5 - Scientific presentation & Publication	KA6 - Proposal, Field Research and thesis	KA7 - Tutorial Assistantship
Year 1 Semester 1	ART 9102	LIB 9103				CCC 9101	
		ART 9105					
	FOM 9110						
	FOM 9108						
Year 1 Semester 2	CCC 9102		CCC 9103				
	WGS 9104						
	ISE 9106						
	SOC 9107						
Year 2 Semester 1				CCC 9201			
Year 2 Semester 2							CCC9202
Year 3 Semester 1				CCC 9301	CCC9302		
					CCC9303		
Year 3 Semester 2						CCC9304	

2. Conduct of the Program

2.1 Nature of the programme

The Doctor of Philosophy (PhD) Research Only is a three-year full time programme. The programme is structured such that the students take PhD Cross cutting core courses in the 1st year, while they develop their research proposal. In the 2nd and 3rd year, they implement their research projects and write up their thesis and publications.

2.2 Target group

The target group are early career and generally any other professionals who need the skills and competence to advance their careers or whose organizations are evolving requiring different skills sets that this programme would provide. Persons in strategic level positions would also be welcome on the program as they would also acquire the competencies they would immediately put into practice in their work.

2.3 Duration

The program takes three years to complete on a full-time basis with a maximum of seven years including withdrawals.

The program consists of a training component where the student is required to complete all the taught PhD Cross cutting core offered before submitting their thesis for Examination. The research component of the PhD Program is written up as a thesis. The thesis is evaluated by the doctoral committee, and internal and external examiners. If approved, the student defends the thesis publicly.

2.4 Designation of the Award

Upon successful completion of the program, a student is awarded a Doctor of Philosophy (PhD) of Makerere University.

2.5 Tuition fees

The tuition for this program will be in line with the University guidance of Uganda shillings 7,000,000= (seven million shillings) as tuition for PhD.

3. Regulations

3.1 Admission requirements

The program shall be governed by the general academic regulations for PhD admission as documented in the National Council for Higher Education (NCHE) Guidelines and the Makerere University Graduate Handbook.

Other requirements for admission will include the following:

1. Specification of the department where student wants to belong.
2. Letter of support from 3 referees

Candidates whose first language is not English or did not go through an education system with English as the medium of instruction will be required to prove that they have sufficient command of the English language to cope with post-graduate studies at Makerere University.

Degree holders

The program is open to all competent Ugandan and non-Ugandan candidates who possess a Masters' degree from a university recognized by the NCHE and should have earned a minimum of a second class lower division for their bachelor's degree.

3.2 Course categorization

3.2.1 Core Courses

The courses in the first semester of the first year are two core courses and a research proposal. The second semester of the first year also has two core course.

Students will also have to do teaching equivalent to 15 contact hours (1 Credit Unit); scientific communication consisting of seminars and scientific conferences; a thesis; and 2 publications. Publications are counted when the student is first author and in a reputable journal.

Teaching by doctoral students
All doctoral students taking a PhD by Research Only will be required to participate in teaching graduate students undertaking Masters Courses in the Department in which they are registered. Each PhD student will be required to teach a minimum of 15 lectures which will be taken to be equivalent to 1 credit unit.

Scientific communication

All students will participate in scientific communication as part of their training through attending and presenting at conferences, presenting at graduate seminars, and presenting at workshops. Presenting at an internationally recognized conference will carry 1 Credit Unit. Presentation at other graduate seminars will carry 0.5 credit units for each presentation.

3.2.2 Elective Courses

The elective courses will depend on the department in which the PhD is based and according to the needs of the PhD student in his /her studies

3.3 Classification of award
In accordance with the standing guidelines and regulations of the Makerere University on Higher Degrees, the Doctor of Philosophy (PhD) by Research Only will not be classified.

3.4 Semester load

The total load for the programme is distributed according to the semesters as indicated below:

Table 2: Semester load across academic years

Year	Semester	Total Credit units	Minimum credit units
Year 1	Semester 1	20	10
	Semester 2	19	7
Year 2	Semester 1	2	2
	Semester 2	2	2
Year 3	Semester 1	7	7
	Semester 2	12	12
Total		**62**	**40**

3.5 Academic programme load

The programme load is organized according to the semesters with the core courses and electives as indicated below.

Semester	No. of core Courses	No. of electives	Milestones	Total CUs
Year 1 Semester 1	2	3	2 core courses; Thesis Proposal Writing; and 3 Electives (Optional)	20
Year 1 Semester 2	2	3	2 core courses; 3 Electives (Optional)	19
Year 2 Semester 1	1	-	1 Research Seminar; Start of field research	2
Year 2 Semester 2	1	-	Tutorial Teaching; Conclusion of field research	2
Year 3 Semester 1	2 scientific presentations at conference; 1 Research Seminar; Manuscripts writing and Journal Clubs			7
Year 3 Semester 2	Thesis (Draft and Final thesis Writing; Doctoral committee presentation and viva voce defense)			12
Total				**62**

3.6 Minimum Graduation load

For a student to graduate, s/he must obtain at least **40 credit units** plus a "pass" in the dissertation.

4. Programme structure

Table 3 below presents the list of courses offered by the PhD program and the program path for the three -year study period at Makerere University.

Table 3: List of the programs courses

Year/Semester	Code	Course	LH	TH	PH	CH	CU
Year 1 Semester 1							
Core courses	ART9102	Philosophy of Method	45		30	60	4
	ART9105	Scholarly Writing & Communication Skills	30		30	45	3
	CCC9101	Thesis Proposal		10	60	45	3
Elective Course	LIB9103	Information Competence & Management	30		30	45	3
	FOM9110	Biomedical Research Methods	45		30	60	4
	FOM9108	Clinical Epidemiology	30		30	45	3
Year 1 Semester 2							
Core courses	CCC9101	Advanced Research Methods	45		30	60	4
	CCC9103	Disciplinary Thematic Area	30		30	45	3
Elective courses	WGS9104	Advanced Gender Research Methodology	30		30	45	3
	ISE9106	Advanced Quantitative Data Analysis, interpretation and presentation of results	45		30	60	4
	SOC9107	Advanced Qualitative Research Methodology & Data Analysis	45		30	60	4
Year 2 Semester 1							

Core courses	CCC9201	Research Seminar 1			60	30	2
Year 2 Semester 2							
Core courses	CCC9202	Tutorial Teaching		30	30	30	2
Year 3 Semester 1							
Core courses	CCC9301	Research Seminar 2			60	30	2
	CCC9302	2 scientific presentations at conference		30	30	30	2
	CCC9303	Manuscript Writing and Journal Clubs		30	60	45	3
Year 3 Semester 2							
	CCC9304	Thesis -Writing thesis draft; -final thesis writing; -presentation of draft to doctoral committee; final thesis submission and defense		 30	 150 150 30	180	12

5.0 Detailed Content Per Course

YEAR 1 SEMESTER 1

Core courses

5.1 Year 1 Semester 1
5.1.1 Core courses

Philosophy of Method
Course Code: **ARTS 9102**
Credit Units: **4**
Credit Hours: **60**
Brief Description
As a candidate leaves formal education, method is the last educational act meant to accompany him/her in life, not just as a skill, but above all as an attitude. Humanity is never satisfied; we are ever searching for a better life, exploring new areas, ever interested in what is (or may be) beyond our reach.
The final act of formal education (Ph.D. research thesis) sensitizes a candidate to the fundamental vocation of method which provides one with a sense of purpose and direction. We may recall the etymological Greek roots of the word "method", which were *meta* (to be, to follow) and *odos* (the way, the path, the road). Method therefore etymologically meant to follow the way, path or road.
Following the way, path or road required of a follower - discipline, orderliness, systematicity, continuity, and perseverance - and at the end of the day, there was always that "more", the "horizon" to be traversed.

Objectives of the Course

1. To give a student a historical perspective on knowledge science and research to stimulate him/her to relate his/her own research to this perspective.
2. To help the student to form a considered opinion about the concepts of knowledge, science and research.
3. To give the student a deeper understanding of the concepts of causation, correlation, scientific explanation, and scientific law.
4. To enhance the student's perspective in comparing the evaluating quantitative and qualitative methods.
5. To give the student some training in analysing the hypothetic-deductive/inductive structure in research papers.
6. To enhance the student's awareness about ethical conflicts and problems relating to science and research.
7. To provide the student with a forum in which he/she can discuss his/her own research proposal with other PhD students.

Expected Outcomes

- Students conversant with the vocation of method wand having a sense of purpose and direction in the conduct of research
- Better appreciation of the underpinnings of ethical conflicts
- Better understanding of the hypothetico-deductive-inductive process

Course Content

1. The Human Creative Process in History

A. General Cultural Perspective

The conditions of creativity; The birth and death of ideas; The process of creative thinking; conformity and creative thinking;

The human journey in history: From the Emergence of *homo sapiens,* THROUGH the Development of social organization, culture, religion, To the Global Society.

B. Human Creativity at Work

Satisfying basic needs, like food, shelter, clothing and the discoveries of fire, metal, and wheel, the taming of animals, agriculture.

Following the urge of searching, exploring, migrating, traveling, and the inventions related to land, sea, and air transport (vehicles, roads, maps, logistics)

Mapping (places and times) of specific inventions: The history of technology and science and the philosophy of it. The present technological age.

2. Valid Knowledge: Its Source and Purpose

A. Nature and Method of Knowledge

Defining characteristics of knowledge; Knowing 'how' and knowing 'that'; Knowledge, opinion, and belief; Knowledge, data, and information; Common features of knowledge; Scientific discovery and artistic creation

B. Sources of Knowledge

Skepticism and certainty; The empiricist tenets; The rationalist tenets; Naturalism (preconceptions for categorization)

C. Theories of Truth

The correspondence theory; The coherence theory; The coherence theory; The pragmatic theory; The meta-linguistic theory; The redundancy theory

D. Purpose of Knowledge

The empirical-analytical disciplines linked to technical control; The historical hermeneutic disciplines linked to social interaction; Critical theory linked to emancipation

3. Causation, Explanation, Laws

Explanation and Prediction; The Nature of Laws; Observation, Observational sentences, Data

4. Theory and Praxis

A. Theory and Praxis

Pre-theoretical approaches: science and politics in the ancient civilizations of Babylon, Egypt, and Greece; The Babylonia record of observed facts; Greek development of theory and hypothesis: Theory and *techne*in physics, theory and phronesis in politics; The positivistic conception of theory and praxis in the modern period

5. Historical Analysis of Epistemology

A. Ancient and Modern

The maieutic method of Socrates (469-399 B.C.); The dialogical method of Plato (427-347 B.C.; The inductive and deductive (logic) method of Aristotle (384-322 B.C.)

B. Contemporary

Hermeneutics (Hans-Georg Gadamer, 1900)

6. Present Situation of Epistemology

A. Karl Raimund Popper's Method of falsifiability

The Logic of Scientific Discovery

i) Structure of a theory

ii) Cognitive growth and theory change

iii) Paul K. Feyerabend's anarchistic theory of knowledge

iv) Larry Laudan's methodology of research traditions

v) FrankfurtSchool and critical theory

7. Applied Methodology

A. Methods in Science

Typical examples from the sciences, like medicine, physics, technology; Influence of the social sciences (Hobbes, Comte)

B. Methods in Humanities

Typical examples from humanities, like philosophy, history, language, literature, religion

C. Quantitative and Qualitative Methods

Comparing the methodologies of science and humanities

D. Ethical Foundations

Significance of ethics of human life; Basic principles of ethics; Relationship of ethics to research;Research and human rights; Research vis-à-vis its social, cultural and financial costs

E. Applicability Of Ethics To Research

Professional Ethics and specific ethical issues related to the medical, legal, teaching, accounting, managerial, engineering, and other professions; Codes of ethics; Responsibility towards research subjects in health, educational, social, and technologically related research; Informed consent and deception, privacy and confidentiality, Government regulations on research.

8. Crucial Issues for Research

A. Crucial Issues In General

Creation and distribution of wealth, World Poverty, New Economic Order, Globalisation and Localisation, Cultural Heterogeneity, Human Rights, The power of multinational corporations vis-à-vis the interests of smaller communities; The widening gap between developing and developed countries.

B. Crucial Issues in Africa and Uganda

Political issues in (Sub-Saharan) Africa: African government; African democracy; development; militarization; instability; migrations; health (aids); education (UPE); privatization, planning, prioritizing and implementation of research

9. From A Skill To Attitude

Acquiring the right approach to study and research within an ethical context ; Transferring theory into life (*Bios-theoreticos*) and emancipating life from the enslavement of "opinion" (*doxa)*

A. Characteristics of Research Attitude

Critique Assessment; Systematicity, orderliness; Continuity, perseverance, meekness

Course Delivery

- Didactic Lectures
- Discussion groups
- Students' research presentations

Reading List

1. Bob Pokrant, *Ways of knowing in the social Sciences.*

2. Hjørland, Birger & Sejer Christensen, F. (2002). Work tasks and socio-cognitive relevance. A specific Example. Journal of the American Society for Information Science and Technology, 53(11), 960–965.
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6. Jason Stanley & Timothy Williamson, 'Knowing How', *Journal of Philosophy,* 98.8, 2001
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17. Robert Audi, *Epistemology: A Contemporary Introduction to the Theory of Knowledge*, Second Edition, Routledge, New York 2003
18. Robert Dubin, *Theory Building: A Practical Guide to the Construction and Testing of Theoretical Models*, The free press, New York 1967
19. Sidney Hook, *Psychoanalysis, Scientific Method, and Philosophy: A Symposium*, New York University Press, New York 1959
20. Sperber, D. & D. Wilson (1986/1995) *Relevance: Communication and Cognition*. 2nd edition. Oxford: Blackwell.
21. Sperber, D. & D. Wilson (1987). Précis of Relevance: Communication and Cognition. *Behavioural and Brain Science*, *10*, 697–754.
22. Thomas s. Kuhn, *The Road Since Structure,* The University of Chicago Press, Chicago 2000
23. Thomas S. Kuhn, *The Structure of Scientific Revolutions*, 3rd Ed., The University of Chicago Press, Chicago and London 1996
24. Zhang, X, H. (1993). *A Goal-Based Relevance Model and its Application to Intelligent Systems*. Ph.D. Thesis, Oxford Brookes University, Department of Mathematics and Computer Science, October, 1993.

Scholarly Writing and Communication Skills
Course Code: **ART 9102**
Credit Units: 3
Credit Hours: 45

Course Description
Many PhD students struggle with scholarly writing and presentations in English, and normally much time in a PhD study is spent revising papers and preparing for conference talks. Given the amount of time that PhD students spend writing and preparing to present, students should invest in a systematic study of scholarly writing and communication. The aim of the three credit unit course is to equip students with the knowledge and skills in effective writing and presentations. The course deals with the publication process from the perspective of the author of a scholarly piece of work and the editor of a journal.

Learning Objectives
At the end of this course, students will be able to:

- Make a quality conference presentation
- write a quality journal article
- appreciate ethics-related issues when writing a scholarly/scientific paper.
- understand the prerequisites for choosing the market for publishing

Course Content
Introduction to scholarly Communication; Overview of communication contexts; Language and style in communication; Structuring and editing scholarly work;
The Publication Process; Scholarly Communication in the Sciences and social sciences/humanities; Citation Methods; Ethics in scholarly writing and communication; Using Library resources for Scholarly work; Critical review of scientific papers by groups of participants.

Course Delivery
The course is intended to provide a valuable experience for students and utilizes a variety of formats including:

- instruction
- group exercises
- Discussions & presentations

Reading List
Huff S.A. (1998): Writing for Scholarly Publication. SAGE Publications. 200p

Thesis Proposal
Course Code: **CCC 9101**
Credit Units: 4
Credit Hours: 45

Course description
Students will be required to develop a research proposal based on a clear and a well-articulated research problem and identified a gap in knowledge in their specific area of research focus.

Course objectives
The objectives of this course are to:

- Guide the students to conceptualize the design of their PhD study culminating in a research proposal
- Articulate the research problem, the gap in knowledge and generate the appropriate methodologies to fill the gap in knowledge

Learning outcomes

By the end of the course the student should be able to:

- Describe the research problem and the gap in knowledge
- Explain the different methods to use to generate the required knowledge
- Generate a coherent research proposal with the budget and timelines that would be adequate for the work needed.

Methods of teaching/ delivery

The student will work with the allocated supervisors under the guidance of the doctoral committee to submit and have an approved proposal ready for field data collection.

Indicative content

-designing data collection tools,
- Planning for data collection
-conducting a good literature review and citation.
-ethical considerations in research
-Mentored research proposal writing

Assessment method

The assessment will be in the form of progressive assignments (100%). The completion is on submission of an accepted proposal to the DRGT.

References

1. Makerere University (2024) Graduate Student Handbook (Makerere University: Directorate of Research and Graduate Training).
2. Guidelines for Research Proposal, Thesis/Dissertation Writing and Examination by Graduate School, Makerere University, 2024.

Electives courses (Optional)

Information Competence and Management

Course Code: **LIB 9101**
Credit Units: 3
Credit Hours: 45

Brief Description

Information competency and management cross-cutting course is a three credit unit course developed and conducted by the University Library in collaboration with the East African School of Library and Information Science (EASLIS) and Faculty of Computing and Information technology.

Aware that today information handling is at the heart of the research process across all disciplines, the three credit unit course focuses on the identification and use of information sources and resources, and the management and effective presentation of the research results. In this course, students are introduced to a range of facilities available within Makerere University and beyond, that can support their research. These include electronic database and e-journals as well as literature searching and information retrieval from the various printed and electronic resources, word processing, power point presentation, and file management. The course is also focused computer application in qualitative research, the techniques of storage, retrieval and processing/handling of various types of information/data, citation methods and the academic publication process.

Course Objectives

The major objective of this cross-cutting course is to impart knowledge and skills in the effective information seeking and management by postgraduate students/researchers. The course focuses on an individual's course/research topic to provide information seeking competency and support to the student.

Learning Objectives

After undertaking this course, students are expected to:

- identify and use of information resources (print and electronic) relevant to the researcher's individual research topic
- professional citing and quoting of authors versus interviewees/respondents
- improved scholarly writing (writing skills)
- file management of the many versions of electronic files researchers work on/with
- creation and management of simple databases for the bibliographic data/references, e.g. using Endnote software, and their subsequent updating
- computer applications in qualitative research e.g. using Atals.ti software.

Course Content

Introduction to bibliographic searches for literature review:

Literature searches, information retrieval and literature review: identification of relevant bibliographic sources, primary versus secondary sources of information, identification of subject keywords, synonyms, etc, role of thesauri;

Professional citing and quotation:

Citations: footnote, reference or bibliography, printed and the Internet publication. Quotations - authors versus interviewees/informants/respondents.

Management of multiple electronic files and word processing:

Outline a systematic way of storing, use and updating of multiple versions of files.

Bibliographic database:

Creation, management and updating simple database for the bibliographic data/references using Endnote software.

Computer applications in qualitative research:

Introduction to the use of Atlas.ti in analyzing qualitative data.

Presentation of research work:

The use of power point to present a summary of research work, and the academic publication process

Course Delivery

- Lectures
- In-class Practical work/Demonstrations
- Mini-field work and report writing
- Students' research presentations

Reading list

1. Patton, M. Q. (2002). *Qualitative research & evaluation methods*. London: Sage Publications.
2. Large, J. A. (2001). *Information seeking in the online age: principles and practice / Andrew Large, Lucy A. Tedd, and R.J. Hartley*. Munchen: K. G. Saur.
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5. Craswell, G. and Poore, M. (2012). *Writing for academic success*. Thousand Oaks, CA : Sage Publications.

6. *Hewson, C. (2003) Internet research methods: a practical guide for the social and behavioural sciences.* London: Sage Publications.
7. Dochartaigh, N. O. (2002). *The internet research handbook / a practical guide for students and researchers in the social sciences*. London: SAGE Publications.
8. Mauch, J. E., and Park, N. -. (2003). *Guide to the successful thesis and dissertation: a handbook for students and Park*. Roca Baton: CRC Press.
9. Hart, C. (2001). *Doing a literature search: a comprehensive guide for the social sciences / Chris Hart*. London: SAGE Pub.
10. Hart, C. (1998). *Doing a literature review: releasing the social science research imagination*. London: Sage Publications.
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19. Musisi, N. B. and Taylor, C. Edgar (2010). *What is plagiarism?* Kampala: Fountain Publishers.
20. Warburton, N., -. (2007). *The basics of essay writing.* London: Routledge.

Biomedical Research Methods
Course Code: **FOM 9110**
Credit Units: 4
Credit Hours: 60
Brief description (to be inserted)

Clinical Epidemiology
Course Code: **FOM 9108**
Credit Units: 3
Credit Hours: 45
Brief description (to be inserted)

YEAR 1 SEMESTER 2

Core courses

Advanced Research Methods
Course Code: **CCC 9102**
Credit Units: 4
Contact Hours: 60

Brief Description

The course aims at equipping PhD students with knowledge and skills of frameworks, processes and approaches for designing a qualitative and/or quantitative doctoral research study in the natural and social sciences. The course offers a unique blend of qualitative and quantitative approaches in the research process to help students select the most suitable methodology. With this course, students will acquire sufficient knowledge and skills to be able to formulate a relevant research problem and research questions. Use of library e-resources to identify and manage literature searches is covered. Students will use the identified literature and research questions to make an educated choice of method(s). Finally, students will be guided to write a research proposal for subsequent submission.

Learning objectives

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

- Identify a research problem/gap and formulate appropriate research questions.
- Make an informed choice of methods from the relevant research paradigm/paradigms correlated to the specified research problem
- Effectively use library and e-resources in sourcing literature and in citation management
- Identify and mitigate ethical issues relating to science and research
- Identify gender issues as applied to research.
- Write a research proposal following Makerere University guidelines.

Course content

Introduction to research methods

- Preparing for a PhD
  - ✓ Reasons for doing PhD and motivation for doctoral training
  - ✓ Trends in PhD completion with comparisons across the region.
  - ✓ Expectations for PhD training and timelines at Makerere University.
  - ✓ Challenges associated with doctoral studies.
  - ✓ How to navigate through the PhD journey.
  - ✓ Balancing PhD with life, work and family.
- Personal Development Plan.
  - ✓ What is a personal development plan?
  - ✓ Identification of skill gaps and building a skill set
  - ✓ Skills expected prior to PhD
  - ✓ Skills to be acquired during PhD
  - ✓ Designing and maintaining a personal development plan

Philosophy of methods/ research paradigms

- Ontology
  - ✓ Nature and Method of Knowledge. Defining characteristics of knowledge; Knowing 'how' and knowing 'that'; Knowledge, opinion, and belief; Knowledge, data, and information; Common features of knowledge; Scientific discovery and artistic creation

- ✓ Sources of Knowledge. Skepticism and certainty; The empiricist tenets; The rationalist tenets; Naturalism (preconceptions for categorization)
- ✓ Theories of Truth. The correspondence theory; The coherence theory; The coherence theory; The pragmatic theory; The meta-linguistic theory; The redundancy theory
- ✓ Purpose of Knowledge. The empirical-analytical disciplines linked to technical control; The historical hermeneutic disciplines linked to social interaction; Critical theory linked to emancipation

- Introduction to epistemology
  - ✓ Historical Analysis of Epistemology. Ancient and Modern. The maieutic method of Socrates (469-399 B.C.); the dialogical method of Plato (427-347 B.C.; the inductive and deductive (logic) method of Aristotle (384-322 B.C.). Contemporary, Hermeneutics (Hans-Georg Gadamer, 1900)
  - ✓ Present Situation of Epistemology. Karl Raimund Popper's Method of falsifiability
  - ✓ The Logic of Scientific Discovery
    - I. Structure of a theory
    - II. Cognitive growth and theory change
    - III. Paul K. Feyerabend's anarchistic theory of knowledge
    - IV. Larry Laudan's methodology of research traditions
    - V. Frankfurt School and critical theory
- Methodology
  - ✓ Methods in Science. Typical examples from the sciences, like medicine, physics, technology; Influence of the social sciences (Hobbes, Comte)
  - ✓ Methods in Humanities. Typical examples from humanities, like philosophy, history, language, literature, religion
  - ✓ Quantitative and Qualitative Methods. Comparing the methodologies of science and humanities

Literature search

- Introduction to Databases/Searching
- Reading journal articles
- Literature review
- Systematic reviews and literature matrix
- Reference management and Citation (Medley)

The research process

- Components of research proposal for Makerere University
  - ✓ Cover and Preliminary pages
  - ✓ Chapter One: Introduction
  - ✓ Chapter Two: Literature Review
  - ✓ Chapter Three: Methodology
  - ✓ References
  - ✓ Budget
  - ✓ Work plan
  - ✓ Concept note and its contents (Makerere University's approach)
- Problem identification / research gap
- Research question formulation
  - ✓ PICO or PICOT or PICOS for quantitative RQ
  - ✓ SPIDER for Qualitative RQ

- Research objectives
  - ✓ Aim or general objective
  - ✓ Specific objectives
  - ✓ SMART objectives
- Theoretical and Conceptual frameworks
  - ✓ Role of theory in graduate research
  - ✓ Theoretical frameworks in quantitative research
  - ✓ Theory in qualitative research
  - ✓ Theory in mixed methods research
  - ✓ Conceptual frameworks
  - ✓ Concept maps
  - ✓ Role of theory in literature review

Research designs and methodological choices

- Qualitative
- Quantitative
- Mixed methods
- Data collection tools for qualitative and quantitative methods
- Sample size & Sampling techniques

Gender responsive research

- Formulating gender sensitive research questions
- Detecting gender stereotypes, inequalities and gender biases
- Application of a gender-sensitive theoretical/methodological structure/Gender sensitive methodology
- Disaggregate data by sex and analyses data in gender-sensitive way
- Generation of gender sensitive outcomes/gender sensitive results
- Gender sensitive identification of users/beneficiaries

Research ethics

- Academic Misconducts; what they are and why they happen
- plagiarism
- Authorship- who did what?
- ethical review process
- research compliance
- intellectual property

Course delivery

- Lecture
- Group discussions (face-to-face and online interactions) with fellow learners and with the facilitator(s)
- Case studies
- Presentations
- Keeping a reflective learning journal
- Problem-based approaches
- Internet-based research
- Practical sessions
- Assignments

Deliverables

1. Concept paper (not more than 5 pages)

Reading list

1) Research Proposal and Thesis Format: https://rgt.mak.ac.ug/key-downloads/research-proposal-and-thesis-format
2) Burns, R. B., & Bursn, R. B. (2000). Introduction to research methods.
3) Reinharz, S., & Davidman, L. (1992). *Feminist methods in social research*. Oxford University Press.
4) Trochim, W. M., & Donnelly, J. P. (2001). *Research methods knowledge base* (Vol. 2). Cincinnati, OH: Atomic Dog Publishing.

Cooke et al. (2012). Beyond PICO: The SPIDER Tool for Qualitative Evidence Synthesis https://journals.sagepub.com/doi/abs/10.1177/1049732312452938

5) Doody, O. & Bailey, M.E. (2016). Setting a research question, aim and objective. Nurse Researcher, 23, (4) 9-23.
6) Grant, C. and Osanloo, A. (2014). Understanding, Selecting, And Integrating A Theoretical Framework In Dissertation Research: Creating The Blueprint For Your "House", *Administrative Issues Journal*: Vol. 4 : Iss. 2, Article 4. Available at: https://dc.swosu.edu/aij/vol4/iss2/4
7) Sandelowski, M., & Barroso, J. (2003). Writing the proposal for a qualitative research methodology project. *Qualitative health research*, *13*(6), 781-820.
8) Liamputtong, P., & Ezzy, D. (2005). *Qualitative research methods* (Vol. 2). Melbourne: Oxford university press.
9) Blackwell Publishing. Copyright FAQs, Section 1.21 'What is the Situation Regarding Plagiarism?' http://www.blackwellpublishing.com/bauthor/faqs_copyright.asp#1.23
10) Committee on Publication Ethics. Guidelines on Good Publication and Code of Conduct. http://www.publicationethics.org.uk/guidelines

Disciplinary Thematic Area
Course Code: **CCC 9103**
Credit Units: 3
Credit Hours: 45

Brief Description (To be developed by each discipline)

Elective courses (Optional)

Advanced Gender Research Methodology
Course Code: **WGS 9101**
Credit Units: 3
Credit Hours: 45
Course Description:

The School of Women and Gender Studies (SWGS) strives to foster intellectual community and collaborative research among gender and feminist scholars within and outside of Makerere University. This graduate course in Advanced Gender Research Methodology is an interdisciplinary and directs itself to students enrolled in doctoral programs in the humanities, medicine, natural and social sciences as well as technology. The purpose of the course is to enable students to pursue a coherent, integrated curriculum in the field of gender research methodology and thus become knowledgeable in approaches/perspectives of conducting gender responsive research in the discipline of their interest. It is envisaged that students completing the course will use the opportunity to bring a gender perspective to bear on the theory and practice of their own area of specialisation and discipline, thereby, increasing the body of gender responsive research in the university.

Aim - The course is intended to provide knowledge on philosophical, theoretical and practical issues in conducting gender responsive research.

Objectives of the course:

1. To sensitize Ph.D. students to the issues of gender in research and research for development.
2. To introduce feminist empiricist, standpoint and post-modern epistemologies to graduate students and to relate them to discussions of epistemology, philosophy of research and scientific discourses.
3. To provide graduates with theoretical and analytical skills in gender responsive research and discuss holistic research strategies and development initiatives.
4. To discuss how research can elicit change in practice and development involving gender concerns.
5. To present and take a critical look at quantitative and qualitative methods from a gender perspective.
6. To provide students with hands on experience with some of the joys and dilemmas of doing research from a gender perspective, including: working in collaborative research team, designing and conducting an ethnography including observation and interview, interpreting numerical data from secondary sources, reflecting on the process of doing research and analysis, writing a minor research report and giving oral presentations.

Learning Outcomes

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

1. The differences between mainstream research and feminist research
2. Acquire and apply gender and feminist research skills in their specific research topics.
3. Demonstrate their knowledge and skills by conducting a gender focused/feminist mini research and present to the class.

Mode of instruction:

The course is intended to be participatory, involving lectures, tutorials and hands on practice. The students are expected to participate actively in all course moments. In addition to assigned readings and presentation of a critical analysis of these readings – the students are expected to carry out research and to relate the course work to their own experience of three different research methods (statistical analysis, ethnography and text/discourse analysis), field work, group discussions, brainstorming, sharing experiences, guest speakers.

Topic outline:

Teaching and learning processes

Introduces the philosophy of teaching and learning, feminist research and what is expected from the students.

Required Readings

1. Jane Wambui (2013). An Introduction to Feminist Research. www.researchgate.net/file.PostFileLoader.html?id...
2. Naples, Nancy (2007). Feminist Methodology and Its Discontents. Pp.547-564 in Handbook of Social Science Methodology, eds. William Outhwaite and Stephen Turner. 2007.

Gender and feminist concepts and theorizing
Gender and feminism and their relation to other concepts such as class, race, ethnicity and sexuality will be addressed, as will be theories of gender and feminist theorizing.
Required Readings:
1. Sharlene Nagy Hesse-Biber (2007). Feminist Research: Exploring, Interrogating, and Transforming the Interconnections of Epistemology Methodology,andMethod. www.sagepub.com/sites/default/files/.../43563_1.pdf
2. Moore, Henrietta (1997) A Passion for Difference, Polity Press, ch 1: "The Divisions Within: Sex, Gender and Sexual Difference".

3. Porport, Jane L, Patricia Connelly and Eudine Barriteau (eds) (2000) Theoretical Perspectives on Gender and Development, International Development Research Centre, Ottawa.
Suggested Readings
Julia Wood (ed) (1996). Gendered Relationships, London, Mayfield Publishing Company, ch 1 "Gender, Relationships and Communication" (Julia Wood), ch 2 "Classified Information: Race, Class and (Always) Gender" (Cheris Kramarae).
Ssali, Sarah. J. Ahikire, A. Madanda (2007). Gender Concepts Handbook. Kampala. Fountain Publishers.
Gender as an analytical category
Will include multiple gendered identities, construction of masculinity and femininity and male, female identity, social construction of gender difference and gender analytical tools.
Required Readings:
1. Hubbard, Ruth (1995). Profitable Promises. Essays on Women, Science and Health, "In a Science Structured Along Feminist Lines, Would the Laws of Gravity No Longer Hold?" pp 205-229. sfonline.barnard.edu/sfxxx/documents/hubbard.pdf
2. Kimmel, Michael. (2000). The gendered Reader. 2nd Edition. Oxford Univ. Press Inc.
3. Ssali, Sarah. J. Ahikire, A. Madanda (2007). Gender Concepts Handbook. Kampala. Fountain Publishers.

Suggested Readings
Visvanathan, Nalini, Lynn Duggan, Laurie Nisonoff, Nan Wiegersma (1997) The Women, Gender and Development Reader, London, Zed books.
Doucet, A. and Mauthner, N. (2012) "Knowing responsibly: Ethics, Feminist Epistemologies and Methodologies in M. Mauthner, M. Birch, J. Jessop and T. Miller (eds.), Ethics in Qualitative Research. Second Edition. London: Sage, 123-145.
Feminist epistemologies
Presentation of feminist empiricist-, standpoint, and postmodern positions and their places in discussions of philosophy of research, epistemology and scientific discourses.
Required Readings
1. Barbara Fawcett & Jeff Hearn (2004) Researching others: epistemology, experience, standpoints and participation, International Journal of Social Research Methodology, 7:3, 201-218, DOI: 10.1080/13645570210163989 http://dx.doi.org/10.1080/13645570210163989

2. Doucet. A. and Natasha S. Mauthner (2006). Feminist Methodologies and Epistemology. http-server.carleton.ca/.../Doucet_Mauthner_Feminist...

3. Naples, Nancy and Barb Gurr (2013). Feminist Empiricism and Standpoint Theory: Approaches to Understanding the World. Pp.14-41 in Sharlene Hesse-Biber, ed..Feminist Research Practice: A Primer, Second Edition Edition. SAGE Publications, Inc;

Suggested Readings

Bhavnani, Kum-Kum (1998) "Tracing the Countours: Feminist research and feminist objectivity" in H Afshar & M Maynard (eds) The Dynamics of 'Race' and Gender, Some feminist interventions, Taylor & Francis, pp 26-40.

Moerman, C. & van Mens-Verhulst, J. (2004). Gender-sensitive epidemiological research: suggestions for a gender-sensitive approach towards problem definition, data collection and analysis in epidemiological research. Psychology, Health & Medicine, 9(1), 41-52. doi:10.1080/13548500310001637742

Gender responsive research and research for development

The following topics will be presented: gender research and activism, gender and participatory research, gender and action oriented research, macro-level research, use of macro-data to assess status of human development.

Required Readings:

1. Narayan, Deepa (1996) Toward Participatory Research, World Bank Technical Paper, no 307, Ch 2 "What is Participatory Research?".

2. Buikema, Rosemarie (2014). A Dialogue on the Dilemmas of Feminist Research Praxis (pp. 280-301) in Domitilla Olivieri and Koen Leurs (eds) Everyday Feminist Research Praxis.

3. Sen, Gita (2004) The Relationship of Research to Activism in the Making of Policy: Lessons from Gender and Development. United Nations Research Institute for Social Development.

Suggested Readings

Wakeford, Nina (2002) Networks of Desire: Gender, Sexuality and Computing Culture, London, Routledge

Tinker, Irene (1997). Ch 2 "The making of a field: Advocates, practitioners and scholar" in Visvanathan et al (eds), (1997) ibid.

Sen, Gita (2004) The Relationship of Research to Activism in the Making of Policy: Lessons from Gender and Development. United Nations Research Institute for Social Development.

Feminist theory and research perspectives

The discussion centers on research informed by feminist theory and epistemology as well as gender focused research methodologies. More concretely the presentation will focus on use of multiple research methods, and on qualitative and quantitative research methods and analysis.

Required Readings

1. Sharlene Hesse-Biber (2012). Feminist Approaches to Triangulation: Uncovering Subjugated Knowledge and Fostering Social Change in Mixed Methods Research. Journal of Mixed Methods Research March 30, 2012 1558689812437184

2. Porport, Jane L, Patricia Connelly and Eudine Barriteau (eds) (2000) Theoretical Perspectives on Gender and Development, International Development Research Centre, Ottawa.

3. Jacqueline Scott (2010) Quantitative methods and gender inequalities, International Journal of Social Research Methodology, 13:3, 223-236, DOI:10.1080/13645579.2010.482258. http://dx.doi.org/10.1080/13645579.2010.482258

Suggested Readings:

Hesse-Biber, Sharlene et al (1999). Feminist Approaches to Theory and Methodology. Oxford, Oxford University press.
Buikema, Rosemarie (2014). A Dialogue on the Dilemmas of Feminist Research Praxis (pp. 280-301) in Domitilla Olivieri and Koen Leurs (eds) Everyday Feminist Research Praxis.
Doucet, A. and Mauthner, N. (2012) "Knowing responsibly: Ethics, Feminist Epistemologies and Methodologies in M. Mauthner, M. Birch, J. Jessop and T. Miller (eds.), Ethics in Qualitative Research. Second Edition. London: Sage, 123-145.

Conducting gender responsive research

Three methods will be used more in-depth: interpretation of numerical data, ethnography and text/discourse analysis. In the lectures these research methods will be exemplified through research from two areas (health and (un)employment).

Required Readings

1. Jacqueline Scott (2010) Quantitative methods and gender inequalities, International Journal of Social Research Methodology, 13:3, 223-236, DOI:10.1080/13645579.2010.482258. http://dx.doi.org/10.1080/13645579.2010.482258
2. Elisabetta Ruspini (2001) The study of women's deprivation: How to reveal the gender dimension of poverty, International Journal of Social Research Methodology, 4:2, 101-118, DOI: 10.1080/13645570010014300. http://dx.doi.org/10.1080/13645570010014300

Practical work

Students will carry out a gender responsive research study in own area of specialization (suggestions for areas are: agricultural, education, family and marriage, governance/political participation health, identity, labour markets, policy analysis and poverty).

Required Readings

1. Elisabetta Ruspini (2001) The study of women's deprivation: How to reveal the gender dimension of poverty, International Journal of Social Research Methodology, 4:2,101-118, DOI: 10.1080/13645570010014300. http://dx.doi.org/10.1080/13645570010014300
2. Austin H. Johnson (2015). "Beyond Inclusion: Thinking Toward a Transfeminist Methodology" In At the Center: Feminism, Social Science and Knowledge. Published online: 24 Aug 2015; 21-41.
http://dx.doi.org/10.1108/S1529-212620150000020003
3. Doucet, A. (1996) "Encouraging Voices: Towards More Creative Methods for Collecting Data on Gender and Household Labour", in Lydia Morris and Stina Lyon (eds.) Gender Relations in the Public and the Private. London: Macmillan; pp. 156-173.

Suggested Readings

Buikema, Rosemarie (2014). A Dialogue on the Dilemmas of Feminist Research Praxis (pp. 280-301) in Domitilla Olivieri and Koen Leurs (eds) Everyday Feminist Research Praxis.
Letherby, Gayle (2003) Feminist Research in Theory and Practice, Milton Keynes, Open University Press.

Reflections on research practices and ethics of research

Ethical and moral issues in the research process will be discussed as well as the relationship between the researcher and the researched.

Required Readings

1. **Hesse-Biber, S.N., & Piatelli, D. (2007).** Holistic reflexivity: The feminist practice of reflexivity. In S.N. Hesse-Biber (Ed.), Handbook of Feminist Research: Theory and Praxis. Thousand Oaks, CA: Sage
2. **Mauthner, N. S. and Doucet, A. (2007)** "Reflexive accounts and accounts of reflexivity in qualitative data analysis" in A. E. Bryman (ed.) Qualitative Research 2. Benchmark in Social Research Methods. London: Sage.

3. **Karen Davies & Johanna Esseveld (1987/2003)** Reflections on Research Practices in Qualitative Research, Research Reports, Dept of Sociology, Lund University.

Suggested Readings

Mauthner , N.S. and Doucet, A. (1998) "Reflections on a Voice-Centred Relational Method of Data Analysis: Analysing Maternal and Domestic Voices" in Jane Ribbens and Rosalind Edwards (eds.), Feminist Dilemmas in Qualitative Research: Private Lives and Public Texts. London: Sage; pp. 119-144.

Johanna Esseveld (1997) "Changing Patterns and practices of (un)employment and the Swedish Welfare state", pp 219-236 in J. Holmer & J. Ch. Karlsson Work- Quo Vadis? Re-thinking the Question of Work, Aldershot, Ashgate.

Doucet, A. (1998) Interpreting Mother-Work: Linking Ontology, Theory, Methodology and Personal Biography Canadian Woman Studies (18), pp. 52-58.

Additional Reference Materials available at the library of the College of Humanities and Social Sciences

1. Ashton, Jones, Olson and Perry. (2000). The Gendered Reader. Oxford University Press
2. Bleier, Ruth (ed) (1990) Feminist Approaches to Science, N.Y., Pergamon Press.
3. Blumberg, Rae, Cathy Rakowski, Irene Tinier and Michael Monteon (eds) (1995) Engendering Wealth and Well-Being, Latin America in Global Perspective.
4. Bystydzienski, Jill (1992), Women Transforming Politics: Worldwide Strategies for Empowerment, Indiana University Press, Bloomington.
5. Butler, Judith and Joan W. Scott (1992) Feminists theorize the Political, New York, Routledge.
6. Cockburn, Cynthia & Susan Ormrod (eds) ()Gender and Technology in the Making,
7. Crompton, Rosemay and Michael Mann (ed) (1986), Gender and Stratification, Cambrdige, Polity press.
8. DeVault, Marjorie (1999) Liberating Method: Feminism and Social Research,
9. Eichler, Margrit (1991) Non Sexist Research Methods: A Practical Guide, N.Y., Routledge.
10. Everts, Saskia (1998) Gender & Technolog: Empowering Women, Engendering Development, London, Zed Books.
11. Fong, Monica & Anjana Bhushan (1996) Toolkit on Gender in Agriculture, The World Bank, Washington, D.C.
12. Freeman, JO. (1989). Women: A Feminist Perspective, Mountain View Publ, California.
13. Gerson, Kathleen (1993) No Man's Land. Men's Changing Commitments to Family and Work, N.Y. , Basic books.
14. Green, Eileen, Jenny Owen, Den Pain (eds) (1993) Gender by Design?: Information Technology and Office Systems, Taylor & Francis.
15. Harcourt, Wendy (ed) (1997) Feminist Perspectives on Sustainable Development, London, Zed Books ltd.
16. Harcourt, Wendy (ed) (2000) Women @ Internet. Creating New Cultures in Cyberspace, London, Zed Books.
17. Harding, Sandra (ed) (1987) Feminism and Methodology: Social Science Issues,
18. Hess, Beth and Ferree. (1987). Analysing Gender: A handbook of Social Science Research, London, Sage Publ.
19. Hesse-Biber, Sharlene et al (1999). Feminist Approaches to Theory and Methodology. Oxford, Oxford University press.
20. Hubbard, Ruth (ed) (1990) The Politics of Women's Biology, London, Rutgers University Press.

21. Hubbard, Ruth (1995) Profitable Promises. Essays on Women, Science and Health,
22. Iman, Ayesha M, Amira Mama & Fatou Sow (1999) Engendering African Social Sciences, Codesria Book Series.
23. Jaggar, Alison M & Susan R. Bordo (1989) Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing
24. Lauretis, Teresa de (ed) (1985) Feminist Studies/Critical Studies Macmillan Press, London.
25. Kimmel, Michael. (2000). The gendered Reader. 2nd Edition. Oxford Univ. Press Inc.
26. Doctoral course developed by Esseveld/Kabonesa 10/22/2018
27. Kirsch, Gesa E (1999) Ethical Dilemmas in Feminist Research: The Politics of Location, Interpretation, and Publication
28. Kolawole, Mary E Modupe (ed) (1998) Gender Perceptions and Development in Africa, Lagos, Arrabon Academic Publishers.
29. Kovrany Janet, James Sterba and Rosemarie Tong (eds), (1998) Feminist Philosophies. Problems, Theories and Applications, Prentice Hall, New Jersey.
30. Kramarae, Cheris (ed) Technology and Women's Voices. Keeping in Touch, London, Routledge & Kegan Paul.
31. Letherby, Gayle (2003) Feminist Research in Theory and Practice, Milton Keynes, Open University Press.
32. Mies, Maria & Vandana Shiva (1993) Ecofeminism, Halifax, Fernwood publications.
33. Mikell, Gwendolyn (ed) (1997) African Feminism. The Politics of Survival in Sub-Saharan Africa, University of Pennsylvania Press.
34. Mohanty, Chandra, Taipade, Ann Russo & Lourdes Torres (eds) (1997) Third World Women and the Politics of Feminism, Bloomington, Indiana University Press.
35. Nielson, J. McCarl. (1990). Sex and Gender in Society: Perspectives on Stratification. Waveland Press Inc.
36. Oakley, Ann (2000) Experiments in Knowing: Gender and Method in the Social Sciences
37. Porport, Jane L, Patricia Connelly and Eudine Barriteau (eds) (2000) Theoretical Perspectives on Gender and Development, International Development Research Centre, Ottawa.
38. Rebecca, Leslie (1998) Under the Sign of Hope: Feminist Methodology and Narrative Interpretation
39. Ramazanoglu, Caroline & Janet Holland (1998) Feminist Methodology: Challenges and Choices, Cambridge, Poltiy Press.
40. Rathgeber, Eva M & Edith Ofwona Adera (eds) (2000), Gender and the Information Revolution in Africa, Ottawa, International Development Research Centre.
41. Ruth, Sheila (2001) Issues in Femininsm: An Introduction to Women's Studies, London, Mayfield publ.
42. Sassen, Saskia(ed) (2002) Global Networks. Linked Cities, N.Y., Routledge.
43. Silverman David, (1993). Interpreting Qualitative Data: Methods for analysing Talk, Text and interaction. SAGE Publications London. Thousand Oaks, New Delhi.
44. Stamp, Patricia (1990) Technology, Gender and Power in Africa, Ottawa, IDRC.
45. Stockard Jean and Miriam Johnson. (1992) Sex and Gender in Society. Englewood Cliffs, N J, Prentice Hall.
46. Sweetman, Caroline (1998) Gender and Technology, Oxfam Academic.
47. Verma, Ritu (2001) Gender, Land and Livelihoods in East Africa through Farmers'Eyes, Ottawa, IDRC.
48. Wakeford, Nina (2002) Networks of Desire: Gender, Sexuality and Computing Culture, London, Routledge.

49. Walby, Sylvia (1997) Gender transformations, London, Routledge.
50. Wolf, Margery (1992) A Thrice-Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility,
51. Yin. K. Robert. (1984). Case Study Research Design and Methods. SAGE Publication Beverly Hills London New Delhi

Advanced Quantitative Data Analysis and Interpretation of Results
Course Code: **ISE 9106**
Credit Units: 4
Credit Hours: 60

Brief Description

The four-credit unit course is designed to help PhD students' summaries and interpret results from their research work. The course enables learners to understand the principles and practical application of statistics for analysis of research data. The course revisits standard statistical techniques together with comprehensive hands on illustration of their application using a standard statistical package (e.g. STATA or R). the course goes further to demonstrate the best ways to present data in table form, figures among others and how these high-resolution figures could be exported to own research projects.

Learning objectives

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

- design an appropriate data analytical plan
- calculate the sample size required for a given project
- choose the appropriate statistical technique(s) to use for the type of data
- analyze own data using a selected software package (STATA or R)
- interpret the results using appropriate statistical language
- present analyzed data using appropriate tables or figures

1. Recap of study designs

- Quantitative, qualitative, & mixed methods
- Sampling techniques: simple random, systematic, stratified, cluster, multistage
- Sample size, precision and power calculations

2. Descriptive statistics

- Data Description-, types of data, variables and measurement scales
- Categorical data: Frequency distributions, contingency tables
- Continuous data:
    - Measures of central tendency: Medians, Means,
    - Measures of variation / spread / dispersion: standard deviations, standard error of the mean, confidence intervals of the means
-
-

3. Probability theory

- Basic probability concepts;
- Discrete distributions; Binomial; Independence

4. Statistical Inference I

- The Normal Distribution - Introduction to the Normal distribution; Tables of the Normal distribution; Sampling; distribution of the mean; Student's t-distribution; Central Limit Theorem: Practical relevance
- Statistics and parameters;
- Point estimates, p-values and Confidence intervals
- Hypotheses testing
- Type I and Type II errors

5. Data analysis plan

- Definitions and examples
- Making a data analysis plan
- Linking research questions to statistical tests

6. Data Analysis with a statistical software (e.g. STATA, SPSS, R etc.)

- Introduction to the software environment
- Data entry (importation)
- Data transformation (coding, cleaning).
- Data Definition, Variable and value labels; Recording, new variables.

7. Data mining / exploration

- Codebook (frequency distribution)
- Means and standard deviations
- Diagrams for exploring data: scatter plots, box plots, histograms
- Normality tests

8. **Statistical inference II**

- Parametric statistical tests: T-tests for continuous variables, and Chi-square tests (contingency tables)for categorical data and.
- Correlation analysis for continuous data: Bivariate Correlation - The correlation coefficient; Scatter diagrams; Plotting the scatter diagram with a software package like STATA; Significance of the correlation coefficient; The STATA correlation command; Connection with-and introduction to Regression
- Analysis of Variance - Comparison of several means: one-way ANOVA; Multiple classifications; Interactions; Adjusting for covariates; STATA Analysis of variance procedures
- Non-Parametric Statistics - Ranks; One sample tests; Two sample tests; Comparison of several samples; Ranks correlation coefficients

9. Multivariate Analysis

- **Linear Regression** - Introduction to regression; The regression coefficient; The intercept; The relation between regression and correlation coefficients; Significance of the regression coefficient; Simple regression diagnostics; The STATA regression procedure
- **Multiple Regression** - Partial regression coefficients; Model (variable) selection; Regression with dummy variables; The STATA regression procedure
- **Binary and Multinomial Regression** - Binary and polytomous response variables; Binary logistic regression; Logit and probit analysis; Multinomial regression; Use of STATA logistic regression and probit procedures
- **Principal component analysis and factor analysis**

10. Data visualization and presentation

- When to use graphics (tables and figures)
- Preparing table figures
- Preparing tables
- Exporting figures and tables from different platforms

Deliverables

Data analysis plan

Course delivery

1. Lecture
2. Group discussions (face-to-face and online interactions) with fellow learners and with the facilitator(s)
3. Case studies
4. Presentations
5. Keeping a reflective learning journal
6. Problem-based approaches
7. Internet-based research
8. Practical sessions
9. Assignments

Reading list

1. Bickel, P. J., & Lehmann, E. L. (2012). Descriptive statistics for nonparametric models IV. Spread. In *Selected Works of EL Lehmann* (pp. 519-526). Springer, Boston, MA.
2. Bickel, P. J., & Lehmann, E. L. (2012). Descriptive statistics for nonparametric models I. Introduction. In *Selected Works of EL Lehmann* (pp. 465-471). Springer, Boston, MA.
3. Var, I. (1998). Multivariate data analysis. *vectors*, *8*(2), 125-136.

4. Agresti, A., & Kateri, M. (2011). *Categorical data analysis* (pp. 206-208). Springer Berlin Heidelberg.
5. Gelman, A., Stern, H. S., Carlin, J. B., Dunson, D. B., Vehtari, A., & Rubin, D. B. (2013). *Bayesian data analysis*. Chapman and Hall/CRC.
6. Liang, K. Y., & Zeger, S. L. (1986). Longitudinal data analysis using generalized linear models. *Biometrika*, *73*(1), 13-22.
7. Schafer, W. D. (1993). Interpreting statistical significance and nonsignificance. *The Journal of Experimental Education*, *61*(4), 383-387.
8. Potter, K., Hagen, H., Kerren, A., & Dannenmann, P. (2006). Methods for presenting statistical information: The box plot. *Visualization of large and unstructured data sets*, *4*, 97-106.
9. Anderson, D. R., Link, W. A., Johnson, D. H., & Burnham, K. P. (2001). Suggestions for presenting the results of data analysis. *USGS Northern Prairie Wildlife Research Center*, 227.

Advanced Qualitative Research Methodology and Data Analysis
Course Code: **SOC 9107**
Credit Units: 4
Credit Hours: 60
Course Objective
To explore and appreciate the qualitative methodology as an approach to a research problem.
Learning Objectives:
At the end of this course, students will:
1. Be knowledgeable in the philosophical underpinnings of qualitative research.
2. Have acquired skills of literature search, critical analysis and writing.
3. Be able to identify would-be qualitative research problems
4. Be able to call into use appropriate qualitative research methods of investigating the identified problem(s)
5. Appreciate analysis of qualitative data (manually and by use of computer software)
6. Able to explore various ways of writing a qualitative research report

Course Content
The Qualitative Research Paradigm:
- What it is. Features of the qualitative research paradigm (e.g. grounded theory, phenomenology, naturalistic, interpretative, qualitative, subjectivity, triangulation and riqour…)
- Examples of the qualitative research paradigm (e.g. feminist research, historical research, action research, anthropology, enthographic
- Debate of objectivism and subjectivisim (Differences between qualitative and quantitative research paradigms and application to the research problem)

Qualitative Research Designs:
Ethnography, Critical ethnography, Case study, Action Research, Historical/ life histories, Grounded theory
Ethical issues in qualitative research
Informed consent, Confidentiality, Ethical clearance, Ethical reporting of results, Ethical dilemmas
Qualitative research approach in the field
Accessing the field, Sampling

Data collection in qualitative research (toolbox of methods): A practical approach

- Focus group discussions
- Interviews: Key Informant Interviews, In depth Interviews, Case studies, Life histories, Genealogical methods, Social network, Narratives, Conversation, Observations
- Documents: public documents such as minutes of meetings, newspapers, private documents such as journal, diary, letter.
- Audio-visual materials e.g. film, photographs, art object, video tapes
- Discourse analysis

Instruments/tools (guides and checklists

- Focus group guide, Key informant Guide/checklist, In-depth Interview, guide, Observation guide/checklist

Qualitative Data analysis (Manual & computer-assisted)

- Constant comparative method, Categorisation, Thematic analysis, Theory generation

Writing qualitative research reports: Publishing qualitative research

Course Assessment:

Continuous Assessment (40%)

- Group Projects
- Individual projects (written & oral)
- Research Presentations

Final Research Essay (60%)

Based on mini-field work and literature review

Course Delivery:

- Lectures
- In-class Practical work (Hands-on analysis and critique of qualitative research problems in previous dissertations and research papers)
- Mini-field work and report writing
- Students' research presentations

Reading List

1. Auerbach, C. F., & Silverstein, L. B. (2003). *An introduction to coding and analysis qualitative data*. New York and London: New York University Press.
2. Bazeley, P., & Jackson, K. (2013). *Qualitative data analysis with Nvivo*. London: SAGE Publications Ltd.
3. Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal, 9*(2), 27-40.
4. Carrera-Fernandez, M. J., Guardia-Olmos, J., & Pero-Cebollero, M. (2014). Qualititative methods of data analysis in psychology: an analysis of the literature. *Qualitative Research, 14*(1), 20-36.
5. Dey, I. (2005). *Qualitative data analysis: a user-friendly guide for social scientists*. Routledge Taylor & Francis Group: London and New York.
6. Fieldman, M. S. (1994). Strategies for interpreting qualitative data. *Qualititative Research Methods, 3*.
7. Fielding, N., & Fielding, J. (1985). Linking data. *Qualitative Research*.

8. Gee, J. P. *An introduction to discourse analysis: theory and method.* London and New York: Routledge Tylor & Francis Group.
9. Grbich, C. (2013). *Qualitative data analysis*. London: SAGE Publications Lts.
10. Miles, M., & Huberman, M. (1994). *Qualitative data analysis*. London: SAGE Publications Ltd.
11. Strauss, A., & Corbin, J. (1994). Grounded theory methodology. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 273-284). Thousand Oaks: Sage Publishers.
12. Wodak, R., & Meyer, M. (2001). *Methods of critical discourse analysis*. London: SAGE Publications.

YEAR 2 SEMESTER 1

Core courses

Research Seminar 1
Course Code: CCC 9201
Credit Units: 2
Contact Hours: 30

Course description
Seminar series will be planned and managed by the department where the student is enrolled. The seminar will be a public presentation that the student makes either virtually or face-to-face to an audience composed of faculty, students and the general public. Each seminar is attended by other PhD students and the supervisors of the student.

Course aims
1. The seminars are designed to provide the PhD student with opportunities to gain skills in presenting proposals and findings to a public in an understandable way, respond to questions appropriately and update one's knowledge through these interactions.
2. Seminars provide the PhD students with a pre-test of what they have to do at the end of their studies by defending their theses.
3. To enable the student to learn responding to opponents at the defence.

Course Learning Outcomes
By the end of the seminar the student should be able to:
1. Organize a public seminar, invite participants and coordinate the logistics necessary to have a successful presentation.
2. Make a presentation of the study coherently to a heterogenous audience.
3. Respond to questions from faculty, staff and the general public on the topic being presented.
4. Acknowledge gaps in the work done and how those gaps can be covered in subsequent research work.
5. Document the proceedings of a seminar and present a report that would be succinct and yet comprehensive.

Course outline
The first seminar will be a midterm review for the student to assess what has been done, what needs to be done and how it will be done to a school wide audience. This gives the student the opportunity to gather feedback from a wide audience but also prepares the student to research

on issues that are relevant to the wider society, to posit questions, provide an appropriate methodology and demonstrate how results have been generated from the methods used with the appropriate limitations of those methods. This gives the student the opportunity to present to a wide audience, listen for feedback especially on the gaps that are still not yet filled and fill the gaps.

Methods of teaching / delivery
Seminars will be scheduled like three months ahead of time so that they do not clash with the presentations from other PhD students. They will be presented face-to-face or virtually. After the seminar, the supervisors and the opponent should get time to give feedback to the student so that the student can improve. The supervisors should plan with the student on how to address the gaps identified.

Mode of assessment
The seminar series will be assessed as having been conducted to the expected standards as would have been planned with the supervisors and the department. It is therefore a pass/fail. However, no seminar should take place when the student is not prepared to deliver it. Ultimately, a seminar should only happen when the student is able to pass it.

Reading / Reference materials
1. Makerere University (2024) Graduate Student Handbook (Makerere University: Directorate of Research and Graduate Training).
2. Guidelines for Research Proposal, Thesis/Dissertation Writing and Examination by Graduate School, Makerere University, 2024.

YEAR 2 SEMESTER 2

Core courses

Tutorial Teaching
Course Code: **CCC9202**
Credit Units: 2
Credit Hours: 15
Brief description
This course is a practical one which offers a dynamic learning experience that combines one-on-one interactions with an expert mentor, targeted readings, discussions, and skill-building activities including We can add training in E-learning or MUELE platform.

YEAR 3 SEMESTER 1

Core courses

Research Seminar 2
Course Code: CCC 9301
Credit Units: 2
Contact Hours: 30

Course description
Seminar series will be planned and managed by the department where the student is enrolled. The seminar will be a public presentation that the student makes either virtually or face-to-face to an audience composed of faculty, students and the general public. Each seminar is attended by other PhD students and the supervisors of the student.

Course aims
1. The seminars are designed to provide the PhD student with opportunities to gain skills in presenting proposals and findings to a public in an understandable way, respond to questions appropriately and update one's knowledge through these interactions.
2. Seminars provide the PhD students with a pre-test of what they have to do at the end of their studies by defending their theses.
3. To enable the student to learn responding to opponents at the defence.

Course Learning Outcomes
By the end of the seminar the student should be able to:
1. Organize a public seminar, invite participants and coordinate the logistics necessary to have a successful presentation.
2. Make a presentation of the study coherently to a heterogenous audience.
3. Respond to questions from faculty, staff and the general public on the topic being presented.
4. Acknowledge gaps in the work done and how those gaps can be covered in subsequent research work.
5. Document the proceedings of a seminar and present a report that would be succinct and yet comprehensive.

Course outline
1. The seminar series will be on presentation of results of objectives completed. This enables the student to be able to posit questions, provide an appropriate methodology and demonstrate how results have been generated from the methods used with the appropriate limitations of those methods. This gives the student the opportunity to present to a wide audience, listen for feedback especially on the gaps that are still not yet filled and fill the gaps.
2. The student will also be subjected to the Pre-defence seminar. This would take place before the final defence and it is to prepare the student for the defence. It should be made in a mode of the defence so that the student gets used to the questions expected and how to respond.

Methods of teaching / delivery
Seminars will be scheduled like three months ahead of time so that they do not clash with the presentations from other PhD students. They will be presented face-to-face or virtually. After the seminar, the supervisors and the opponent should get time to give feedback to the student so that the student can improve. The supervisors should plan with the student on how to address the gaps identified.

Mode of assessment
The seminar series will be assessed as having been conducted to the expected standards as would have been planned with the supervisors and the department. It is therefore a pass/fail. However, no seminar should take place when the student is not prepared to deliver it. Ultimately, a seminar should only happen when the student is able to pass it.

Reading / Reference materials

1. Makerere University (2024) Graduate Student Handbook (Makerere University: Directorate of Research and Graduate Training).
2. Guidelines for Research Proposal, Thesis/Dissertation Writing and Examination by Graduate School, Makerere University, 2024.

Manuscript writing and journal clubs

Course Code: **CCC9303**
Credit Units: 3
Credit Hours: 45

Brief description

This provides a platform for students to present and discuss scientific papers from their research work. Manuscript papers are organized around a specific theme selected a particular aspect of their research findings.

During the journal club, the student develops the skills required to critically review published work and discuss findings among peers. Journal clubs will provide an opportunity for the students to horn in their presentation skills as well as learn from experts in different fields. In the Journal club, students will select peer reviewed papers in areas of interest; then read, critique and present the major findings of the paper before the class and faculty.

Learning Objectives:

Upon completing this course, students will be able to:

1. Critically read and evaluate scientific papers, and identify criteria for assessing the quality of the science

2. Give a high-quality presentation that effectively conveys scientific results

3. Effectively use of citation managers such as Endnote, etc

4. Effectively search literature in popular academic databases such as Pubmed, Scopus, and Google scholar.

Expected learning outcomes:

At the end of this course students should have the following competencies:

1. Knowledge of critical literature appraisal

2. Skill to perform literature searches and critique current literature in their area of focus

3. Demonstrate effective communication skills with faculty and peers.

6. Demonstrate ability to do high-quality presentations of scientific results

7. Critical thinking and scientific inquiry

Course Content

- Scientific communication

-Data presentation
- Dissertation writing.

Methods of delivery

-Problem based learning
-Practicals
-Seminars

YEAR 3 SEMESTER 2

Core courses

Thesis
Course Code: **CCC9304**
Credit Units: 12
Contact Hours: 180
Brief description
This is an independent research project based on the thesis research proposal developed in the CCC9101 Thesis Research Proposal module. This course provides students to do independent and original research on a topic of their choice. During the course, students will conduct the research, collect data, analyze data and submit the final dissertation for examination.

Objectives:
On successful completion of the course, students will be able to:
1. Critically analyze the collected data and conclude accordingly.
2. Present research findings and conclusions in an academically appropriate manner.

Expected outcomes:
At the end of this course, the student should be able to:
1. Analyze the data obtained
2. Summarize and report data generated from the study
3. Present and defend a dissertation.

Course contents:
- Data Management and analysis
- Data presentation
- Dissertation writing.

Methods of delivery

-Problem based learning
-Practicals
-Seminars