



International Development Studies



HANDBOOK

for

Undergraduate and Graduate Students

2010-2011



One University. One World. Yours.

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INTRODUCTION

International Development Studies is an *interdisciplinary* degree program. IDS combines the theories and methods of core social science disciplines such as economics, sociology and political science in order to better understand and propose policy solutions for the world's pressing development problems. In addition to the core social sciences, disciplines such as history, management, geography, philosophy, religious studies and modern languages, among others, make important contributions to an interdisciplinary perspective on advancing our knowledge of international development.

IDS at Saint Mary's includes a core program of lecture courses, seminars, and field experiences which seek to provide students with an education and professional training in international development analysis, international development practitioner skills, and an assessment of global, national, regional, municipal, and community development policies. In addition to its own scheduled courses, the IDS Program recognizes a significant number of approved, cross-listed courses in other University departments as creditable to its program of study. Please consult the IDS Coordinator if you have any questions about IDS-related courses and your IDS degree.

The interdisciplinary IDS Program provides an educational environment in which student learning is strongly focused on analyzing the problems experienced by developing countries in the Caribbean, Latin America, Asia, Africa, Middle East/North Africa, and Oceania. The IDS Program focuses on practical policies for remedying these problems and on the conceptual frameworks that explain how such problems are derived from the social, cultural, economic, historical and political structures and dynamics that underlie them. The Program educates students in assessing the development strategies pursued by social movements and governments in developing countries and in evaluating the different models and strategies for national and regional development.

An International Development Studies undergraduate or graduate degree will be useful to those seeking employment in national and international settings, for which knowledge of global development issues, policies and practices is increasingly needed. Such employers would include many federal government offices (CIDA, IDRC, Foreign Affairs, Industry, Trade), multilateral development agencies, parastatal corporations, immigration services, non-governmental organizations and professions such as teaching, journalism, development planning, public administration and business.

COORDINATOR'S LETTER

June 2010

Dear IDS students,

Welcome to the International Development Studies Program. We hope you will find the challenges and experiences provided by our interdisciplinary program to be educationally and personally rewarding.

The purpose of this Handbook is to provide you with information in addition to that found in the University's Academic Calendar. We include information on the different programs offered in IDS, the list of courses available in the academic year 2010-2011, the list of faculty directly and indirectly affiliated or associated with us, as well as their areas of teaching and research. You will also find a list of the Master's and Honours theses and the names of some of our graduates and their current employment.

Although the current Academic Calendar for 2010-2011 is the officially correct source of information for program requirements, students should pay careful

attention to the entries in this Handbook for clarification and interpretation of current program requirements. If you have any questions regarding conflicts between the information provided in this Handbook and the Academic Calendar, please do not hesitate to contact the IDS Coordinator.

Please see the Appendices "New Courses" and "Registration Notices" for updated information on registering for courses and other useful advice for managing your studies.

Refer to the University's official Registration and Timetable booklets, or Banner, for the final numbers, times and location of each course.

If you require further information on the program, please contact the IDS Coordinator or the IDS Secretary for more information.



Dr. Anthony O'Malley, Coordinator, IDS Program

<aomalley@smu.ca>

tel: 902-491-6221, fax: 902-491-8622

Ms. Jenny Kaulback, Secretary, IDS Program

<jenny.kaulback@smu.ca>

tel: 902-420-5768, fax: 902-491-8622

IMPORTANT DATES 2010-2011

2010

July

2 (Friday) Deadline for filing an Application for Graduation for Fall Convocation, 2010.

Registration Details on registration for the 2010-2011 academic year will be published on the Registrar's webpage www.smu.ca/registrar in March 2010.

September

1 (Wednesday) Deadline for all MA thesis submissions, including supporting documentation, for October graduation.

8 (Wednesday) CLASSES BEGIN.

17 (Friday) (a) Last day for registering and changing six (6) credit hour courses (i.e., designated .0) and three (3) credit hour courses (i.e., designated .1).
 (b) Last day for filing Applications for Graduation for degrees, diplomas and certificates to be awarded in January 2011 or at Spring Convocations, 2011.
 (c) Last day for final payment of Fall term tuition fees.

October

3 (Sunday) Fall Convocation, 2010.

11 (Monday) Thanksgiving Day. University closed. No classes.

November

11 (Thursday) Remembrance Day – University closed. No classes.

12 (Friday) Last day for withdrawing, without academic penalty, from three (3) credit hour courses (i.e., designated .1) and from six (6) credit hour course (i.e., designated .0) taught only in the Fall term (Reference: Academic Regulation 16).

30 (Tuesday) Last day of classes in Fall term.

December

1 (Wednesday) Study Day. No classes.

Deadline for MA thesis submissions, including supporting documentation, for January graduation. This is a non-Convocation, parchment-only, graduation.

2 (Thursday) Start of formal final examinations in three (3) credit hour courses (i.e., designated .1) and formal mid-year examinations in six (6) credit hour courses (i.e., designated .0).

8 (Wednesday) Patronal Feast of the University. No examinations are scheduled on this day.

20 (Monday) End of final exams and end of Fall term. **Note:** Subject to change should it not be possible to schedule all formal examinations in the designated timeframe.

2011

January

4 (Tuesday) University reopens.

5 (Wednesday) CLASSES RESUME.

14 (Friday) (a) Last day for registering in a three (3) credit hour course (i.e., designated .2)
(b) Last day for final payment of Winter term tuition fees.

February

18 (Friday) Last day for withdrawing, without academic penalty, from a six (6) semester hour course (i.e., designated .0) taught over both semesters (Reference: Academic Regulation 16).

21 (Monday) –
26 (Saturday) Winter Break. No classes.

March

18 (Friday) Last day for withdrawing, without academic penalty, from three (3) credit hour courses (i.e., designated .2) or six (6) credit hour courses (i.e., designated .0) taught only in the Winter term (Reference: Academic Regulation 16).

April

5 (Tuesday) Last day of classes in Winter term.

6 (Wednesday) Study Day.

7 (Thursday) Start of formal final examinations.

22 (Friday) Good Friday. University closed.

25 (Monday) Easter Monday. University closed.

26 (Tuesday) Exams resume.

28 (Thursday) End of formal final examinations and end of Winter term. **Note:** Subject to change should it not be possible to schedule all formal examinations in the designated timeframe.

29 (Friday) Deadline for MA thesis submissions, including all supporting documentation, for May graduation.

May

20 (Friday) Spring Convocations, 2011 at Halifax Metro Centre (tentative).

ON CAMPUS RESOURCES FOR IDS STUDENTS

ADMISSIONS

Centre for New Students

McNally Main 101

<cns@smu.ca> tel: 902-491-8691, fax: 902-496-8100

EMPLOYMENT OPPORTUNITIES/INTERNSHIPS

IDS Program Official Website

<<http://www.smu.ca/academic/arts/ids/>>

Check out the new additions to the IDS Website.

Also, make sure you are subscribed to either idsmaj-1@smu.ca or idsgrad-1@smu.ca .

International Development Career Opportunities

<www.devnetjobs.org>

The Employment Centre

Fourth Floor - Student Union Building

Geraldine Ross, Coordinator <geraldine.ross@smu.ca> tel: 902-420-5499

Many internships and international job opportunities are posted at the Employment Centre including those internships administered by Saint Mary's International Activities Centre.

Also check periodically the job posting/opportunities notices hanger on the IDS mailbox in the MS 200 corridor by the Coordinator's office.

FACULTY OF GRADUATE STUDIES AND RESEARCH

(2nd floor, Atrium)

Dr. Kevin Vessey, Dean <kevin.vessey@smu.ca>

Margaret Schenk, Research Grants Officer <margaret.schenk@smu.ca> tel: 902-420-5186

Heather Taylor, Graduate Studies Officer <heather.taylor@smu.ca> tel: 902-420-5609

Administrative Assistant <fgsr@smu.ca> tel: 902-420-5089, fax: 902-496-8772

FINANCIAL SUPPORT

Financial Aid Services

Marla Douglas, Financial Aid Counselor <marla.douglas@smu.ca>

tel: 902-496-8726

HOUSING – RESIDENCE AND OFF-CAMPUS

Off Campus Housing:

Lacey Hughes, Coordinator <offcampus.housing@smu.ca> tel: 902-491-8606

Residence

Single: <residence.life@smu.ca> tel: 902-420-5598

Family and graduate students: <family.housing@smu.ca> tel: 902-420-5589

SMU Residence site can be viewed at: <<http://www.smu.ca/administration/resoffice/>>

INTERNATIONAL STUDENTS

The International Student Centre

(3rd Floor – Student Union building)

The International Student Centre provides information on study exchanges and orientation services for foreign students.

International Student Advisor: Alana Robb

<alana.robb@smu.ca> tel: 902-420-5436

THE ARTS STUDENT GRAD LOUNGE

(“The Oaks”, Gorsebrook Avenue)

tel: 902-491-8635

A dedicated work space for IDS graduate students.

Make use of the JOB/STUDY/AWARDS board by the IDS mailbox.

Look for upcoming events like the Speaker Series, conferences and local NGO functions.

OTHER HELPFUL CONTACTS

Dean of Arts:

Dr. Esther E. Enns, Room MM215 <esther.enns@smu.ca> tel: 420-5521

Administrative Assistant to the Dean: Joan Whitney <joan.whitney@smu.ca> tel: 420-5522

Undergraduate Programs Officer:

Stacey French, MM215 <stacey.french@smu.ca> tel: 420-5437

Olu Oredugba, MM 215 <olu.oredugba@smu.ca> tel: 420-5437

Research Ethics Board:

Burke Building 308

<ethics@smu.ca> tel: 902-420-5728

Office hours: 9:00 a.m. – 1:00 p.m.

NETWORKING

International Development Studies List <ids-l@smu.ca>

IDS-L is the general communication site for all IDS students, faculty and the broader public community interested in IDS at SMU, and is an excellent means for announcing events, providing feedback, or to debate the many issues relating to International Development Studies. To

join this list simply give or send your email address to Jenny Kaulback, International Development Studies, Room MS201.

Jenny is the manager of the list and is the only person who can add or remove email addresses from this list. Reach her at:

Jenny Kaulback <jenny.kaulback@smu.ca>
Room: McNally South 201
Telephone: 420-5768

A few pointers on using <ids-l@smu.ca> and all other distribution (group mailing) lists:

A list is quite simple to use. To send a message to everyone on the list, simply send an email to <ids-l@smu.ca> and your email will be sent to each subscriber on the list. **Caution:** When you receive a message, check before you simply hit “Reply” on your email client. If the original sender sent it to a list, your reply will be sent to all subscribers on the list. If you wish to send a message only to the author posting the message on the list, you must create a new message to be sent separately to that individual’s email address; that is, you cannot simply hit “Reply”, but must enter the individual’s email address in the “send

to:” window. *Be sure your message is going to the intended recipient before hitting the “Send” button!* There have been cases of students who have sent a confidential email to a person via “Reply” only to find that the confidential email was sent to the list since the original sender sent the original email to the entire list (even though just the sender’s name appears in the Inbox). This tends to congest the information flow on the list and, perhaps more importantly, can be somewhat embarrassing. Please take a minute to check the address in the “send to:” window before you hit “Send”, especially if the “send to:” window is temporarily off your screen when you finish composing your email.

IDS Undergraduate Student List <idsmaj-l@smu.ca>

This list is for use by undergraduates majoring or minoring in IDS (unless the undergraduate society wishes to broaden

the subscription base for its own purposes). IDS undergraduates are strongly encouraged to join it. If you are not

already on this list, see Jenny Kaulback (contact information above) or your undergraduate representative for details concerning subscribing. The IDS Program automatically subscribes majors upon declaration, but sometimes students are missed. So, please check on your current subscription status.

This list will serve to further two important objectives: Firstly, it will serve as a location which the Coordinator, the Program, or the Program Secretary can communicate important information to undergraduates in a timely and opportune manner. Such information may concern funding, course changes, cancellations,

new field school or coop opportunities, and so on. Secondly, the undergraduates themselves will want to make use of the listserv as a forum for their own purposes as they may come to define them, purposes relevant to their student life within the Program both academically and socially. If you join the IDS Undergraduate Student Society you can help decide what this list will be used for above and beyond Program information and communication.

The IDS Undergraduate Student Society has its own website, and the URL for this site will be made available to all IDS majors through the undergraduate list <idsmaj-l@smu.ca>.

IDS Graduate Student List <idsgrad-l@smu.ca>

This list is for the use of IDS graduate students only. The Program automatically subscribes entering graduate students to this list, but if we have missed you, or you have changed your email address, please contact the IDS Secretary, Jenny Kaulback, using the contact information above. Please note that this is the most immediate contact point between the IDS Coordinator/IDS faculty and graduate students regarding employment opportunities, funding, and

so on. The site also acts as a forum for discussing and deciding upon issues arising from within the IDS Program or arising from graduate student dealings with extra-University entities (such as the Government of Canada, parastatals, NGOs, private foundations, etc.). This site also acts as a clearinghouse for information immediately relevant to graduate students, which can range from dates and particulars of research funding to important weekend social events.

IDS Grad Student Society <<http://husky1.smu.ca/~idsgradsoc/home.htm>>

This is the IDS Graduate Student Society's website. This site contains information of special relevance to graduate students and is maintained by the Society for furthering their objectives as a graduate student body within the IDS Program and the University. The IDS

Program has a very active graduate student society and has been tremendously energetic over the past few years in organizing social events for graduate students and faculty, providing a supportive environment for IDS graduate students, mentoring undergraduates, and

in participating in the ongoing development of the IDS Program. The IDS Graduate Student Society is charged with electing a graduate student

representative to speak to graduate student interests on the IDS Program Committee.

Official SMU-IDS Program Website <<http://www.smu.ca/academic/arts/ids>>

This site is the official Saint Mary's University location for the International Development Studies Program, and serves as SMU-IDS's window on the world. It is where many of our students first learn about us, and where they can find all the information relevant to applying, reviewing faculty, and IDS publications.

This site is currently being revised for the coming year, and the new information should be up and running soon. You might want to check this site periodically for any new information and many of the forms you will need during your graduate student career, including all the relevant FGSR forms.

THE UNDERGRADUATE PROGRAM

Bachelor of Arts in International Development Studies

IDS offers students a major in IDS, a combined (dual) major with another University department, a minor in IDS in combination with a major in another University department, a concentration in IDS, and an honours degree in IDS. The specific requirements for each of these undergraduate options may be found in the current Academic Calendar.

Undergraduates should note that there is a course on development practice [IDST 3460.1(.2)] that may be used for overseas experiential learning opportunities within the undergraduate program. There are many graduate-level courses that are offered at the undergraduate level (with an undergraduate course number); these cross-level courses can provide a stimulating and challenging environment for undergraduates as they discuss and analyze complex development issues in a cross-level forum.

Also note that SMU-IDS, in conjunction with the International Activities Office (IAO), offers study-abroad and field-school programs for credit; undergraduates should contact their IDS undergraduate society (see below for contact information), the IDS Coordinator, or the IAO for more information on these and similar programs as they are phased into the IDS curriculum.

Undergraduates connected with IDS are strongly encouraged to participate in the IDS Friday Speakers Series (12 noon, MM208) at which international development experts from Canada and abroad offer analysis and comment on central international development issues. The Speakers Series talks are informal, and discussion and debate with the speaker and all present is welcome.

IDS Undergraduate Society

The IDS Undergraduate Society acts as a resource and social centre for students who are interested in development issues or simply have a desire to travel and learn. The society organizes social activities, and in the past a weekly newsletter has been published which keeps members informed of activities and issues relating to International Development. The office on the 5th floor of the Student Union Building

has been set up as a resource centre for IDS students, providing information on such things as programs, travel opportunities, volunteer opportunities, internships and career opportunities.

Location: 5th Floor, Room 553
Student Union Building
email: < ids.smu@gmail.com >

Cross-level Support

IDS undergraduates have at their disposal many sources of academic support. However, one under-utilized source is the body of very bright and motivated graduate students within the IDS Program. For example, there are many undergraduate honours students who are working on thesis topics that are related to topics currently being researched by graduate students. Graduate students are required, by the nature of their thesis project, to create a substantial literature review concerning the issues central to their area of research. To do this, they have to discover sources of information

and the contacts that may furnish them with this information.

Given that undergraduates and graduates are part of our single IDS Program, and that they therefore have at least a formal academic relationship with each other, the Program would like to encourage undergraduates to contact graduate students, or faculty who may know about graduate student research, for the purposes of informally pairing up graduate students and undergraduates working in the same areas in order to share information and/or contacts.

Courses and Course Sequencing

Undergraduate majors are encouraged to pay close attention to the sequencing of their courses over the years of their IDS curriculum. There have been many cases of students attempting to take too many required courses in their final year, with a view to graduation, only to find they are confronted by severe problems of course availability and scheduling. We make an earnest attempt to ensure that required

IDS courses do not have time conflicts with each other; but students must remember that IDS is an interdisciplinary program, and that some of our requirements are offered by other departments within the University over whose timetables we have little or no control. If in doubt about the sequencing of your curriculum in IDS, see the IDS Coordinator.

Undergraduate Advising

Undergraduate advising is shared by all faculty in IDS. You will be assigned to a specific faculty member to consult on any IDS Program issues. However, any special undergraduate problems, especially with regard to transcript issues, should come to the attention of the IDS Coordinator.

Dr. Anthony O'Malley, Coordinator, IDS
491-6221 <aomalley@smu.ca>

THE GRADUATE PROGRAM

Graduate Diploma in International Development Studies

The Graduate Diploma is offered to students with professional goals not requiring a Master of Arts degree, and to practicing professionals in business, non-governmental organizations and the civil service, at home or overseas, who wish intensive professional upgrading at the graduate level in the area of international development, but who do not have the time to write a masters thesis. Many students have found the GDIDS degree to be the perfect combination of professionally necessary graduate-level training in IDS and the demands of an active professional schedule.

The course requirements for this two (2) semester, 24 credit-hour program are successful completion of 12 credit-hours of required courses together with 12 credit-hours of electives chosen for their relevance to the student's area of interest in international development studies. For GDIDS required courses, see the GDIDS Academic Calendar entry.

Please note: GDIDS graduates cannot apply to the MIDS program until two full academic years have elapsed counting from the September closest to their graduation.

Master of Arts in International Development Studies

To obtain a Master of Arts degree in International Development Studies, all students currently must complete a thesis under the direction of a supervisory committee consisting of a supervisor and at least one reader. The examining committee for the defense consists of the supervisory committee plus an external examiner. The external must not be involved with the actual writing of the thesis, and should have no contact with the MA candidate. Students must, after obtaining approval by the supervisory committee, provide a public presentation of the results of their research (the "defense") so that the benefits of their study may be disseminated and discussed by the University community and interested members of the public at large.

The IDS Program encourages graduate students to pursue thesis topics that cover a wide spectrum of student interests. Topics may range from applied, development practitioner-oriented studies—such as project management assessment of an NGO, assessing local community practices in sustainable waste management, or assessing a regional development agency's policies regarding objectives and deliverables—to broader, structural analyses of the dynamics of the global order, global sustainable development policies, popular responses to global policy regimes, or national/regional responses to socioeconomic restructuring or migration. Most graduate students elect to carry out fieldwork overseas—using contacts derived from their own initiative or through IDS Program university

linkages and networks—so there is ample opportunity to acquire field experience in the context of the student’s thesis research.

A masters thesis—unlike a doctoral thesis which aims at conducting original research in the expectation of making an original contribution to knowledge—is primarily concerned with demonstrating research skills and providing evidence that the candidate is capable of working relatively independently on a complex piece of research. Masters theses may, in fact, make an original contribution to human knowledge; but this is not their primary purpose. It is very important that you understand the basic difference in educational objectives between a masters thesis and, say, an extended essay, a research project, a consultant’s report, or a doctoral thesis, so that you may satisfactorily coordinate Program expectations, personal resources, and available time.

There are two categories of entering graduate students:

Category I (42 credit hours)—The Normal Program

This program is available to the many students who have not taken an undergraduate IDS honours degree at an accredited institution. IDS is an interdisciplinary field, and welcomes BA or BSc students from the many IDS-related disciplines which contribute to development analysis. However, such students must be properly prepared before they begin their IDS thesis research.

The course requirements for this six-semester, two-year program are successful completion of specific required courses (see “Registration Notices” in the Appendix), together with electives chosen for their relevance to the student’s intended area of research.

Category II (27 credit hours)—The Accelerated Program

This Program is only available to those holding an honours baccalaureate majoring in international development studies or its equivalent.

The course requirements for this program are successful completion of required courses (see “Registration Notices” in the Appendix), together with electives chosen for their relevance to the student’s intended area of research.

Cross-level Support

You will see that there are a number of courses listed as “cross-level”, that is to say courses offered simultaneously at both the graduate and undergraduate levels. There are a number of reasons for cross-level listings—staffing allocations being the primary reason—but they do present an opportunity for graduate students to

get to know their (usually) younger counterparts in the IDS Program, and present an additional opportunity to contribute, along with the course instructor, to the education of IDS undergraduates.

IDS undergraduates have a reputation at Saint Mary's university for being some of the most highly motivated and bright students in the Faculty of Arts. Many professors have stated that they are pleased to have IDS students in their classes; IDS undergraduates are responsive, critical, and demonstrate a quality especially endearing to professors concerned with education—engagement with the issues.

Given that graduate students share many dimensions of the IDS Program with undergraduates (faculty and thematic areas of interest, for example), there is an opportunity for graduate students to pass on their knowledge and experience to

younger persons interested in international development. This may take the form of sharing literature review information with an undergraduate working in the same area of research, especially an honours student, or it may take the form of occasional informal meetings to share insights about the basic issues involved with a topic or area.

None of this is in any way formally required of graduate students. However, the Program strongly encourages graduates students to act as mentors to undergraduates when, and if, the opportunity arises through chance encounters, undergraduate initiatives, or faculty suggestions.

Courses and Course Sequencing

It has become something of a predictable routine that many graduate students attempt a) to take courses in an inappropriate year (say, 6601.1 in their first year of a two-year program), or b) to leave some required courses to the very last term, at which time they may be unavailable due to sabbaticals, faculty research leaves, or other unforeseen circumstances.

Remember, the normal program is divided up into a first year of preparation (theory, regional specialization, research

specialization) and a second year of thesis-connected coursework. The accelerated program launches right into the thesis coursework (the student already having been adequately prepared by writing an IDS honours thesis).

Please see the “Registration Notices” appropriate for your program in the Appendix.

For *graduate student advising*, see the section “Faculty and Program Responsibility” below.

IDS Speakers Series

All graduate students in the IDS Program are required to participate in the IDS Program Friday Speakers Series (12 noon, MM208), which provides a forum for

students to discuss central development issues with invited guests from multilateral agencies, NGOs, academia, and the private sector.

PhD in International Development Studies

For your information, the Program is currently well-advanced in the process of creating a doctoral program in our interdisciplinary area. The proposal for creating a doctoral program in IDS at Saint Mary's received unanimous approval at the Spring 2006 meeting of the IDS Program Committee, and subsequently received the approval of Faculty of Arts Executive Committee, Faculty of Arts Council, and the Faculty of Graduate Studies Council. It is now before the University Senate.

Although there are a number of IDS doctoral programs in Europe, and one in Latin America (at our partner institution, the Autonomous University of Zacatecas in Mexico), there are currently no purely interdisciplinary IDS doctoral programs in Canada. This has meant that IDS students who have graduated with an MIDS degree from SMU (or any other accredited institution) have little or no choice but to go abroad if they wish to continue their IDS graduate studies at the doctoral level. Furthermore, the lack of a doctoral program in IDS within Canada has meant

that hiring committees searching for appropriate candidates to fill tenure-track positions in growing IDS programs must choose among Canadian applicants holding PhDs from many different disciplines whose teaching experience, research and program contributions to international development studies must be minutely examined for their relevance to specific IDS needs and expectations.

A PhD program at SMU-IDS would help ameliorate this situation by both providing an option for MIDS students wishing to continue their studies at the doctoral level in IDS and by acting as a source of well-prepared and thoroughly-trained researchers and instructors to fill positions within IDS programs.

Progress in the approval and implementation of the SMU-IDS doctoral program will be reported periodically to the IDS Program Committee, and through its undergraduate and graduate student representatives, to the IDS student body as a whole.

INTERNATIONAL DEVELOPMENT STUDIES
SAINT MARY'S UNIVERSITY
TIMETABLE 2010-2011

Course No.	Course Title	Time/Day	Instructor	Place
<u>First Term - September - December 2010</u>				
* required (core) course				
IDST 2301.1*	Intro Dev. Studies: Perspectives	T/R 1300-1429	Pessoa	LA297
IDST 3386.1*	Soc of Developing Societies	M/W 1430-1545	Veltmeyer	B221
IDST 3401.1*	Seminar in IDST: Concept Found	R 0900-1130	O'Malley	MM208
IDST 3460.1	Development Practice	-----	O'Malley	-----
IDST 6620.1	Advanced Research Methods	R 1430-1700	Dansereau	MM208
IDST 4500.1XX*	Honours Seminar IDST	W 930-1200	O'Malley	MM307A
IDST 4518.1/5651.1	Int'l Comparative Education	T 1800-2030	Theunissen	MM208
IDST 4828.1/6640.1	Women, Gender and Development	M 900-1130	Pandey	MM208
IDST 4830.1/6644.1	Project Management	M 1800-2030	Woodhouse	MM208
IDST 4841.1/6641.1	Multilateral Organizations	W 1430-1700	Bello	MM208
IDST 4847.1/6643.1	Development Policy	T 1430-1700	Dansereau	MM208
IDST 6601.1*	Dynamics of Dev: Framework	W 0900-1130	Veltmeyer	MM208
IDST 6652.1	DVP Seminar	W 1900-2130	Bello	MM208
IDST 6690.1*	Thesis Research	-----	O'Malley	-----
IDST 6692.1*	Thesis Design	F 900-1130	Borras	MM208
Other Courses of Interest				
IDST/PHIL 2535.1	Philosophical Issues in Int'l Dev.	M/W 1000-1115	Wein	
RELS 2347.1	Ecology and Religion	M/W 1430-1545	Dalton	
POLI 2314.1*	Politics of Developing Areas	M/W 1300-1415	TBA	
IDST/SOCI 3386.1*	Soc of Developing Societies	M/W 1430-1545	Veltmeyer	
	Friday Speakers Series I*	F 1200-1330	Staff	MM208

Second Term – January – April 2011

* required (core) course

IDST 2302.2*	Intro. Dev. Stud: Policies & Prac	T/R 1300-1430	Isakson	SB265
IDST 3402.2*	Seminar in IDST: Contemp Issues	R 0900-1130	O'Malley	MM208
IDST 3424.2*	Research Methodology	T/R 1300-1415	TBA	MM208
IDST 3460.2	Development Practice	-----	O'Malley	-----
IDST 4462.2/6662.2	Sub-Saharan Africa: Con Dev Is	W 1430-1700	Dansereau	MM208
IDST 4470.2/5570.2	Environment and Development	T 0900-1130	Isakson	MM208
IDST 4473.2/5673.2	Comparative Innovations in Education	R 1800-2030	Theunissen	MM208
IDST 4500.2YY*	Honours Seminar IDST	W 0900-1130	O'Malley	MM307A
IDST 4826.2/6645.2	Labour & Development	T 1430-1700	Dansereau	MM208
IDST 4829.2/6641.2	Women, Gender and Development	M 1430-1700	Pandey	MM208
IDST 4840.2/6640.2	Agrarian Transformation	M 900-1130	Borras	MM208
IDST 5544.2*	Concep Found Develop Theories	R 1430-1700	Dansereau	MM210A
IDST 6642.2*	Political Economy	W 0900-1130	Isakson	MM208
IDST 6692.2*	Thesis Design	F 0900-1130	Borras	MM208

Other Courses of Interest

RELS 2333.2	Women and Religion Today	M/W 1430-1545	Dalton	
IDST/PHIL 4525.2/6525.2	International Justice	T 1430-1715	Wein	
ENVS 4440.2	Environmental Policy	T/R 1130-1245	Charles	
HIST 3402.2	Aspects of Global History	F 1000-1230	Morrison	
	Friday Speakers Series I*	F 12:00-13:30	Staff	MM208

The university hereby gives notice that while the information in this timetable is considered accurate at the time of preparation, there may be some changes subsequent to publication and students should refer to the Registration handbook

LIST OF APPROVED COURSES

The following courses have been reviewed by the IDS Program and are considered sufficiently relevant in content and course objectives to be included in the set of approved courses counting towards and IDS degree.

Please note that students should in all cases refer to the Registrar's published Timetable for the forthcoming year to receive final information on courses, times, credit hours, locations, and so on. Note that some courses in other Departments

have been permanently cross-listed with IDS, and therefore appear in the IDS Timetable.

NB: *This list is neither definitive nor exhaustive. If you feel that a course is directly relevant to your special interest in international development studies, and you feel that you can adequately justify including it in your IDS curriculum, please see the IDS Coordinator to discuss the matter.*

Accounting

ACCT 6657 International Accounting

Anthropology

ANTH 2326 Ethnology: East Asia
 ANTH 3304 Egalitarian Societies
 ANTH 3305 Chiefdoms
 ANTH 3334 Approaches to Human Conflict

Asian Studies

ASNT 3300 Multidisciplinary Study of Asia
 ASNT 3304 Economic and Cultural Development of Southeast Asia

Criminology

CRIM 3313 State, Crime, Power
 CRIM 4415 Drugs and Power in Latin America

Economics

ECON 3310 Development Economics
 ECON 3315 Comparative Economic Systems
 ECON 3365 International Economic Issues
 ECON 4414 International Trade
 ECON 3349 Women and the Economy

Education

EDUC 4461 Language, Culture, and Education

EDUC 5661 Language, Culture, and Education

English

ENGL 3361 World Literature in English: Selected Focus

Finance and Management Science

FINA 4476 International Financial Management

FINA 6676 International Business Finance and Banking

Geography

GEOG 2302 Geography of World Affairs

GEOG 3356 Remote Sensing of the Environment

GEOG 3386 Concepts in GIS

History

HIST 2316 Africa in the 19th Century

HIST 2317 Africa in the 20th Century

HIST 2364 Modern Southeast Asia

HIST 2375 Modern Latin America

HIST 2378 Contemporary Chinese Politics

HIST 3496 Latin American Revolutions

HIST 4570 Sino-Japanese Interactions

HIST 4571 British Colonization

HIST 4573 Issues in Latin American History

Management

MGMT 4488 International Business Management

MGMT 6681 International Business Management

Marketing

MKTG 3375 International Marketing

MKTG 6675 Multinational Marketing

Modern Languages and Classics

SPAN 3304 Americas: The Changing Face of Latin America

Philosophy

PHIL 2325 Philosophical Issues in Int'l Development

PHIL 4525 International Justice

Political Science

POLI 2314 Politics of Developing Areas

POLI 2315 Canadian Foreign Policy

POLI 3321 International Organization

POLI 4402 Model United Nations

POLI 4493 Global Social Movements

Religious Studies

RELS 3312 Theologies of Liberation

RELS 3387 Religions & Multiculturalism

RELS 3396 Religion and International Development

Sociology

SOCI 3333 Social Movements

SOCI 4451 Globalization and Community Development

SOCI 4481 Gender and International Migration

PROGRAM ADMINISTRATION AND FACULTY

The **IDS Program Committee** is made up of IDS teaching faculty and members of other University departments currently teaching courses related to international development, or with a strong scholarly or professional interest in international development issues. Chaired by the Coordinator, the Program Committee acts as a decision-making forum for discussing and approving the curricular direction and content of the undergraduate and graduate programs, and the IDS Program's relationship with the University and other departments. The Program Committee is also the source of the various IDS committees dealing with curriculum, timetable, publications, graduate admissions and resource development. The Program Committee meets at least once a semester. IDS Program Committee members are listed below.

The **IDS Executive Committee** is the everyday administrative committee of the IDS Program and meets on an as-needed basis. It is chaired by the IDS Coordinator, and is responsible for hiring,

resource allocation and utilization, and formulating all proposals and initiatives which subsequently will be brought before the Program Committee. Its members are permanent, full-time faculty appointed to teach in IDS for all or part of their academic teaching load. (per the SMUFU Collective Agreement)

The **IDS Coordinator** makes decisions not requiring or needing the prior approval of the Program or Executive Committees, and represents International Development Studies to the Arts Executive, Arts Council, Graduate Studies, International Activities, and related offices at Saint Mary's University. In general, the Coordinator represents the Program to the wider University community. The Coordinator is responsible for faculty and adjunct faculty allocation, budgeting, and representing the program to outside agencies such as CIDA, IDRC, NGO's and other educational institutions. The IDS Coordinator is also the required "one-up" signature for most IDS-related expense requests.

Student Advising

Graduate and undergraduate student advising is divided among all IDS faculty. You will be assigned an advisor shortly after you arrive.

Graduate students who have selected a thesis supervisor should consult with the supervisor for all matters relating to the thesis. However, the IDS Coordinator is available for consultation regarding Program issues not covered by faculty

advising, such as auditing transcripts for graduation and general matters.

IDS Program Secretary

The IDS Program Secretary, Jenny Kaulback <jenny.kaulback@smu.ca> 420-5768 is responsible for providing administrative support to the IDS Coordinator and IDS faculty, and will provide routine information to IDS students.

IDS PROGRAM COMMITTEE

Anthony Holland O'Malley (Ph.D., Dalhousie) Policy implications of development theories; poverty reduction programs; political economy of development in Latin America. <aomalley@smu.ca>

Rosana Barbosa (Ph.D., Toronto) Latin American, American, Caribbean and European history. <rosana.barbosa@smu.ca>

Tony Charles (Ph.D., New Brunswick) Natural resource management and development, fisheries management, coastal development, sustainable development, Latin America, Southeast Asia. <tony.charles@smu.ca>

Anne Marie Dalton (Ph.D., Catholic University of America) Religion and development, gender and environment and development. <annemarie.dalton@smu.ca>

Suzanne Dansereau (Ph.D., Université du Québec à Montréal) Labour, popular organizations, mining and development. <s.dansereau@smu.ca>

Marc Doucet (Ph.D., Ottawa) International relations, international political economy, global social movements. <marc.doucet@smu.ca>

James Morrison (Ph.D., Ibadan) History of developing societies in South East Asia, West Africa. <james.morrison@smu.ca>

Evangelia Tastsoglou (Ph.D., Boston) Sociology of development; gender, ethnicity and migration and development. <evie.tastsoglou@smu.ca>

Henry Veltmeyer (Ph.D., McMaster) Theory and practice of development; globalization, transnational corporations and the world economy; Latin America and the Caribbean. <hveltmeier@smu.ca>

Sheldon Wein (Ph.D., Waterloo) Development ethics and international justice. <sheldon.wein@smu.ca>

Adam Spires (Ph.D., Alberta) Latin American literature of social change. <adam.spires@smu.ca>

Ryan Isakson (Ph.D., Massachusetts) Political ecology and economics; environment and community development; ecological economics in Latin America. <ryan.isakson@smu.ca>

Saturnino Borrás (Ph.D., Institute for Social Studies) Agrarian change; land tenure; rural development; (trans)national agrarian movements. <sborrás@smu.ca>

Alain Boutet (Ph.D., UQAM), Environmental education; communications and development
Director, International Activities. <alain.boutet@smu.ca>

Graduate Student Representative (elected by the Graduate Student Society)

Undergraduate Student Representative (elected by the Undergraduate Student Society)

IDS ADJUNCT FACULTY AND ASSOCIATES

Adjunct Faculty

Walden Bello (Ph.D., Princeton) North/South relations; global political economy; social movements. <waldenbello@yahoo.com>

Teivo Teivainen (Ph.D., Helsinki) World social forum; democracy and global transformation; political economy of development. <teivo.teivainen@helsinki.fi>

Norman Girvan (Ph.D., L.S.E.) International relations; political economy of Caribbean development. <ngirvan@fss.uwi.tt>

Raul Delgado Wise (Ph.D., Pennsylvania) Director, Doctoral Program in Development Studies, University of Zacatecas, Mexico. Migration; political economy of development in Latin America. <rdwise@estudiosdeldesarrollo.net>

Cristóbal Kay (Ph.D., Sussex) Rural development; agrarian movements for social change; land tenure and peasant rights in Latin America. <kay@iss.nl>

John Kirk (Ph.D., U.B.C.) Latin American politics, history and culture. Cuba-Canada relations. <john.kirk@dal.ca>

Edwin MacLellan (Ph.D., Waterloo) Water resource management, allocation and utilization; urban environmental management; environmental engineering. <edwin_maclellan@capebretonu.ca>

James Petras, Professor Emeritus of Sociology, S.U.N.Y., Binghamton, N.Y. <jpetras@binghamton.edu>

Tim Shaw, (Ph.D., Princeton) Human development/security in Sub-Saharan Africa and Southeast Asia, new regionalisms, new security issues, peace-building. <tim.shaw@sas.ac.uk>

Juan Tellez, (M.A., Saint Mary's) Community economic development; asset-based community development. <juan@cedinstitute.ca>

Joseph Tharamangalam, (Ph.D., York) Social and economic development in India and Latin America. <joe.tharamangalam@msvu.ca>

John Devlin, (Ph.D., Guelph) Environmental impact assessment; environmental legislation and policy. <jdevlin@uoguelph.ca>

Krishna Ahooja-Patel (Ph.D., Geneva) Gender and development, international organizations, labour and women. <kahooja@smu.ca>

David Black, (Ph.D., Dalhousie) Peace, conflict, security studies; African politics and development. <blackd@dal.ca>

Lorna Reid, (Ph.D., Columbia) <lreadca@yahoo.ca>

Julia Sabegien, (Ph.D., London School of Economics & Political Science) <julia.sabegien@dal.ca>

Shane Theunissen, (M.A., Queen's), <shanetheunissen2000@yahoo.ca>

Alain Boutet, (Ph.D., UQAM), Communication for development; social change; environmental governance and education; citizen empowerment <alain.boutet@smu.ca>

Program Associates

The IDS program has a number of associates who contribute regularly to the Program through lectures, regular visits, or collaborative research.

J. Colin Dodds, President, Saint Mary's University. <colin.dodds@smu.ca>

Manfred Bienefeld, Professor of Public Administration, Carleton University, Ottawa. <manfredbienefeld@pigeon.carleton.ca>

Michel Chossudovsky, Professor of Economics, Université d'Ottawa. <choss@videotron.ca>

Michael Clow, Professor of Sociology, St. Thomas University, New Brunswick. <mclow@stthomasu.ca>

Kari Levitt, Professor Economics, McGill University, Montreal. <kpl@videotron.ca>

Sam LanFranco, Professor of Economics, York University, North York, Ontario. <lanfran@yorku.ca>

James Sacouman, Professor of Sociology, Acadia University. <jim.sacouman@acadiau.ca>

GUIDELINES for THESIS COMMITTEE MEMBERS AND GRADUATE STUDENTS

Saint Mary's University's International Development Studies Program currently requires that a masters student's thesis committee be comprised of at least two persons: the supervisor and a reader. Any number of readers may be added in consultation with the supervisor, in which case they will be known as the first reader, the second reader, and so on. This is known as the student's *supervisory committee*, or, more informally, as the student's thesis committee. One month before the student's scheduled defense of the thesis an External Examiner, chosen by the supervisory committee, will be invited to provide an independent review of the thesis. The combination of the supervisory committee with the external is properly called the *examination committee*. It is the examination committee that will appear at your defense. Remember: you work on your thesis with your supervisory (thesis) committee, but you defend your thesis before your examination committee (that is, supervisory committee plus the external).

Here are some very general guidelines regarding the roles of the thesis committee members:

The Supervisor

1. A potential supervisor should discuss with the student:
 - a) the specific nature and subject of the proposed research in order to determine if a mutually satisfactory supervisory relationship is of interest to both faculty member and student, and
 - b) the expectations of the potential supervisor for the student's performance and progress towards completion of the proposed research.
2. Once the faculty member has agreed to be supervisor, he or she is committed to:
 - a) being reasonably accessible at mutually agreed-upon times for periodic consultation and discussion with the student on research in progress and problems;
 - b) being attentive to reviewing and commenting upon the written material periodically submitted by the student, to making constructive suggestions for improvement, and to otherwise providing the principal intellectual guidance for the research;
 - c) being clear in informing the student of the approximate time it will take for submitted written material to be returned with comments;

- d) being timely in making satisfactory arrangements for the supervision of the student (e.g., by email) when the supervisor is on leave or on an extended absence from the normal venue of supervisory meetings (usually the University campus);
- e) indicating when thesis draft material submitted by the student is satisfactory for submission to other members of the student's thesis committee (unless the student and supervisor have agreed to simultaneous submission of material to all committee members);
- f) being in contact at least annually with the other members of the student's thesis committee;
- g) determining, in conjunction with the thesis committee members, an appropriate external examiner for the thesis, and providing the external with a copy of the final draft of the thesis (normally in electronic version) at least one month prior to the thesis defense;
- h) participating, whenever possible, in the student's defense, either in person or by teleconference;
- i) forwarding to the IDS Coordinator, in the event of the absence of the external or any readers from the defense, a list of questions prepared by the latter committee members for presentation in their name at the defense;
- j) participating, together with the other members of the thesis committee, in assigning the student a grade subsequent to the thesis defense, and signing the thesis signature page in the appropriate space; and
- k) contacting the IDS Coordinator (aomalley@smu.ca) should any questions arise regarding the formalities or protocols of the supervisory role.

Supervisors should make note of the following:

- a) Only the *supervisor* has the authority to indicate to the IDS secretary (jenny.kaulback@smu.ca) that the student is prepared to defend the thesis, and to request that the secretary make arrangements for the defense at a mutually convenient date and time (see "Thesis Defense Protocol" in the Appendix). The defense should be scheduled to allow one month between the supervisor's request and the defense date in order to allow for proper review of the thesis draft by the external examiner.
- b) If the student's research involves the participation of human subjects, *the student* must complete an application to the SMU Research Ethics Board for authorization to proceed with the research. The supervisor *is not* responsible for preparing or submitting this application; however, the supervisor *is* responsible

for *reviewing and signing* the application, attesting to the fact that the supervisor has read the contents and agrees to the submission in its current form. Please see the SMU REB site (<http://www.smu.ca/academic/reb/welcome.html>) for frequently asked questions. The supervisor will be copied any emails sent by the REB to the student regarding clarifications or queries about the application, and although *the student* must reply to the REB, the supervisor may be consulted by the student with regard to the appropriate way of responding to any or all of these queries.

c) If the IDS Graduate Program has not heard from a student on thesis continuation (post-coursework) status for some time, the supervisor may be asked to submit a very brief note to the IDS Coordinator indicating that the student is making proper progress through the thesis research part of the Program.

The Reader(s)

1. A potential reader should discuss with the student:
 - a) the specific nature and subject of the proposed research in order to determine if a mutually satisfactory committee relationship as reader is of interest to both faculty member and student, and
 - b) the expectations of the potential reader for the student's performance and progress towards completion of the proposed research.
2. Once the faculty member has agreed to be a reader, he or she is committed to:
 - a) being attentive to reviewing and commenting upon the written material periodically submitted by the student, to making constructive suggestions for improvement, and to otherwise contributing to the intellectual guidance of the research;
 - b) being clear in informing the student of the approximate time it will take for periodically submitted written material to be returned with comments;
 - c) being timely in making satisfactory arrangements for returning comments on material submitted by the student (e.g., by email) when the reader is on leave or on an extended absence from the normal venue of material submission (usually the university campus);
 - d) participating, whenever possible, in the student's defense, either in person or by teleconference;

- e) participating, together with the other members of the thesis committee, in assigning the student a grade subsequent to the thesis defense, and signing the thesis signature page in the appropriate space; and
- f) contacting the IDS Coordinator <aomalley@smu.ca> should any questions arise regarding the formalities or protocols of the role of reader.

The External

The External Examiner is committed to:

- a) remaining uninvolved in the thesis write-up prior to the defense (i.e., not acting as a member of the supervisory committee or otherwise taking on the functions of the first or optional second reader);
- b) acting as an independent evaluator of the thesis and its research, submitting a brief, summary evaluation of the thesis to the supervisor just prior to the defense;
- c) participating, whenever possible, in the student's defense, either in person or by teleconference;
- d) preparing questions to pose to the candidate during the defense examination, or, when participation in the defense is not possible, submitting questions to the IDS Coordinator for presentation to the candidate in the external's name at the defense (the Coordinator will forward the questions to the Chair of the defense);
- e) participating, together with the other members of the thesis committee, in assigning the student a grade subsequent to the thesis defense, and signing the thesis signature page in the appropriate space; and
- f) contacting the IDS Coordinator (aomalley@smu.ca) should any questions arise regarding the formalities or protocols of the role of external.

The Graduate Student

The Graduate Student is expected to:

- a) choose a topic of research and create a thesis research project in consultation with the supervisor, or, if the thesis research project has been already formulated, amend the project in consultation with the supervisor;
- b) conform to basic principles of scholarly conduct, academic integrity and professionalism, especially with regard to acknowledging assistance, materials and/or data provided by other scholars or graduate student colleagues;

- c) recognize that the members of the thesis committee will have many instructional, administrative and research obligations which may result in delays in responding to the submission of thesis written material;
- d) give serious consideration to the advice and criticisms provided by the members of the supervisory committee;
- e) maintain a regular work schedule and schedule of communications with the supervisor and readers, and keeping the supervisor informed from time to time of where the student may be contacted;
- f) submit to the supervisor for comment any work intended for publication which has been carried out under thesis committee supervision;
- g) know IDS Graduate Program and FGSR regulations and standards for academic performance and apply these to the thesis project, including time limits with respect to completion of the required (coursework) program and the thesis itself;
- h) submit the completed REB application in a timely manner (if conducting research with human subjects), submit to FGSR a completed Graduate Research Hazards Assessment Form, and fulfill the requirements for thesis formatting and binding procedures using forms available from the Patrick Power Library.

INTERNATIONAL DEVELOPMENT STUDIES MORRISON MEDAL

The International Development Studies medal for Master of Arts students was initiated more than a decade ago to promote excellence in the field of International Development Studies and to stress the importance of Development Studies in a divided world. The purpose of the award, which was made possible through a generous donation by Dr. James Morrison of Saint Mary's University, is to recognize exceptional fieldwork design and and empirical research at the graduate level. Thus, the award criteria is the successful completion of the Master of Arts (IDS) thesis that includes field research by the candidate and the integration of this

research into the thesis. Recent medal winners have completed fieldwork in Chile, Nigeria, Nicaragua and Bolivia, and have written excellent theses that look at both the theory and practice of International Development.

The IDS Co-ordinator receives the nominations for the Morrison Medal each year from the Program Committee or other interested faculty based on the above criteria. In cases of multiple nominees, a designated Medal Subcommittee of the Program Committee will make the final decision on the award.

Medal Recipients

1992	Allison Goebel
1993	none awarded
1994	Emily Burton
1995	Ifeanyichukwu Nwachukwu
1996	Andina Van Isschot
1997	Nadien Godkewitsch
1998	Thi Kim Anh Ha
1999	Anne Dudley
2000	J. F. Beuchesne
2001	Anita Heymann-Ababio
2002	Darcy Tetreault
2003	Caroline Manion
2004	none awarded
2005	none awarded
2006	Kathy Palko
2007	Melissa Whellams
2008	Sande Ewart
2009	Emily Taylor
2010	Julie Self

RESEARCH ETHICS

Academic institutions usually assume that all research studies involving living human beings that are undertaken by faculty, research fellows and assistants, or students, will be conducted according to acceptable ethical principles. However, precise guidelines for what is meant by *ethical* research have not always existed. Recently, the three major federal granting agencies (SSHRC, NSERC, CIHR) developed a “Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans” (1998), which addresses research involving living human subjects. The three agencies reached an agreement to provide funding only to those universities that complied with their Policy Statement in *all* research involving living human subjects, not just in the research actually funded by these agencies. The ethical principles forming the basis of the Policy Statement include respect for human dignity, free and informed consent, concern for vulnerable persons, and privacy and confidentiality.

In compliance with the agencies’ requirements, the Senate of Saint Mary’s University approved a policy for research on human subjects that is based on the Tri-Council Statement, and established a Research Ethics Board (REB) to review and approve all research projects covered by the policy. All IDS research involving living human subjects *must* be reviewed and approved by the REB before the research project begins. This includes faculty research, graduate theses, independent research projects carried out

by students, and graduate and undergraduate class projects.

Responsibility for the establishing and maintaining acceptable ethical practices in research lies with entirely with the individual researcher making the REB submission, although the supervisor must sign the REB submission and therefore normally reviews the submission material before handing it back to the student.

Almost any research that includes interviews or questionnaires as part of its methodology is covered by the Policy Statement. On the other hand, most research involving public policy issues, the writing of modern history, or literary or artistic criticism, even though they may involve living human subjects is excluded. However, if such research involves interviewing living human beings for their opinions on authors, or artistic works, or political issues, or for their personal accounts of historical events or traditional practices, an REB submission must be prepared. If there is any doubt whether a particular research project requires REB approval or not, an application for REB review will quickly resolve the issue.

Details of the procedures for review, including an overview of the guidelines, downloadable copies of the review application forms, and instructions, are available from the REB website at <www.smu.ca/academic/reb>. For specific enquiries, contact <ethics@smu.ca>.

CONFLICT RESOLUTION PROCEDURE for Students

Student complaints can be expected to fall into one of the following categories:

- a) Course Content
- b) Evaluation of Student Work
- c) Teaching Methods
- d) Sexual Harassment
- e) Other forms of Harassment
- f) Other forms of Unprofessional Conduct
(see Preamble to the M.L.A. Statement of Professional Ethics)

GENERAL PRINCIPLES:

The Program endorses the Preamble to the M.L.A. Statement of Professional Ethics. The purpose of the process outlined below for dealing with any complaints which may arise from students about faculty is to arrive at a speedy resolution satisfactory to all parties concerned. To that end the process is intended to serve the following general principles:

- a) Accuracy: It is important that the precise nature of the complaint and any proposed resolution be thoroughly understood by all those involved. For this reason, complaints not resolved at the informal level (1) should be put in writing.
- b) Confidentiality: It is not in the interests of either the student or the faculty member that complaints of the type with which this process is intended to deal become a matter of generalized gossip, discussion and speculation. A student bringing a complaint to any member of the program other than the Coordinator should immediately be advised of the process outlined below and directed to the Coordinator.
- c) Fairness: The object of this procedure is to resolve conflicts in a manner which will be fair to both faculty and students. Therefore differences in power, both perceived and material, need to be taken into account. Faculty members in such positions as Coordinator or negotiator will also need to be willing to step aside from involvement in the process when personal ties or animosities might impair their ability to evaluate the complaint.
- d) Speed: The best interests of both students and faculty are served if a satisfactory resolution can be arrived at as quickly as possible so that the matter can be laid to rest and essential work proceed unhampered.

PROCEDURE

Stage 1: Informal Resolution within the Program

1.1 We assume the student will see the appropriate professor for the course as soon as possible. Both student and professor are obligated to make every effort to understand each other's point of view in order to resolve the complaint without invoking a more cumbersome and time-consuming procedure.

1.2 A student who approaches another member of the department should be directed to the professor concerned and the present procedural outline for dealing with complaints.

1.3 If the student is not satisfied following a meeting with the professor, or feels unable (e.g. in cases of sexual harassment) to meet with the professor, the student should proceed to meet with the IDS Coordinator. The precise nature of the complaint will need to be articulated and an attempt made to clarify misunderstandings. The Coordinator may, if circumstances warrant and the student is in agreement, offer to speak to the professor on the student's behalf.

1.4 If the nature of the complaint falls within the responsibility of an existing university or agency (e.g., Standards Committee, Academic Appeals, Collective Agreement, Sexual Harassment Committee, etc.) the student may be directed to the relevant officer or committee. If the complaint concerns a grade other than a final grade for a course and cannot be resolved between student and professor, the student will be directed to the IDS Executive Committee, which will appoint a member of faculty to review the document in question.

1.5 The Coordinator will discuss with the student what would constitute a satisfactory resolution of the problem and meet with the professor to see if some agreement can be reached. In some cases a meeting between student and professor, mediated by the Coordinator, may be a feasible means of bringing about a resolution.

1.6 If the complaint is against the Coordinator, the student may take the complaint to a member of the IDS Executive Committee, which will then be responsible for designating, within one week, a faculty member of the Program to act as negotiator in place of the Coordinator.

The majority of cases normally end here.

If a resolution cannot be achieved through the informal process described in Stage 1, the case proceeds to Stage 2.

Stage 2: Formal Resolution within the Program

2.1 If the complaint falls within (e) or (f) above, and does not lie within the

purview of an existing University office or committee, the student should be asked to put the complaint in writing in order that the exact nature of the complaint does not develop further accretions which make it progressively more difficult to resolve.

2.2 The Coordinator, or the IDS Program designate, may then exercise the following options: make a formal request to the professor that unacceptable behaviour be altered, facilitate the changing from one section of a course to another, or, in cases where this is not possible, make alternative arrangements for the student's work to the supervised and marked by another member of the Program.

2.3 The Coordinator will keep a complete record of any complaint in a confidential file.

Everyone involved in a complaint should be aware that complaints which proceed beyond Stage 2 are costly in terms of time and energy invested, of professional reputation, and of potential legal repercussions.

Stage 3: Formal Resolution Outside the IDS Program

3.1 A complaint not resolved through the strategies outlined above may proceed in either of the following ways.

3.2 A copy of the confidential file on the history of the complaint is forwarded to the Dean who is asked to arbitrate and notify the IDS Program in writing on the resolution arrived at.

3.3 In a case where the IDS Program feels that the complaint arises justifiably from a breach of professional conduct, the IDS Program may file a formal complaint against the professor with the Academic Vice-President and refer the case to the SMU Conflict Resolution Officer, Ms. Bridget Brownlow.

HONOURS THESES

- BAILLIE, Kate (2003)** “The Reproductive Health and Rights Agenda”
- BAYER, Charles (1990)** “An Historical Analysis of Market Socialism as a Development Strategy in China”
- BEED, Timothy (2010)** “Economic Alternatives: Establishing Socially Inclusive Exchange Networks”
- BLOCK, Philip (2004)** “Liberation Theology’s Contribution to the Development Dialectic: The Catholic Popular Church and Its Role in Brazil’s Urban Periphery”
- BOOTH, J. Gregory (1992)** “The Role of Microenterprise Lending Schemes for Poverty Alleviation and Employment Creation in the Informal Sector of Developing Countries”
- CAMPBELL, Jill (2005)** “*Democracy and Ethnic Conflict: The Case of Sri Lanka*”
- CARVAJAL- COTO, Ronald (1994)** “*Ethnicity and Gender in the Atlantic Coast of Costa Rica*”
- EBERHARDT, Cassandra (2008)** “*Lost In Migration: Implications Of Mexico-United States Transnational Migration Of Domestic Care Givers On The Traditional Structure Of The Mexican Family*”
- CATO, Kwesi (2007)** “*The Link Between Democracy and Development: A Caribbean Case Study*”
- COTTREAU, Melissa (2004)** “*The Privatization of the Water Distribution System in Metropolitan Manila, Philippines and its Effect on Access to Water by the Poor*”
- COURTNEY, Lisa (2010)** “*A Gendered Analysis of the Effects of Climate Change on Low-Lying Atoll Islands: How are Women Affected by Environmental Degradation on the Maldives Islands?*”
- DAVIS, Danya (2004)** “*The Economic Viability of Tourism-Led Development in Small Developing States*”
- DUPLESSIS, Kate-Lynn (2004)** “*An Analysis of the Relationship between Nationalism and Human Rights in Yugoslavia*”
- FINLAYSON, Thomas (2008)** “*The Revolution Should be Televised: Framing the Relationship Between Mass Media and Development*”
- FRANCIS, Danica (2007)** “*Is Self-determination a Viable Precondition for Environmental Sustainability?*”
- FRIESEN, Valerie (2007)** “*Farms and Forests: Agriculture and Ecotourism in Belize*”
- GAVIN-HEBERT, Jane (2005)** “*Anarcho-Feminist Voices Resisting “Manarchy”*”
- GORMAN, Hilary (2004)** “*Globalization and the Commodification of Female Sexuality Through the Industrialization of Sex in Southeast Asia*”
- HOOEY, David (1992)** “*Capitalist Hegemony and the ‘New’ World Order: A Gramscian Analysis of Global Restructuring*”
- HOOOPER, Janice (1990)** “*Structural Adjustment Policies in Ghana, 1983-1990: Structural Development*”
- HORNE, Sarah (2010)** “*Life on the Jamuna Chars: Environmental Vulnerability and Sustainable Livelihood*”
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- VAN ISSCHOT, Andina (1996)** *"Identity, Gender and Transformative Politics: Popular Women's Responses to the Chilean "Transition to Democracy".*
- VILANE, Thenjiwe (1992)** *"Dependence and Development in Southern Africa: The Case of Swaziland."*
- WADEL, Amanda (2004)** *"Maquiladoras: Liberation or Exploitation"*
- WALL, Denis (1994)** *"Interpreting the Impasse in Radical Development Theory: A Postmodern Intervention"*
- WANG, Liumei (1994)** *"Foreign Trade and Economic Growth"*
- WANG, Shih-jie: (1997)** *"A Strategy for Accelerated Development: A Case Study of Taiwan"*
- WEI, Li (1998)** *"The Dynamic Foreign Direct Investment in a Rapid Growth Economy: The Case of China"*
- WHELLAMS, Melissa (2006)** *"The Role of CSR in Development: A Case Study Involving the Mining Industry in South America"*
- WRIGHTSON, W. D. (2006)** *"Positive Deviance in Africare Guinea's Hearth Model Trainings: A Tool in Combating Food Security"*
- YOUNG, R. (1992)** *"Shantytown Women: Their Work, Survival Strategies and Aspirations: A Case Study in Tetela del Monte, Mexico."*
- ZAYAGO LAU, Edgar (2005)** *"State Led Investment in Mexico's Industrial Development: Lessons from an Asian Tiger"*
- ZHENG, Lin (1994)** *"Structural Adjustment and Brazilian Economic Development"*

IDS Graduates: Where They Go

We do not formally track our graduates (including those who have finished their required residence program) from the MA program, but most continue to keep in contact. This is a sampling of what they are doing:

- Cory Anderson (2002)**, Program Coordinator: Mine Action Team , DFAIT
David Ast (1995), Education graduate studies, OISE
Marie-Helene Beauboeuf (2008), Founder and Executive Director, NGO Salutary Angels/Les Anges Bienfaisants (Halifax).
J. F. Beauchesne (2000), Presbyterian World Service and Development
Natalie Boyd (2007), Consultant, le Groupe-conseil baastel ltée Gatineau, Quebec.
Alison Braithwaite (1992), Government of Barbados
Tulus Budhianto (1997), Government of Indonesia
Dennis Canterbury (1996), Assistant Professor, Eastern Connecticut State University
Allyson Chisholm (2008), Emergency Programme Officer, Operations Center, Emergency Programmes Division, UNICEF.
Natwadee Choosri (1995), International Affairs, Government of Thailand
Andrew Dawe (2003), Ph.D. program, Carleton University
Quynh Pham Diem (2001), Reporter and Writer, Vietnam
Shukria Dini (2001), Ph.D. program, York University
Steve Estey (1993), Int. Programme Officer, Council of Canadians with Disabilities
Sande Ewart (2008), Senior Desk Officer with the Caribbean, Central America and Regional Policy group at the Department of Foreign Affairs and International Trade (DFAIT).
Arief Fadillah (1997), Ministry of Trade, Government of Indonesia
Wendy Fehr (2006), Junior Professional Consultant, UNHCR, Geneva
Miguel Figueroa (1993), National Leader, Communist Party of Canada
Nick Fobih (2001), Ph.D. program, Queens University
Caitlin Goggin (2009), Deputy Director, Center for International Health and Development Zambia, Boston University, Lusaka, Zambia.
Jennifer Gosselin (1999), Canadian Red Cross
Minori Goto (1996), IDRC, Partnership in Business Development Division, Ottawa
Sherida Hassenali (1995), Ph.D. program in Adult Ed., OISE
Chris Johnston (1993), Manager, R&D, Canadian Co-operative Assc., Ottawa
Tara Kinch (2008), Associate, Best Interests Determination Officer, UNHCR Nepal.
Katharine Laurie (2008), is currently working with a human rights based NGO in Guatemala.
Val Laurie (2008), Community Health Development Coordinator, Yukon Council of First Nations, Whitehorse, Yukon Territory.
Cornelius Lay (1991), Professor, University of Yogyakarta, Indonesia
Martin Laycock (2007), Research Program Manager, Centre for Pediatric Pain Research, IWK Health Centre.
Suzie LeBlanc (1997), Project Manager, Comoros, IUCN
Sarah Loveday (2005), Research and Policy Analyst with the British Columbia Ministry of Public Safety and Solicitor General in Victoria.
Gary Malcolm (2004), Ph.D. program, University of Calgary
Waseem Malik (2000), Ph.D. program, University of Toronto
Carly Manion (2003), PhD program, University of Toronto/OISE
Heather McLeod (2008) is pursuing a Ph.D. in Political Science at the University of Toronto.

- Leah McMillan (2007)**, PhD Candidate, Balsillie School of International Affairs, Waterloo, specializing in Human Rights and Development, with a focus on Education and a Balsillie Fellow at Centre for International Governance Innovation.
- Roberto Menendez (1992)**, National Board of Directors, Dev. and Peace
- Nadine Miville (2008)** is with the Canadian Council for International Co-operation in Ottawa on Charity Law Education.
- James Moxon (1999)**, Claims Analyst, Indian and Northern Affairs
- Shawna O'Hearn (1995)**, Save the Children Canada, Toronto
- Peter Okello (2002)**, Special Projects Editor for Uganda's newspaper "The New Vision"
- Geoff Peters (2006)**, Legal practice, Alberta energy sector development
- Kathy Palko (2006)**, Policy Analyst, Nova Scotia Department of Environment and Labour
- Natalie Perkins (2008)**, Project Development Officer, United Methodist Commission on Relief (Sudan).
- Ahmed Rashid (2005)**, Research and Analysis Unit, BRIAC, Bangladesh
- Cait Redmond (2001)**, Secondary school teacher, Napier, New Zealand
- Andreas Rohrbach (1993)**, Principal/Education Director, Kwadacha Band (Fortware, BC)
- Mark Rushton (2007)**, Doctoral Program in Development Studies, Universidad Autónoma de Zacatecas (México).
- Isaac Saney (1992)**, Ph.D. program, University of London
- Hery Saripudin (1993)**, Foreign Office, Government of Indonesia
- Julie Self**, Surface Water Policy Specialist with Alberta Environment, Government of Alberta
- June Shinagawa (2001)**, Foreign Service, Government of Canada
- Adrienne Silnicki**, Atlantic Regional Organizing Assistant for the Council of Canadians
- Susan Stephen (2006)**, Organic farming in Pictou County, has established a small NGO called "All Hands to Africa" to support one village in Western Kenya through their community centre.
- Dennis Stuebing (2005)**, Senior Program Officer, China Desk, CIDA
- Nadia Stuewer (1996)**, Foreign Service, Government of Canada
- Emily Taylor (2009)**, Intern, International Development Research Centre (IDRC), in the Innovation, Technology and Society (ITS) Program Initiative.
- Sandra Taylor (1996)**, Field Coord., School of Occ. Therapy, Dalhousie University
- Juan Tellez (1994)**, Executive Director, Atlantic CED Institute, Halifax
- Darcy Tetreault (2001)**, Assistant Professor, University of Zacatecas
- Lan Bui Thi 19(94)**, Director, FAO, Dacca, Bangladesh
- Tara Tracy (2007)**, Justice Activism Coordinator, World Vision Canada
- Thejiwe Vilane (1992)**, Professor, University of Swaziland
- Liumei Wang (1994)**, Ministry of Trade, China
- Melissa Whellams (2007)**, Senior CSR Advisor for the Extractive Industries, Canadian Business for Social Responsibility, Calgary, Alberta.
- Edgar Zayago (2005)**, Assistant Professor, University of Zacatecas, Mexico
- Li Zheng (1994)**, Ministry of Trade, China

APPENDICES

Researcher's Mind

Anthony H. O'Malley, Coordinator, IDS

I

One of the challenges confronting those new to International Development Studies, especially at the graduate level, is that of cultivating a specific attitude or intellectual orientation which your professors look for in their seminars and in your thesis. Until you grasp this necessary attitude and can translate this into your writing and articulation, your studies will be something of a struggle. The words that follow will serve as friendly pointers helping to steer you in the right direction.

The university's historic mission comprises two objectives: firstly, the university organizes its institutional practice and research towards the systematic use of ideas—more precisely, analytical concepts—to empirically assess competing human understandings of the world and its parts, thereby advancing our knowledge and understanding of what the poet Pablo Neruda once referred to as “residence on Earth”; and, secondly, the university produces testable, intelligible, consequential, and useful thought-structures whereby such knowledge and understanding can be used to better attain defined goals and objectives through human practice and technique.

Although this is a twofold mission, the university (‘higher education’), in its allocation of time, resources, educational focus, and professional rewards, tends to emphasize the first objective more than the second. That is to say, the university and the intellectual practitioners within it see the advancement of knowledge—specifically, the research, critical analysis, and creative synthesis that such advancement is based on—as the bedrock or foundation of practice or technique.

II

Knowledge creation, critical assessment of competing understandings, and the advancement created by this activity—that is, the first objective of a university—may strike the more practically-minded as a bit erudite and removed from life, indeed it may appear as a somewhat ethereal motivation for professional activity and a somewhat abstract orientation for professional life. On the contrary, it is an exceedingly practical orientation.

A study of history strongly suggests that there probably has been no idea, notion, or system of concepts created by human beings that at one time or another has not been put into practice; that is, the application of idea-based practices to groups of human beings—comprising a large nation or small community—is a basic human reality. Ideas have empirical and practical import in our everyday human reality in all its political, cultural,

economical, and psychological dimensions. Indeed, this tendency is so strong that if no *real* human world is at hand for the application of our ideas, our inclination is to invent an imagined world as a home for these captivating ideas, and then to strive our whole lives to bring this world into being. Such is the influence of human imagination on the nature of human analysis and practice.

The ideas and explanations which we create, which we cling to and which populate our lives, ranging from low-level empirical generalizations to the most abstruse theories, form the *matrix of our everyday practices*. We can debate at length about the origin and operation of this human predicament—philosophers make a profession of such debates—but we can say that, however we may come by our ideas, when they are eventually well-formed and articulated they take on a life of their own and become the default, relatively autonomous—and often tacit—understandings of our everyday practical lives and professional practice. They become, to purloin a word from contemporary action journalism, “embedded” in our everyday world.

From this point of view, the analysis of ideas and competing explanations, a critical assessment of their cogency and accuracy, an understanding of their real-world implications, and exploring their internal connectedness and consistency is an *absolutely crucial* component of not only advancing our knowledge, but also of consolidating our accomplishments and improving the human condition. Well-articulated, evaluated, and critically-assessed *knowledge* leads to greatly-improved *practice*, whether this be the practice of community-based development, macro-economic planning, or postmodern "giving a voice to the Other".

Evidence of this positive and engaged attitude towards ideas and the landscape of the debate amongst competing explanations in your thinking, writing, and articulation will be what the majority of your professors will be looking for in seminars and in your thesis.

For convenience, we can call this positive attitude towards ideas or analytical concepts *researcher's mind*.

III

Researcher's mind may be contrasted with another attitude prevalent in International Development Studies.

Some of your professors, myself included, and scores of the world's development professionals, have spent a considerable amount of time during their professional lives evaluating, assessing and working with development organizations, large or small, in a very practical, outcomes-oriented or results-oriented environment. In this environment, making things work properly according to a given set of criteria (the so-called terms of reference)—whatever these may be and to whatever degree they may be taken-for-granted—is essential.

Such work is gratifying in that one is close to the brute dynamic of human reality. One can be satisfied that a) professional practice will be close to the source of information at

hand and b) that it will have a concrete effect, sooner rather than later, on that very same reality.

In this robust environment there is no sense of removal from the pungency and immediacy of the human everyday world. There is, too, a sense—unfortunately, often illusory—of living amidst the 'given-ness' of the world of professional practice that is heady, immediately gratifying and free from the looming and intrusive mediation of big ideas and concepts. It is easy to become strongly attached to this professional world, and to judge other development professionals by the degree of their 'real world' immersion in it.

This attachment, and the universe of very practical attitudes it engenders, may be called, for want of a better term, *consultant's mind*.

IV

One of the great virtues of international development studies is the opportunity it provides for synthesizing knowledge and practice (an ideal reaching back to the ancient Greek attempt to bring together *episteme* and *techne*), and for implementing this connection in our everyday professional thinking and practice.

For researchers in International Development Studies, the *connection* between knowledge and practice, the *connection* between policy formulation and the ideas and explanations (tacit or explicit) which support it must be made manifest, overt, and demonstrable. In few other fields is the thinking about the research area and the implications of such thinking so obviously and immediately connected to the practices, policies and programs which issue from it. This is what makes IDS so exciting as a professional field: the immediate and palpable connection of theory and policy.

If we were to emphasize *consultant's mind* in our graduate program and concentrate on best practice—and you were encouraged to adhere strongly to this attitude as a graduate student—the whole balance and sense of what you are doing here and of what we are doing as university development researchers would be lost.

There is plenty of time in your present or future professional lives for exercising consultant's mind. However, the opportunity you have been afforded, and which you have elected for yourself by studying for an advanced degree in International Development Studies at a university, demands that you make a determined reorientation in your thinking towards *researcher's mind*. As I mentioned above, if you cannot do this—or will not do it—you will find your graduate studies somewhat mired in multiple revisions, misunderstandings with committee members, long, drawn out meetings that seem iterative and pointless, and similar wastes of time and energy on everyone's part.

This reorientation is especially important for your conception of what your thesis is about. It is, in fact, a sort of dialogue between ideas about development perspectives and development reality. For example, the landscape of the debate—called somewhat prosaically

in academia the literature review—is crucial to this dialogue: it sets the tone and texture for your own subsequent inspection of the real world (your case study or empirical chapter), and will be the all-important analytical and conceptual context you will be speaking to in your discussion of your findings. This is as much as to say that the literature review is not 'academic' in the pejorative sense that some students, and a good deal of the uneducated public, use that word. It is, on the contrary, the very stuff of your greater understanding and education in the field of development studies, and will become, or should become, the very basis of your future development practice. Your literature review, or landscape of the debate, is in fact a snapshot of the dynamic, state-of-the-art debate in your thematic area.

Whatever the case, your success as a graduate student, not to mention your peace of mind, largely depends on nurturing the attitude of researcher's mind, the sooner the better.

V

An afterthought, especially relevant to International Development Studies.

One of the great flaws of the otherwise wonderfully luminous Enlightenment, from which IDS has acquired many of its central ideas about progress, was a slavish adherence to the axiom, “To know more is to do better”. This axiom contained the tacit assumption that clearer understanding and knowledge (*episteme*) leads more or less automatically, and rationally, to better policies and practice (*techne*)—to greater progress. This assumption collapsed in the face of the horrors of the 20th century—among which must be included the appalling lack of progress in developing societies over the half century between 1945 and 1995 based on technocratic fixes of socio-economies—many of which were constructed on the foundations of a supposedly rational, scientific approach to social, political, economic, and cultural policies.

The existence of this flaw points to the need for a purposeful idea that can act as a catalyst for helping better practice to emerge from heightened understanding. This idea is *social justice*. In many ways *social justice* is the core idea in IDS, not as an end in itself, but as a means for firmly linking our understanding and practice in such a way as to make researcher's mind a practical and effective orientation for the construction of a better world—an enhanced “residencia en la tierra”—especially for the world's developing societies.

NOTES ON COURSES

Ist Semester:

A number of special courses merit your attention:

- **Multilateral Organizations**: this course is offered by our Distinguished Visiting Professor, Dr. Walden Bello, the eminent scholar and public intellectual. Dr. Bello is Executive Director of Focus on the Global South and will deal with a number of issues central to multilateral organizations in this seminar.
- **DVP Seminar**: Dr. Bello will work with a small number of graduate students conducting research in his area. To register for this course—for which there are no class meetings but only tutorials with Dr. Bello—it is strongly suggested you meet with him first and ascertain points of common research interest. This course is a chance to study one-on-one with one of the world's leading intellectuals.
- **Development Policy**: This new course offered by Dr. Suzanne Dansereau will explore comparatively the national policies of a number of countries to assess what becomes of “policy orientations”, which are usually based on some development theory, when they are put into development practice.

Ist and 2nd Semesters:

- **Women, Gender and Development**: this is a new course which seeks to provide a forum for dealing with the central issues of women and the different way they are affected by development, and the active strategies they can create to promote a more woman-centered perception of development and development policies at the local, regional, national and global levels. The instructor for this course will be Dr. Anupam Pandey whose development research and practice have centered on international political economy and ecofeminism, women's movements and development, and women and the global South.
- **International Comparative Education, Innovations in Education**: these courses are taught by Prof. Shane Theunissen, an experienced development practitioner and researcher who has taught courses on innovations in education and international comparative education. Prof. Theunissen's special interest is education for culturally marginalized and indigenous populations, an educational theme especially appropriate to many developing societies.

Course-related Items

Banner

The University has recently undergone a complete change-over from the old separate computer systems for administration, registration, email, etc. to a widely-used integrated computerized university system called Banner. Banner is one of the most common, and successful, pieces of university integrated system software on the market. The Registrar's office gets a special round of applause for what amounted to a monumental task of transferring thousands of student records, course numbers, degree requirements, and so on, from the old to the new system.

However, as anyone who has done programming knows, the perfectly bug-less piece of software has yet to be written. Banner has problems; or, as we currently say in newspeak, has "issues".

One of the more common ones has to do with prerequisites. Say you have a sequential course in IDS such as 2301.1/2302.2 or 3401.1/3402.2, and you just want to get your registration out of the way for the whole year at one go. So you register for a sequential course, and you get an error: Banner will not allow you to register for the second course until it has information that you have taken, and successfully passed the first. This is because in the Academic Calendar (and therefore in Banner, which is based on the AC), the first course is a prerequisite for the second course in the sequence. Since, when you register, you have not successfully completed the first course, you will not be allowed to register for the second course. I have talked to Dave Peters, the Registrar's software/systems guru (Director of Registrarial Services), about this, but there is no currently available way around it (if we still wish to preserve the prerequisite, which we do). So, be patient; be understanding; software has a long way to go before it can mimic the human penchant for enormous amounts of ordered exceptions to rules.

Overrides

If you need an override or prerequisite waiver (except for a sequential course), please get in touch with the IDS Coordinator. Under normal conditions, and with the permission of the professor, the Program can provide you with course overrides.

REGISTRATION NOTICES

Information for Entering, Returning and Thesis Continuation Graduate Students and Undergraduates

Many of you have emailed me with various questions and proposed schedules for this coming academic year. Rather than answering all of them one by one, I am setting out for all of you the following information to help you plan your graduate curriculum. Please refer to the Timetable which appears in the middle of this Handbook.

Firstly, remember that registering for graduate courses is a more leisurely affair than registering for undergraduate courses; the numbers are smaller and no course is closed to further entrants. For example, there is absolutely no problem registering for some courses now, and then completing your registration later.

Secondly, full-time graduate student status—necessary for some visas and student financial assistance—is determined by you (in your application or by direct consultation with the Faculty of Graduate Studies and Research) and *not* by the number of courses you take (as it is with undergraduates). Thesis continuation students (ones who have completed their required graduate courses) have the default status of *part-time students*, and should note that if they wish to have full-time status they must inform FGSR via the appropriate application obtainable from <fgsr.smu.ca>.

The Registrar will provide you (or the agency that is requesting it of you) with a “Letter of Enrollment” for whatever purposes you require—but only if *you* request it.

Please note carefully the conditions and restrictions appearing below regarding the proper sequencing of courses within the Program.

Lastly, please pay attention to the undergraduate and graduate student listservs <idsmaj-l@smu.ca and idsgrad-l@smu.ca> for important information that will affect your studies here at Saint Mary’s.

Undergraduates

1. Honours students please note that the required second Economics course (2000-level or above) in Section b(ii) has been eliminated. The two-course Economics requirement in Section b(ii) is now simply Introduction to Microeconomics and Introduction to Macroeconomics. This has the advantage of completing the Economics prerequisites for those who wish to take higher level Economics courses.

2. Do not leave all your required courses until the last year of your studies. You may be disappointed to find out that some of the required courses are not offered that year due to faculty availability, etc.

3. Remember that your assigned advisor will be able to help you with most problems, but that you can always contact the IDS Coordinator for help with complicated matters, especially those having to do with graduation, special courses, year abroad, etc.

4. Remember, too, that the List of Approved Courses in the Academic Calendar, or in this Handbook, is only partial. Please consult the IDS Coordinator if you feel there is a bona fide course that you think could contribute significantly to your IDS education. We will discuss your proposal and come to a decision.

5. Attendance at the “Friday Speakers Series” (noon, Fridays) is ***strongly encouraged*** for undergraduate students.

Graduate students

1. As you cast around elsewhere for courses, any course you take must be a graduate course; at SMU, all graduate courses are numbered 5000 or higher.

2. Graduate students pay a program fee, meaning you can take whatever courses you want so long as they are necessary for the completion of your degree. This means that if you want to take a course at another university, you will have to seek the written permission of the IDS Coordinator and the Faculty of Graduate Studies and Research; such permission will be granted only by showing the explicit relevance of the course in question to your graduate research program. You can, of course, take any course you want if you pay for it.

3. The general profile of the graduate program is: first year, getting everyone (from many different disciplines) on the same page regarding the interdisciplinary area of development theory and general IDS background; second year, thesis.

4. The Program was designed in such a way that you can complete your thesis draft in the summer of your last year, defend the thesis in September, and graduate in the October Convocation (whether in person or *in absentia*). Many times, events intervene to delay this somewhat (fieldwork funding, job opportunities, etc.), but the Program was designed with the former schedule in mind.

5. For 2-year MA students, we strongly encourage you to prepare, in the Fall of your first year, a SSHRC MA Fellowship application for funding in the second year. To be eligible you must have a GPA of over 3.75 during the last 2 (two) years of study.

6. The graduate student academic year is made up of three (3) semesters: Sep-Dec; Jan-Apr; May-Aug. Your program fees (tuition) and fellowships will all be debited/deposited in three installments, that is, at the beginning of each semester.

7. Attendance at the “Friday Speakers Series” (noon, Fridays) is *mandatory* for graduate students.

Please pay careful attention to the various sections below; they will answer almost all your questions about registration and course sequencing. If you have any further questions that you decide you cannot answer given all the information available to you (the Timetable, the Academic Calendar, the information at <www.smu.ca/academic/arts/ids>, and so on), please send the IDS Coordinator an email with your *specific* inquiry.

1. Entering MA students, normal 42 credit hour (2 year) program

Year 1—We are an interdisciplinary program, and accept students from many disciplines (including the sciences). This year is primarily concerned with getting everyone on the same page with regard to development theory and with getting a grip on the methodology and structure of your thesis.

Semester 1

Required courses:

- IDST 6601 Dynamics of Development (3 credit hours)
- IDST 6620 Advanced Research Methods (3 credit hours)
- FGSR 9000 (0 credit hours)*

In addition to these required courses, you should normally take one or more electives. At least one of these courses will normally be in your area of specialization (gender, environment, etc.) and another Development Policy course. In registering for electives, keep in mind your workload and pace yourself accordingly. You need 42 credit hours to graduate. For electives, see the IDS Timetable attached to this document.

** FGSR 9000 is a non-class, administrative course that keeps you continuously connected to the University’s Banner system. You register for this course every semester until you defend your thesis. If you forget to register for this course—say in the summer semester—and you register for no other courses (an option in the summer), then you will be no longer registered in the MA program at SMU. This is easily solved: register, automatically, every semester for FGSR 9000.*

Semester 2

Required courses:

- IDST 6642.2 Political Economy (3 credit hours)

- IDST 6692.2 Thesis Design (3 credit hours)
- IDST 5544.2 Conceptual Foundations: Issues (3 credit hours)
- FGSR 9000 (0 credit hours)

In registering for electives, keep in mind your workload and pace yourself accordingly. You need 42 credit hours to graduate. For electives, see the IDS Timetable attached to this document.

Semester 3

- FGSR 9000 (0 credit hours)

This, the graduate summer semester, has no required courses. Students may continue sharpening the focus of their thesis research while engaging a supervisor; they may engage in actual fieldwork (with the approval of their thesis supervisor); or they may take a course related to their thesis research through prior agreement with a professor (such as IDST 6650 Directed Study or IDST 6660 Field Research courses)*.

**Most professors use the summer to pursue their research. If you are working with a professor over the summer, remember that the bulk of the communication may take place by email or other media, and plan accordingly.*

Year 2—This year is primarily concerned with thesis write-up and defense. You should register for:

Semester 1

Required courses:

- IDST 6690.1 Thesis Research (6 credit hours)*
- FGSR 9000

**This course was devised to give you credit for working on your thesis, right up to the time you publically defend it. You need not count this course as part of your normal course workload. The course remains In Progress (IP) on your transcript until you defend, at which point a grade is given for IDST 6690. Note that its value is six (6) credit hours, and is part of the 42 credit hours you must have to graduate.*

Semester 2

- FGSR 9000

In registering for electives, keep in mind your workload and pace yourself accordingly. You need 42 credit hours to graduate. For electives, see the IDS Timetable attached to this document.

Semester 3

- FGSR 9000

The ideal timeline for your studies would be: Year 1—Semesters 1 and 2, required and elective courses; Semester 3, optional literature review and/or thesis fieldwork; Year 2—Semesters 1 and 2, required and elective courses; Semester 3, final thesis write-up. Defense in late August, early September. Graduation in the October Convocation following the second year.

This may be, and often is, interrupted to take advantage of internship or other job opportunities, unexpected leaves, changes in direction of thesis research, and so on.

Once again, remember to register for FGSR 9000 every semester until you defend your thesis. This course keeps you in the computerized registration system.

2. Entering MA students, accelerated 27 credit hour (1 year) programSemester 1

Required courses:

- IDST 6601 Dynamics of Development (3 credit hours)
- IDST 6620 Advanced Research Methods (3 credit hours)
- IDST 6690.1 Thesis Research (6 credit hours)*
- FGSR 9000 (0 credit hours)**

In registering for electives, keep in mind your workload and pace yourself accordingly. You need 27 credit hours to graduate. For electives, see the IDS Timetable attached to this document.

** This course was devised to give you credit for working on your thesis, right up to the time you publically defend it. You need not count this course as part of your normal course workload. The course remains In Progress (IP) on your transcript until you defend, at which point a grade is given for IDST 6690. Note that its value is six (6) credit hours, and is part of the 27 credit hours you must have to graduate.*

*** FGSR 9000 is a non-class, administrative course that keeps you continuously connected to the University's Banner system. You register for this course every semester until you defend your thesis. If you forget to register for this course—say in the summer semester—and you register for no other courses (an option in the summer), then you will be no longer registered in the MA program at SMU. This is easily solved: register, automatically, every semester for FGSR 9000.*

Semester 2*Required courses:*

- IDST 6642.2 Political Economy (3 credit hours)
- IDST 6692.2 Thesis Design (3 credit hours)
- FGSR 9000 (0 credit hours)

In registering for electives, keep in mind your workload and pace yourself accordingly. You need 42 credit hours to graduate. For electives, see the IDS Timetable attached to this document.

Semester 3*Required courses:*

- FGSR 9000 (0 credit hours)

The ideal timeline for your studies would be: Semester 1, required courses and 1 elective course; Semester 2, required courses and 2 elective courses; Semester 3, May/June/July fieldwork, August/September thesis write-up; defend in mid to late September; graduate at October Convocation.

This may be, and often is, interrupted to take advantage of internship or other job opportunities, unexpected leaves, changes in direction of thesis research, and so on.

Once again, remember to register for FGSR 9000 every semester until you defend your thesis. This course keeps you in the computerized registration system.

3. Entering Graduate Diploma students, 24 credit, 2 semester program

Semester 1*Required courses:*

- IDST 6601 Dynamics of Development (3 credit hours)
- IDST 6643 Development Policy (3 credit hours)
- Elective (3 credit hours)
- Elective (3 credit hours)
- FGSR 9000*

For electives, see the IDS Timetable attached to this document.

* *FGSR 9000 is a non-class, administrative course that keeps you continuously connected to the University's Banner system. You register for this course in each of your two semesters.*

Semester 2

Required courses:

- IDST 6642.2 Political Economy (3 credit hours)
- IDST 5544.2 Conceptual Foundations: Issues (3 credit hours)
- Elective (3 credit hours)
- Elective (3 credit hours)
- FGSR 9000

This coursework-only program is designed for you to graduate with the Graduate Diploma in International Development Studies at the May Convocation.

4. Thesis continuation students

- Make sure you *register for FGSR 9000* every semester until you defend your thesis. This keeps you “bound” to the SMU registration system. If for any semester you do not register for this course, you are, in strictly technical terms, not a student at SMU. So, register.
- Officially you are supposed to fill out a progress report every year so that the Program and FGSR knows you are making *satisfactory progress* toward the completion of your thesis. If you have vanished off the Program radar, we will ask for an update on your progress irrespective of the interval since your last report.
- Do not lie low for a long period, and then suddenly appear with a supposed Final Draft, expecting all the machinery of external examiner, defense, submission, etc. to be put in motion at light speed so you can graduate within two months time. The others participating in your thesis project need a *reasonable timeline* to assist you in completing your thesis project.
- Likewise, if you suddenly get the dream job, but it requires an MA, it is unlikely that participants in your thesis project (faculty, Registrar, FGSR, Library) will down tools on every other responsibility in order to accommodate your sudden need to finish—although, this being said, IDS and IDS-related faculty have been known to be extraordinarily accommodating in the past. But, as these requests have multiplied—rather than being the exception—faculty resistance to accommodation has increased.
- If you do work or travel during your thesis continuation period, try to *avoid disengagement* with the thesis. Returning to a disengaged research project means you have to “get your head back into the research space”, whatever it was; you have to review the literature to reacquire the necessary background and analytical frame of mind; indeed, in serious cases, you may have to remind yourself of what your thesis was all about. The cure is simple: remain engaged with your thesis topic, focus, ideas, and motivation throughout the thesis continuation period no matter what you are doing.

- Officially, you do not need to be registered for FGSR 9000 in the semester you defend your thesis. But be careful here: if you do not register, intending to defend that semester, and something happens so that you do not, or cannot, defend that semester, you will become an unregistered graduate student. To play it safe, register; unless you know absolutely for certain that you will be (successfully) defending your thesis in a particular semester;
- Plan your *defense timeline* in the following manner:
 - a) choose your graduation date (in May, October, or January);
 - b) apply to graduate before the Registrar's application deadline (this varies from year to year, so ask the IDS Coordinator or call the Registrar 420-5522);
 - c) ask the IDS Coordinator to send to the Registrar (and copy to you) an "audit" of your Banner transcript, confirming that you have met all course/credit requirements for your degree, except the thesis. Nothing for you to do here but request that the audit be done;
 - d) find out from the Registrar (or the IDS Coordinator) the "drop dead" deadline for submission of all thesis documents (thesis copies for binding plus fee, copyright docs for the Library, etc.) to the Registrar in order to graduate at that date;
 - e) allow two weeks for thesis revisions, signatures, etc. after the defense;
 - f) with all the above in mind—graduation date, drop-dead submission deadline date, back two weeks for defense revisions—you now have your *latest possible defense date*;
 - g) it is a courtesy to allow the External Examiner, internal or external to SMU, a month to review the thesis, although in extreme circumstances Externals have been known to accommodate supervisor requests for a shorter time. Given this, you now know that the *latest date for submission of your Final Draft* to your supervisory committee will be the defense date minus one month (for External assessment);
 - h) the rest of your thesis submission schedule is in the hands of both your own performance (research and write-up) and that of your supervisory committee. But, at least you know the timeline you are trying to meet for the submission of a Final Draft of your thesis to your supervisory committee.
- Remember, the bugbear of thesis completion is disengagement. Keep engaged with the ideas central to your thesis and the motivation that led you to choose this focus. If you need to talk about this, get in touch with your supervisor or the IDS Coordinator.
- Remember, too, that the Program was designed to allow you to finish your thesis for the October graduation following the final semester of your coursework. The easiest way to avoid all the cautions above is to move directly from your coursework to your thesis research, and then to your thesis write-up and defense.

THESIS COMMITTEE FORM
(IDST 6690.XX/YY)

(To be submitted no later than the last semester of the required program)

Name: _____ Student #: A _____

Title of Thesis: _____ _____ Brief Abstract:
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Please note: Faculty of Graduate Studies and International Development Studies regulations require that a masters thesis committee consist of at least a supervisor, a reader, and (prior to the defense) an external. Signatures should be provided where possible. If a signature is unobtainable, please enter the appropriate email address.

Supervisor: _____ (please print) _____ (signature)

Reader 1: _____ (please print) _____ (signature)

Reader 2: _____ (please print) _____ (signature)
(optional)

External: _____ (please print) _____ (signature)

Estimated date of defense: _____ (month) _____ (year)

THESIS DEFENSE PROTOCOL

Please note: For a detailed description of the roles of each member of the supervisory and examination committees please see the section “Guidelines” above.

1. The defense is public, and is normally chaired by the Dean of the Faculty of Graduate Studies and Research or his/her delegate. The latter cannot be a member of the candidate's committee. The defense normally lasts about two hours, and is a collegial environment in which the candidate should feel confident and relaxed.
2. The candidate presents a synopsis of her/his research, which normally includes: introductory material (including the thesis research question or, if appropriate, the hypothesis); the so-called landscape of the debate in the thesis research area (the main theoretical perspectives and debates about the associated issues); the empirical research, including the various methodologies employed; a discussion of the relevance of the empirical data for development thinking and policymaking; and a summary of the conclusions from the research, and/or policy recommendations. This presentation normally lasts from thirty to forty-five minutes.
3. After the conclusion of the presentation, the candidate will deal with questions from the examining committee, the Chair first calling upon the external, and then the first reader, then the second reader (if any), ending with the supervisor. In the case of the absence of a committee member that member's questions shall be read out one by one by the Chair to the candidate, and answered as though the member were in fact present. *The committee members present (and not the Chair) shall be the judges of the adequacy of the replies by the candidate.* There may be more than one round of questioning, depending on the number of questions the members of the examining committee wish to ask.
4. After the members of the examination committee have finished with their questions, the Chair will then ask the assembled public if they wish to put any questions to the candidate. The length and conduct of this public questioning is completely at the discretion of the Chair of the proceedings, and may be stopped at any time to conclude the defense.
5. At the conclusion of the questioning, the public and the candidate will be invited to leave the room, and the examination committee, in the presence of the Chair, will discuss the candidate's performance both with regard to the presentation and the responses to the committee's questions.

The committee first ascertains if the candidate has passed the defense.

If the judgement is positive, then the committee members arrive consensually at a grade which will reflect their assessment of not only the defense, but also their assessment of the

thesis's contribution to international development studies, both in terms of thought and practice. The normal grade, judging by past defenses, is between a B+ or an A-, with B being reserved as a passing mark and an A being reserved for a superior defense and thesis. A truly superior defense, plus the presentation of indisputably original findings may warrant an A+, but this is rare.

If the candidate did not pass the defense (a rare event), the reasons for not doing so must be carefully noted. In the 19 years of the SMU IDS graduate program only 3 candidates have failed, this being a reflection of the less stringent requirements of the MA thesis defense, but also of the fact that the supervisory committee normally does not allow a student to proceed to a defense unless the student is all but certain to pass it.

6. The candidate is then called back into the room (the public remaining outside), and is informed by the Chair of the committee's decision. Comments on the defense and the thesis generally are offered and revisions, if any, are discussed. It has become customary that the other members of the committee generally leave it to the supervisor to attend to the completion of any suggested revisions. All committee members except the supervisor then sign the thesis signature page, the supervisor only signing after having seen the revisions completed as specified by the committee. It is important to have committee members present sign the title page prior to the completion of revisions, for this may be the last time the committee is able to be physically present with the signature page. Experience has proven that trying to track down committee members for signatures sometime in the future, after the revisions have been completed (in some cases, after a significant delay), is a frustrating task.

7. Congratulations are in order if the candidate has defended successfully, informing him/her of the grade. Sympathy, and a detailed explanation, is in order if the candidate has not passed the defense.

8. The outcome of the defense, and its grade, is communicated directly to the Faculty of Graduate Studies and Research at <fgsr@smu.ca>, copied to the Coordinator of IDS at <aomalley@smu.ca>. The Coordinator of IDS then submits the Change of Grade for IDST 6690 to FGSR, not to the Registrar.

9. The candidate now proceeds to the SMU Patrick Power Library website for exact information and instructions on how to submit the finished thesis for binding, etc.