

CONTENTS

Introduction	2
Coordinator’s Letter	3
Important Dates 2011-2012	4
On-Campus Resources for IDS Students	6
Networking	8
The Undergraduate Program.....	11
The Graduate Program	13
PhD in International Development Studies.....	15
IDS Speakers Series	15
Timetable 2011-2012	17
List of Approved Courses	18
Program Administration and Faculty	21
Student Advising	21
IDS Program Committee	22
IDS Adjunct Faculty and Associates	23
IDS Guidelines for Thesis Committees and Graduate Students.....	25
IDS Gold Medal (Morrison Medal)	30
Research Ethics	31
Conflict Resolution Procedures	33
Honours Theses	35
Masters Theses	39
Where They Are Now	50

Appendices:

Researcher’s Mind	54
New/Special Courses.....	57
Registration Notices	59
Thesis Committee Form	64
Thesis Defense Protocol	65

INTRODUCTION

International Development Studies is an interdisciplinary degree program comprising a core program of lecture courses and seminars 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.

IDS makes considerable use of the techniques and concepts of social science disciplines such as economics, anthropology, sociology and political science to analyze and assess development problems, but also views the contributions of history, management, geography, philosophy, religious studies and modern languages, among others, as important sources of explanations and understandings which advance our knowledge of international development.

The IDS Program recognizes a significant number of approved, cross-listed courses in other University departments as creditable to its program of study; these courses are gathered into a List of Approved Courses available from the Program (see Appendix).

The interdisciplinary IDS Program provides an environment in which a combination of seminars and guided individual research are strongly focused on analyzing the problems

experienced by developing countries in the Caribbean, Latin America, Asia, Africa, and Oceania. The IDS Program focuses not only on practical policies for remedying these problems, but also 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 also focuses on evaluating the development strategies pursued by social movements and governments in developing countries and regions, and on evaluating the different models and strategies for national and regional development. An evaluation of models for local, bottom-up development in an increasingly global context forms an essential part of a student's training within the Program.

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 2011

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 therefore include information on the different programs offered in IDS, the list of courses available in the academic year 2011-2012, 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 2011-2012 is the officially correct source of information for program requirements,

students should pay careful attention to the entries in this *IDS 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 this year's changes.*

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 persons below 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 2011-2012

2011

June

30 (Thursday) Deadline for filing an Application for Graduation for Fall Convocation, 2011.

Registration Details on registration for the 2011-2012 academic year will be published on the Registrar's webpage www.smu.ca/registrar in March 2011.

September

7 (Wednesday) CLASSES BEGIN.

16 (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 2012 or at Spring Convocations, 2012.
 (c) Last day for final payment of fall term tuition fees.

October

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

23 (Sunday) Fall Convocation, 2011.

November

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

14 (Monday) 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 (Wednesday) Last day of classes in fall term.

December

1 (Thursday) Study Day. No classes.

2 (Friday) 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 (Thursday) Patronal Feast of the University. No examinations are scheduled on this day.

20 (Tuesday) 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 (Wednesday) CLASSES RESUME.
- 13 (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

- 17 (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).
- 20 (Monday) – Winter Break. No classes.
25 (Saturday)

March

- 16 (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

- 3 (Tuesday) Last day of classes in winter term.
- 4 (Wednesday) Study Day.
- 5 (Thursday) Start of formal final examinations.
- 6 (Friday) Good Friday. University closed.
- 9 (Monday) Easter Monday. University closed.
- 10 (Tuesday) Exams resume.
- 24 (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.

May

- 18 (Friday) Spring Convocations, 2012 at Halifax Metro Centre (tentative).

May-August

Each year, Saint Mary's University offers two undergraduate summer sessions. For 2012, the first summer session is May 8 to June 25 and the second summer session is July 3 to August 20. Each year, Saint Mary's University offers one graduate summer session. For 2012, the summer session is May 8 to August 20. Details will be posted on Banner Self-Service website in January 2012.

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-l@smu.ca or idsgrad-l@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 McNally South corridor near 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

Shane Constantino <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/resoffic/>

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 great resource room for IDS graduate and honours students.

Make use of the JOB/STUDY/AWARDS board.

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

OTHER HELPFUL CONTACTS

Dean of Arts:

Dr. Esther E. Enns, Room MM218 <esther.enns@smu.ca> tel: 420-5521

Dr. Don Naulls, Associate Dean, MN408 <don.naulls@smu.ca> tel: 420-5838

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

Undergraduate Programs Officer:

Olu Oredugba, MM 218 <olu.oredugba@smu.ca> tel: 420-5437

Research Ethics Board:

Atrium 211

Orshy Torok, REB Secretary

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

Office hours: 9:00 a.m. – 5:00 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 MS211. 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 211
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. **Please note:** 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 recipient you want 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. Graduate students in IDS are strongly encouraged to subscribe to <idsgrad-l@smu.ca>. 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 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 or 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) or the IDS Coordinator 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, MM227) 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

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 (who will not be involved with the actual writing of the thesis). Students must, with the approval of this 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.

Please note: *The Program is currently evaluating the re-introduction of a non-thesis option. Students will be informed immediately of any Program changes with respect to this option.*

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.

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 register for courses out of sequence (say, 6602 before 6601) simply as a matter of convenience to their schedules, or b) to take courses in an inappropriate

year (say, 6602.2 in their first year), or c) 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 fortuitous 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.

PhD in International Development Studies

For your information, the Program has taken the first steps toward creating a doctoral program in our interdisciplinary area. The proposal for creating a doctoral program in IDS at Saint Mary’s is currently at the proposal stage, and received unanimous approval at the Spring 2009 meeting of the IDS Program Committee.

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.

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 few dedicated IDS interdisciplinary 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

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.

IDS SPEAKERS SERIES

All graduate students in the IDS Program are required to participate in the IDS Program Friday Speakers Series (12 noon, MM227), which provides a forum for

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

INTERNATIONAL DEVELOPMENT STUDIES
SAINT MARY'S UNIVERSITY
TIMETABLE 2011-2012

Course No.	Course Title	Time/Day	Instructor	Place
<u>First Term - September - December 2011</u>				
* required (core) course				
IDST 2301.1*	Intro Dev. Studies: Perspectives	T/R 1300-1415	TBA	LA297
IDST 3386.1*	Sociology of Developing Societies	MW 1430-1545	Veltmeyer	TBA
IDST 3401.1*	Seminar in IDST: Concept Found	R 0900-1130	O'Malley	MM227
IDST 3460.1	Development Practice	Non-class course	O'Malley	TBA
IDST 4463.1	Sub-Saharan Africa: Cont Dev Iss	R 1430-1700	Dansereau	MM227
IDST 4500.1XX*	Honours Seminar IDST	W 0900-1130	O'Malley	SB152
IDST 4827.1/6641.1	India: Development Issues	M1430-1700	Tharamangalam	MM227
IDST 4828.1/6640.1	Women, Gender and Development	M 0900-1129	Pandey	MM227
IDST 4476.1/6676.1	Education and Development I	T 1800-2030	Theunissen	MM227
IDST 6601.1*	Dynamics of Dev: Framework	W 0900-1130	Veltmeyer	MM227
IDST 6644.1	Project Management	M 1800-2030	Woodhouse	MM227
IDST 6652.1	DVP Seminar	T0900-1130	Veltmeyer	MM227
IDST 6660.1	Field Research	Non-class course	O'Malley	TBA
IDST 6690.1*	Thesis Research	TBA	O'Malley	TBA
IDST 6692.1*	Thesis Design	F 0900-1129	Dansereau	MM227
	Friday Speakers Series I*	F 1200-1330	Staff	MM227
Cross-listed and Approved Courses				
IDST 4830.1/6645.1	Globalization and Comm. Dev.	R 1600-1830	Veltmeyer	TBA
HIST 2375.1	Modern Latin America	MW 1130-1245	Barbosa	LA227
IDST 4100.1/6410.1	Religion and Int'l Development	W 1000-1245	Dalton	AT217

Second Term – January – April 2012

* required (core) course

IDST 2302.2*	Intro. Dev. Stud: Policies & Prac	T/R 1300-1429	TBA	SB265
IDST 3402.2*	Seminar in IDST: Contemp Issues	R 0900-1130	O'Malley	MM227
IDST 3424.2*	Research Methodology	T/R 1300-1415	Rostis	MM227
IDST 3460.2	Development Practice	W 0900-1130	O'Malley	MM227
IDST 4828.2/6640.2	China: Development Issues	M 0900-1130	Beaupre	MM227
IDST 4829.2/6641.2	Women, Gender and Development	M 1430-1700	Pandey	MM227
IDST 4463.2/6663.2	Latin America Development	W 1430-1700	TBA	MM227
IDST 4470.2/5570.2	Environment and Development	T 0900-1129	TBA	MM227
IDST 4477.2/6677.2	Education and Development II	R 1800-2030	Theunissen	MM227
IDST 4500.YY	Honours Seminar	W 0900-1130	O'Malley	SB152
IDST 5544.2*	Concep Found Develop Theories	R 1430-1700	Dansereau	MM227
IDST 6620.2*	Advanced Research Methods	F 0900-1130	Dansereau	MM227
IDST 6643.2	Graduate Seminar on Africa	T 1430-1700	Dansereau	MM227
IDST 6660.2	Field Research	Non-class course	O'Malley	TBA
	Friday Speakers Series I*	F 12:00-13:30	Staff	

Cross-listed and Approved Courses

IDST 4525.2/6625.2	International Justice	T 1300-1545	Wein	ME109
POLI 2314.2*	Politics of Developing Areas	MW 1130-1245	Pessoa	ME110

<p>The University 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</p>

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 thus appear in the IDS Timetable rather than here.

Please note: 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 3363 Environmental Economics
 ECON 3365 International Economic Issues
 ECON 4407 Monetary Economics
 ECON 4414 International Trade

Education

EDUC 446I Language, Culture, and Education
EDUC 566I Language, Culture, and Education

English

ENGL 336I 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

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 668I 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

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 Development

Sociology

SOCI 3333 Social Movements
SOCI 3386 Sociology of Developing Societies (Cross-listed as IDST 3386)
SOCI 4451 Globalization and Community Development

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 Committee, 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 provides the necessary leadership and long-term vision for the Program. 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.

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.

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 theory; local development and global structure; 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, aquaculture 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 industry. <s.dansereau@smu.ca>

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

John Measor (Ph.D., Exeter, UK) Middle East/North Africa. <john.measor@smu.ca>

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

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

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

Maureen Woodhouse (M.B.A., Saint Mary's) International project management; development planning and policy formulation; representing the International Activities Office on the Program Committee. <maureen.woodhouse@smu.ca>

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) Dept. of Global Politics, U. 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>

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>

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

Lorna Read, (Ph.D., Columbia) International NGO research and project delivery. CEO, War Child. <lreadca@yahoo.ca>

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

Shane Theunissen, (M.A., Queen's), Education and development.
<shanetheunissen2000@yahoo.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. Finance and development.
<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*. 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).

The various roles of the thesis committee members are as follows:

The Supervisor

- I. 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 committed to:

- a) choosing 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) conforming 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) recognizing 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) giving serious consideration to the advice and criticisms provided by the members of the supervisory committee;

- e) maintaining 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) submitting to the supervisor for comment any work intended for publication which has been carried out under thesis committee supervision;
- g) knowing IDS Graduate Program and FGSR regulations and standards for academic performance and applying these to the thesis project, including time limits with respect to completion of the required (coursework) program and the thesis itself;
- h) submitting the completed REB application in a timely manner (if conducting research with human subjects), and fulfilling 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 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
2011	Meaghen Simms

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 (SSHRCC, 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 about faculty 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 (I) 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 this 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 the Coordinator who will ascertain whether the student has met with the professor concerned and encourage such a meeting if appropriate. The precise nature of the complaint will need to be articulated and an attempt made to clarify misunderstandings. The Coordinator may, if circumstances warrant, 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 should 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 should be directed to the IDS Executive Committee who will appoint a member of faculty to review the paper in question. If appropriate, the student should also be advised of the services of the counseling centre.

1.5 The Coordinator should 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 Program's "Committee on Equity" (see the Program secretary for a list of members) which then will be responsible for designating, within one week, a member of the Program to act as negotiator in place of the Coordinator.

Most cases normally end here.

If a resolution cannot be achieved through the informal process described in Stage 1, the case should proceed 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 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 be supervised and marked by another member of the Program.

2.3 The Coordinator should 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 Program in writing on the resolution arrived at.

3.3 In a case where the Program feels that the complaint arises justifiably from a breach of professional conduct, a formal complaint against the professor may be filed with the Academic Vice-President and the case will be referred to the SMU Conflict Resolution Officer.

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)** “A Study of Alternative Economic Strategies: Establishing a More Socially Inclusive Economic System”
- 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*”
- GRAY, Isaac (2010)** “*Rural Poverty in Mexico: The Common Factors in the Ejido and Neoliberal Eras*”
- GREER, Julian (2010)** “*Tourism Dependency: CARICOM Response to Vulnerability and Low Adaptive Capacity in the Face of Climate Change*”
- HERRINGTON, Kristen (2010)** “*Beyond a Weapon of War: Rape in the Democratic Republic of the Congo*”

- HOOEY, David (1992)** *“Capitalist Hegemony and the ‘New’ World Order: A Gramscian Analysis of Global Restructuring”*
- HOOPER, Janice (1990)** *“Structural Adjustment Policies in Ghana, 1983-1990: Structural Development”*
- HORNE, Sarah (2010)** *“Life on the Jamuna Chars: Environmental Vulnerability and Sustainable Livelihood”*
- HOULIHAN, Laura (2007)** *“Protecting the Path to Development: Intervention in Failing States”*
- HUGHES, Stephanie (2003)** *“Feast or Famine? Agricultural Biotechnologies and Food Security”*
- Isukuru, Fejiro (2010)** *“The Greed and Grievances of the Niger Delta People: Understanding the Complex Drivers of Conflict”*
- KANE, Patrick (2007)** *“Renewable Energy in India: Environmental Benefits and Economic Constraints”*
- KEHOE, Katie (2002)** *“Development, Praxis and Theatre: Concerning the Ability to Exercise Bias”*
- KING, Jennifer, J. (2006)** *“HIV/AIDS, Child Soldiers, and Irregular War in Northern Uganda”*
- KING, Mark (2004)** *“From Markets to Machetes: Developing Ethnic Conflict in Rwanda”*
- KISHI, Nozomi (1999)** *“The Interpretive Theory of Discrimination: The Case of the Burakumin of Japan”*
- KNOESTER, Jocelyn (2008)** *“An Alternative Structure for Public Libraries in Ghana and the Implications for Rural Development”*
- KRAIG, Alexis (2009)** *“When Liberal Democracy is Not the Answer: The Impact of Uganda’s Democratisation Process on its Socioeconomic Development, 1968-2008”*
- LENANYOKIE, Lesoina Julius (2008)** *“The Political Economy of Pastoral Transformation in Kenya: The Significance of the Samburu Age-Class System in the Development Process”*
- LEVERT-CHIASSON, Isabelle (2004)** *“Art and Performance Art as Instruments of Conflict Resolution in War-Torn Countries”*
- LI, Siqi (2005)** *“Post-Marxism Approaches to the Causal Relationships Between Information Technologies and Social Structural Changes in China’s Information Society”*
- MACLEAN, Trisha (2007)** *“Global and Local Resistance to Dams: Cooperation or Domination”*
- MACLELLAN, L. Kristopher (2005)** *“A Thing of the Past: The Sri Lankan Colonial Experience and Ethno-Political Integration”*
- MacMILLAN, Keith (2010)** *“Public Health Policy Exclusion of Men Who Have Sex with Men in Uganda and HIV/AIDS”*
- MBAVARIRA, Chido Samantha (2008)** *“Beyond Culture and Inequalities: A Case Study of Zimbabwe and Domestic Violence as an Obstacle to Development”*
- MCEACHERN, Jessica (2010)** *“The Effect of Soviet Political and Economic Hegemony in Mongolia: Building a Dependent Relationship”*
- McKENZIE, Laura (2003)** *“The Ethical Consumer Movement: A Vehicle to Initiate Equitable Capitalism as a Sustainable and Practical Development Strategy”*

McLELLAN, Angela (2001) *“Minimizing the Negative Effects of Tourism as a Development Strategy: A Case Study of The Gambia”*

McMAHON, Colleen (1996) *“The Impact of Social and Political Organizations on Women who have Immigrated from India and China to Halifax”*

MERCER, Michael (2010) *“The Road to Hell is Paved with Good Intentions: Papua New Guinea's Dependence on Foreign Aid”*

MILLER, David (2005) *“Cooperatives Working for Community Development: The Cases of Kerala Dinesh Beedi and Union de Comunidades Indigenas de la Region Del Istmo”*

MURDOCH, Ian (2008) *“The Dynamics of Social Movements and State Power: Mobilization from Below in Bolivia and the Case of MAS”*

NICHOLS, Angela (2010) *“Palm Oil Expansion: Impacts on Indigenous Livelihoods”*

OTELLA, Christina (2007) *“Water as a Weapon: Exploring Technologies of Water Conflict in the Middle East”*

OVERMARS, Michael (2009) *“ALBA: A Framework for Fair Trade in Latin America”*

PAREDES, Rafael (2004) *“The Indigenous Movement in Ecuador: A Search for Identity and the Struggle for a Better Future”*

PHILIPS, Colin (2004) *“Economic Self-Sufficiency: Naturalization of Karen Refugees in Thailand”*

PRASAD, Shirley (1996) *“A Contemporary Case of Genocide of the Maya of the Lacandon Forest in the States of Chiapas, Mexico: Myth or Reality”*

RADCLIFFE, Devin (2010) *“The Political Economy of Peacebuilding in Rwanda and Somalia”*

RICHARD, Lisa (2009) *“Culturally Sensitive Indigenous Community Economic Development: Selected Ecuadorian Cases”*

SARAN, Saveena (2010) *“Migration and Health in India”*

SCANLAN, Todd (2010) *“Understanding the Complexities of Child Soldiers: Addressing the Creation and Implementation of DDR Programs in the DRC”*

SCOTT, Jennifer (1990) *“The Political Ecolonopsony of Bananas and Potatoes”*

SCOTT, Katherine (2000) *“Microfinance: An Effective Tool for Poverty Alleviation and the Empowerment of Women”*

SIEGBAHN, Catherine (2000) *“The Privatisation of the Mexican Ejido System: An Historical Overview of Mexico's Development Policies”*

SINGH, Sarah (2010) *“Access to Education: Addressing the Barriers to EFA in India”*

SOBANTU, Monwabisi (2007) *“Economism: The Nemesis of Development. A Case Study of South Africa”*

THURLOW, Amy (1990) *“Writing for the World: The Potential of the New Development Journalism Perspectives”*

TRAINOR, Emily (2010) *“Education for Street Children: The Case of Projeto Axé in Salvador, Brazil”*

TUMMON, Nisa (1996) *“Popular Theatre as a Tool for Liberation and Development”*

WALKER, Chris (2010) *“Aspects of the Cuban Health Care model for the Rural Third World”*

WALLS, Chloe (2009) *“Child Prostitution in Kenya: A Supply-side Analysis”*

WELCHER, Brian (1995) *“Concentrated Business in Japan”*

WILLIAMS, Gabriel (2008) *“The Costs and Benefits of Ecotourism: A Case Study of Las Terrazas, Cuba”*

WRIGHT, David (1990) *“Social Forestry in Asia: Constraints and Possibilities”*

YAX-FRASER, Maria (1999) *“Theatre, Social Action and Change: The Peruvian Women’s Experience of Popular Theatre as a Medium for Personal Growth and Community Development”*

MASTERS THESES 1991-2010

AMARATUNGA, Kushali (2003) *“Participation Towards Effective Community Development at the village level in Sri Lanka: The Sarvodaya Way”*

AMPUERO, Igor (2003) *“Social Movements in Latin America and the Question of Class Analysis”*

ANDERSON, Cory (2002) *“New Social Movements in Latin America and the Political Integration of the Urban Poor: A Mexican Case Study”*

AMPOFO-TWUMASI, Akua *“Building Capacity Through Participatory Monitoring and Evaluation: An Empirical Assessment”*

ANNAN, Ebenezer (1993) *“Underdevelopment by Development: Technology Transfer and Rural Development in the Volta River Basin of Ghana.”*

ARMOUR, Kenneth (1992) *“Goats and Sheep: A Strategy for Improving Small Ruminant Production Systems Among Small-scale Farmers in the Commonwealth of Dominica.”*

AST, David (1995) *“Reconceptualizing Feminisms & Social Movements: Resistance & Conjecture in Latin America.”*

BAMUAMBA, Clement (2001) *“Political Corruption in Congo-Zaire: Its Impact on Development”*

BARDOUILLE, Nand (1997) *“Managing Technological Transformation in the Developing Countries: Lessons from East Asia and Challenges from the Uruguay Round”*

BEAUBOEUF, Marie-Hélène (2008) *“Community Participation as a Response to the Crisis of Maternal Mortality in Haiti”*

BEAUCHESNE, J. F. (1999) *“Wuli, Elan and Inerti: The Karoinka Approach to Sustainability”*

BOUTILIER, Zoe (2005) *“Implementing Environmental Policy in Cuba: A Test of Eco-Socialist Theory”*

BOYD, Natalie (2007) *“Local Approaches for a Global Water Revolution: A Case Study of Communal Water Management in Ladakh, India”*

BRATHWAITE, Allison (1992) *“The Impact of Women and Development: Programs on the Roles and Status of Women in Barbados.”*

BUCKLER, Carolee (1998) *“Developing a Sustainable Tourism Approach in Cayococo, Cuba”*

BUDHIANTO, Tulus (1997) *“The Role of Industrialization in Indonesia’s Economic Development: The Case of the Plywood Industry”*

BURGER, Erika (2004) *“Ndadwala ndi Ndatopa (I am sick and I am tired): Women’s Caregiving in Malawi’s Health Crisis”*

BURTON, Emily (1994) *“Women, Religion and Social Change: Gender Consciousness in Ecclesial Base Communities in Esteli, Nicaragua”*

BUYS, Barry (1996) *“Canadians in Brazil: Brascan in Development”*

BYERS, Kimberley (2010) *“Macho Macho Man: Masculinity in Latin America and the Quest for Gender Equality”*

CAMPBELL, Meredith (1996) *“Redefining Health in Development: A Feminist Approach to HIV/AIDS as a Development Issue”*

CAMERON, Robert (2009) *“Community and Government Effects on CSR: Case Studies of Mining on Bolivia’s Altiplano”*

CANTERBURY, Dennis (1996) *“The Political Economy of Labour in a Dependent Plantation Economy Under Structural Adjustment”*

CARMICHAEL, Stefanie (2010) *“The Enterprise of Integration: The Case of Urban Refugees in Rwanda”*

CARVAJAL COTO, Ronald (1996) *“The Impact of Structural Adjustment on Class, Gender and Race: The Case of Costa Rica.”*

CHARUMBIRA, Ruramisai (1999) *“Rooted and Winged, Keeping Traditions Without Being Traditional: Zimbabwean Women’s Ancestral, Historical and Contemporary Agency in Afrocentric Development”*

CHIFAMBA, Edmund (2001) *“Development Strategies for Poverty Reduction in Zimbabwe’s Communal Areas: Change or Continuity”*

CHISHOLM, Allyson (2008) *“Care and Protection for Orphans in Southern Africa: Case Study of Manzini Youth Care in Swaziland”*

CHOOSRIE, Natwadee (1995) *“Participatory Planning for Sustainability”*

CHUBB, Jessica (2008) *“The Gendered Touch: Women’s Agency in Security and Peacebuilding in the Sierra Leone”*

COOMBES, Peter (1996) *“Peace or Wartime’s: Peacekeeping from a Global-human Security Perspective”*

COUCH, Zachary (2010) *“Land Reform and Rural Poverty Reduction: Comparing State-Led and Market-Led Approaches”*

CURRIE, Liam (1994) *“The Social, Political, and Economic Realities Challenging the Linkages between Development and the Environment: Research on Marine Oil Pollution from Shipping in the Coastal Areas of Chile”.*

CUTLER, Jennifer (2005) *“Perspectives from India: Theoretical Contributions to Development Discourse”*

DAVIS, Antoinette (2010) *“An Exploratory Study of the Factors Affecting the Provision of Church-Based HIV and AIDS-Related Services and Activities in Gaborone, Botswana”*

DAWE, Andrew (2003) *“Unnatural Disaster: The Political Economy of Famine in Guatemala”*

DIAZ, Nuria (1996) *“Comparison of Qualitative and Quantitative Methodology to Measure Quality of life of Persons with Schizophrenia: The Case of Cuba”*

DINI, Shukria (2001) *“A Decade in Limbo: Perpetuated Dependency, the Burden of Displacement and Untapped Promise of Somali Refugee Women in the Dadaab Camps, Kenya”*

DIX, Caitlin (2010) *“Tuvalu: Balancing Climate Change and Development Initiatives in a Small Island Developing State”*

DUDLEY, Ann (1999) *“Indigenous Forest Use Practices and Sustainability: A Case Study of the Adivasis of the Nilgiri Biosphere”*

DZIVENU, Togbiga (1995) *“Peasantry and Political Power: A Case Study of Peasant Cocoa Farmers in Ghana”.*

EDWARD, Vivienne N. (2009) *“Is Closing the Digital Divide the Answer to Development? The Case of Information and Communication Technologies in the Caribbean”*

- EHIGIATOR, Kikilomo (1996)** *"Breastfeeding as a Development Issue: A case of Modernization Gone Wrong"*
- ENANG, Donatus Etowa (1994)** *"ECOWAS: The Case for Political Integration as a Prelude to Economic Integration in West Africa"*
- ESTEY, Steven Brian (1993)** *"Conflicting Goals in Microenterprise Lending Programs: The Jamaican Experience."*
- ESTRADA, Brenda Christine (2008)** *"Youth Gangs in Central America: A Comparative Analysis of Las Maras in Honduras and Nicaragua"*
- EWART, Sande (2008)** *"Mutual Aid as Community Development: Accessing Potable Water in Santa Cruz Michapa, El Salvador"*
- EUSEBIO, Paulo (1996)** *"The IMF/World Bank Adjustment Program in Zambia: the Impact on Food Security".*
- FADILLAH, Arief (1997)** *"The Dynamic Development of Asia Pacific Economic Co-operation (APEC): The Case of Indonesian Trade and Investment"*
- FEHR, Wendy (2006)** *"Paradigms in Tension: Islamic Feminism as an Alternative Development Dialectic in Turkey"*
- FOBIH, Nick (2001)** *"In Search of an Alternative Model of Development in Africa: Examining the Role of State, Donor Agencies, International NGO's and Community-Based Organizations in Ghana's Development Path"*
- FORTIN, Claude (2010)** *"The Biofuel Boom and Indonesia's Oil Palm Industry: The Twin Processes of Peasant Dispossession and Adverse Incorporation in West Kalimantan"*
- FUKE, Leigh (2007)** *"Girls' Education and the International Community: The Case of Education for All (EFA) and India"*
- FULTON, Farah (2008)** *"Women's Participation in Decentralized Government: Panchayat Raj Institutions in Rural Rajasthan, India"*
- FUNDAK, Carla (2003)** *"At First Blush" Examining Adolescent-Centred HIV/AIDS Preventative Education in South Africa"*
- GIDEON, Tricia (2011)** *"Microfinance, Gender and Empowerment: Meeting Practical and Strategic Needs Among Low-Income Women"*
- GIORDANO, Nicola (2009)** *"The Good Governance Agenda for Decentralization in Uttarakhand, India: Implications for Social Justice"*
- GODKEWITSCH, Nadien (1997)** *"Development, Popular Education and Feminisms: Mending the Gap Through Praxis".*
- GOEBEL, Allison (1991)** *"Women and Employment in the Third World: The Implications of a Lesotho Case Study for Development Theory and Practice."*
- GORDON, Heather (1998)** *"The Technological Revelation: An Ideological Examination of the Technology of Contraception and Population Control"*
- GOGGIN, Caitlin E. W. (2008)** *"The Right Synthesis: Lessons for Unicef Rights-Based Programming in Zambia"*
- GOSELIN, Jennifer (1999)** *"CIDA's Strategy to involve Canadian Youth in International Development: A Case Study of Saint Mary's University Experience with the CIDA International Youth Internship Program"*
- GOTO, Minori (1996)** *"Mexico's Informal Sector Under Structural Adjustment: A Gender and Class Analysis".*

- GREECHAN, Peter (1996)** *“The World Bank and the Natural Environment: Exploring the Contradictions”*
- GUERTIN, Trista (2004)** *“From Combat to the Kitchen: The Reintegration of Female Soldiers in Mozambique”*
- GUEST, Robyn (1994)** *“Feminism, Postmodernism and Development: the Latin American Context”*
- GURALNICK, Jennifer (1999)** *“An Analysis of the Process of Planning for a University as a National Development Objective: A Case Study of the Gambia”*
- GWOKTO, Peter Oywak (1995)** *“A Systems Approach to Development: Sectoral Planning & Policy Control of Rural Household Food Security in Zimbabwe”*
- HA, Thi Kim Anh (1997)** *“Spontaneous Migration from Rural to Urban Areas and its Link to Rural Development in Vietnam and Some Recommendations”*
- HAMLIN, Colin E. (2009)** *“Latin American Neoliberalism: The Evolution of a Paradigmatic Synthesis”*
- HAROON, Mohammad (2003)** *“The Impact of Foreign Aid: A Case Study of Bangladesh”*
- HASSANALI, Sherida (1994)** *“Breast Feeding (and the Baby Friendly Hospital Initiative): A Development Issue”*
- HATT, Kierstin (1993)** *“The North American Free Trade Agreement vs. an Alternative Conceptualization of Sustainable Development.”*
- HAYES, Peter (2004)** *“Participatory Micro-Integration of Vulnerable Coastal Communities into Climate Change Adaptation Strategies for Sustainable Livelihoods: A Case Study of Artesanal Fisheries and Tourism Sectors, Scotts Head/Soufriere, Commonwealth of Dominica”*
- HEYMANN-ABABIO, Anita (2000)** *“Trokosi, Woryokew, Cultural and Individual Rights: A Case Study of Women’s Empowerment and Community Rights in Ghana”*
- HOLLER, Barbara (1998)** *“Pastoral Development: Lessons from the Past; Implications for the Future”*
- HOOEY, David (1992)** *“Restructuring the Global Political Economy: Towards a Gramscian Understanding.”*
- JABWELI, Peter Okello (2003)** *“The Media and Parliament: Creating Effective Linkages for Democracy (Media Coverage of the Parliament of Uganda”*
- JALAN, Asha (2009)** *“The Dynamics of Microfinance and Rural Livelihoods: A Case of Two Villages in Southern India”*
- JOHANNESSEN, Heather (1997)** *“An Assessment of Ecological Economics as a Paradigm for Development: Utopian Pipe Dream or Confronting Reality”*
- JOHNSON, Dallas (2006)** *“Examining the Obstacles to the Integrated Approach of Slum Upgrading: The Case Study of Kisumu, Kenya”*
- JOHNSTON, Christopher (1993)** *“Development in Sub-Saharan Africa in the 1990s: Orthodoxies and Alternatives with Reference to Zimbabwe”*
- KARANJA, Henry Macharia (2010)** *“Decentralizing without Accountability: The Kenya Constituency Development Fund and Separation Powers”*
- KASSIM, Iddi (2003)** *“The Impact of Globalization on Small and Medium-Sized Enterprises in Ghana”*

- KEEN, Jessica (2008)** "Can a 'Child Raise a Village'? A Case Study of South Africa's CIDA City Campus"
- KHAN, Aga (2005)** "Madrassah Education and State Development in Pakistan: The Case Study of Rural Areas of Northern Punjab"
- KINCH, Tara (2008)** "Strengthening Child Refugee Protection Capacity: The Case of Unaccompanied and Separated Refugee Children from Bhutan in Nepal"
- KINGSLAND, Karen (1998)** "Protecting the Civilian in Zones of Conflict: The Case of the War in the Former Yugoslavia and Humanitarian Relief Personnel as Human Rights Activists"
- KLINKER, Susan (2001)** "Shelter in Low Income Communities of the Developing World"
- KRYSA, Isabella (2010)** "The Rise of Islamism in Turkey: Failure of Kemalism or a New Development Alternative?"
- LAHAYE, Gina (1996)** "People and Forests in Development: Perspectives from a Cuban Community".
- LAKE, Véron (2010)** "A Better Strategy? The Evolving Livelihood Strategies of Caribbean Banana and Sugar Workers in a Globalised Economy"
- LAN, Bui Thi (1994)** "Agricultural Reforms in Vietnam: The Gender Differentiated Impacts"
- LAURIE, Katharine (2007)** "Gender and Philippine Transnational Migration: Tracing the Impacts 'Home'"
- LAURIE, Valerie (2008)** "Effects of Bt Cotton on Small and Medium Scale Farmers' Income in the Telegana Region, Andhra Pradesh, India"
- LAY, Cornelis (1991)** "The Patterns of Underdevelopment in Indonesia: A Study of Regional Disparities"
- LAYCOCK, Martin N. (2006)** "Contributions of Community-Based Solid Waste Management to Sustainable Development: The Case Study of the Kisumu Ndogo Solid Waste Management Project"
- LEBLANC, Suzie (1997)** "Gleaning in Bais Bay: A case Study on an Informal Sector Coastal Activity in the Philippines".
- LEE, Jong-Woon (2000)** "North Korea and the International System: The Impact of the Changing International Environment on the Economic Trajectory of North Korea from the mid-1940's to the 1990's"
- LEE, Pei-jung (1997)** "The Modern Women's Movement in Taiwan: The Changing Role of Taiwanese Women in a Conscious and Collective Struggle Toward Equality"
- LEWIS, Scott (2003)** "Bula Matari, Big Men, and the State: A Political Economy of Politics and Development in Ghana"
- LEY, Tim (2010)** "A Comparative Analysis of the Contributions of Mainstream and Alternative Tourism Models to Development: A Case Study of Tourism Operations in Penang, Malaysia"
- LIN, Zheng (1994)** "Structural Adjustment and Brazilian Economic Development"
- LIUTKUS, Linda Jane (2006)** "Intercultural, Bilingual Education as a Tool for Development: The Indigenous Quichua of the Ecuadorian Altiplano"
- LOVEDAY, Sarah (2006)** "The Land Question in Namibia: Land Reform and Social Transformation in the Post-Apartheid Era"
- MacKINNON, Craig (1999)** "A Return to Modernization Theory: Peacebuilding and Democratization after the Cold War, The Case of Post-Duvalier Haiti"

MCCORMACK, Elizabeth (2008) *"The Logic of (dis)Order: How the Discourse on Peace, Conflict, and Development Serves to Reproduce Inequity, Injustice, Violence and War: The Case of the Israel-Palestine Conflict, the Oslo Peace Accords and the Interim Period of 1993-2000"*

McGARVEY, Susan (1992) *"Recycling the Debt Crisis: The West's Strategic Response"*

MCLEOD, Heather (2008) *"Neoliberalism: Strategy for Development or a Development Paradox? The Case of the Mexican Maquiladoras"*

MCMLLAN, Leah J. (2007) *"A Misguided Curriculum: Decentralized Education Policy in Ghana's Primary School System"*

MAHMUD, Nasreen (1994) *"Live Through This: Environmental Refugees in the Philippines"*

MAJANGWOELAN, Sri (1997) *"The Political Economy of the Marginalization Process in Indonesia's 'New Order'"*

MALCOLM, Gary (2004) *"Lineage and Linkage: Huichol Youth Education and the Pan-Indigenous Movement in Mexico"*

MALIK, Waseem Hassan (2000) *"Gender Inequalities of Health: A Case Study of Pakistan"*

MANION, Caroline (2003) *"Gender and Academic Choice in National Capacity-Building: the Case of the University of The Gambia"*

MARTIN, Dustin (2010) *"Decline and Expansion: The Contradictions of 21st Century US Imperialism in Latin America"*

MATSUI, Hideki (1997) *"Dominant Modern Development: Its Rationale and Limitations"*

MBA TALLA, Modeste (2003) *"A la conquete du dernier Far West: Gestion des ressources naturelles et dynamiques des conflits au Congo-Zaïre"*

MELANSON, Holly (2004) *"Participatory Development and the Emergence of Citizenship: NGO Programming on the Thai-Burmese Border"*

MENENDEZ, Roberto (1995) *"Assessment Framework for an Integrated Approach to NGO Rural Development Program: The Salvadorean Case"*

MENZIES, Stacey (2010) *"The Politics of Transnational Agrarian Movements and the Rural Poor: Comparing IFAP and La Via Campesina on the Issues of GMO and Agrofuels"*

MIVILLE, Nadine (2008) *"The Viability of Islam in the Inclusion of Women in Development: A Case Study of Moroccan Informal Islamic Education Networks"*

MOHAMED, Adan Duad (1999) *"Pastoral Development in North Eastern Kenya: Past Efforts, Present Experiences, Future Options"*

MONK, Heidi (2010) *"Human Development and Economic Activity: Government Expenditure and Health in Cuba and Kerala"*

MONROE, Kenneth (1992) *"The Scaling-up of Small and Micro-Enterprise Programs in the Context of Economic Crisis: The Case of the Dominican Republic"*

MOORE, Janice (1998) *"Gender Bias in Neoclassical Economics: A Case Study of Vietnam's Economic Transition"*

- MOU, Li (1992)** "Water Resources Development and Public Health Impact Analysis with Special Reference to Ghana"
- MOXON, James (1999)** "Youth Carvers and the Inuit Art Industry in Kinngait, Nunavut"
- MUKAI, Akiyo (1997)** "State, Civil Society and Democracy: The Case of South Korea and Taiwan"
- MURBAH, Priti (2010)** "Truth, Justice and Reconciliation in Chile"
- MURPHY, Jill (2007)** "O paga o se muere: The Salvadoran Healthcare Workers' Strike against Healthcare Privatization and its Impact on Democracy"
- MUSILA, Beatrice (2000)** "Sustainable Agriculture in Rural Development Using Local Technologies: The Case of Kenya"
- NAKUMA, Sidonia (1994)** "Perceptions in the Role of the Traditional Medical System in National Development: The Case of Ghana"
- NICHOLS, Sandra (1994)** "Ethnocentrism in Socialist-Feminist Development Theory - The Case of China"
- NWACHUKWU, Ifeanyichukwu (1994)** "Adjustment, Civil Society and Democratization in Africa: The Case of Nigeria"
- NYAJEKA, Lily (2004)** "Strengthening NGO Partnerships: The Role of NGOs in the Development Process"
- NYARKO-MENSAH, Janice (2009)** "Assets and Constraints: Women Micro-Entrepreneurs and Their Contributions to Community Development in Ghana"
- NYENDU, Morgan (2000)** "Popular Participation in Ghana's Political Decentralization Program: Real or Symbolic?"
- O'HEARN, Shawna (1996)** "Prerequisites which Foster Change Within Community Development: A Case Study of Drinking Water Initiatives Facilitated by Two Voluntary Organizations in Gujarat".
- PALKO, Kathryn (2005)** "Shifting the Pollution Problem: Recycling Plastics in Southern China"
- PARKS, David (1999)** "Energy and Cuban Development: Past Dependence and Prospects for a Sustainable Future"
- PELLETIER, Marian (2001)** "Transforming Women's Political Activism Through Self-help Groups: The Kenyan Experience"
- PENNER, Jessica (2011)** "Impacts of Poverty Reduction Strategy Papers Upon Food Sovereignty in Ethiopia"
- PERKINS, Natalie (2008)** "An Asset Based Approach to Community Development within a Southern African Context: How Long Local NGO's Understand and Practice Development and Empowerment"
- PETERS, Geoffrey Mark (2006)** "The Prospects for Sustainable Development: The Case of Wind Power in India"
- PHAM, Quynh (2001)** "Women Vendors in Hanoi During Vietnam's Transition Economy"
- POIRIER, Collette (1996)** "Empowering Women in Rural Northern Nigeria towards a Framework for Feminist Participatory Development Practice".
- POIRIER, Stephanie (2010)** "Fujimore's Peru: A Case Study of State-Corporate Corruption and its Implication for the Good Governance Agenda"
- POLLACK, Nicole (2006)** "Women's Empowerment in Fair Trade Coffee Co-operatives in Oaxaca, Mexico"

- PRASILOWATI, Sri (2000)** *“An Analysis of Women’s Education in Indonesia: Empowerment and Barriers”*
- PRATT, Tara (1999)** *“The Analysis of the Interconnectedness of Women, Population and Environment in the Development Discourse”*
- RAJASINGHAM, Calista (1998)** *“Alternative Indicators for Development: A Case Study of Atlantic Canada”*
- RAMSAY, D. Andrew (2004)** *“Regional Development in China: A Canadian Perspective”*
- RASHID, Ahmed (2004)** *“Political Economy of Decentralization in Bangladesh”*
- READ, Lorna (1994)** *“An Analysis of Informal Sector Unionization Among Marginalized Agricultural Workers: A Study of the Sindicato Interempresa de Trabajadores Temporeros y Permanentes de Santa Maria”*
- REDMOND, Catherine (2001)** *“Engendering Ecotourism: Analyzing the Participation of Mayo Women in Community Based Ecotourism in Belize”*
- REGAN, Greta (1994)** *“Worlds Apart: An Exploration of the Impact of World View”*
- RENIERS, Graeme (2010)** *“Participation as Tyranny! Struggle for Social Control in Rural Uganda”*
- RICHARD, Julie (2010)** *“From Gender to Equality”: The Ethics of Equality Promotion in Canadian Development Policy”*
- RILEY, Joan (1992)** *“New Caledonia: The Struggle Against French Colonialism and Underdevelopment.”*
- ROHRBACH, Andreas (1993)** *“The Formalization of Non-Formal Education: A Case Study of Botswana and Kenya.”*
- ROLFE, Rebecca Eve (2009)** *“On the World Bank as an Agent of Economic Imperialism”*
- RUSHTON, Mark (2004)** *“Information and Communication Technology in Cuba: The case of the Joben Club de Computación y Electrónica”*
- SACOUMAN, Natasha (1998)** *“Micro-Development Initiatives, Horizontal Linkages and Solidarity Action: Cases from Peru and Nova Scotia”*
- SAINT-CYR, Anika (1996)** *“A Resource Market Approach of Assistance to Micro and Small Scale Enterprises”.*
- SAJAN, Shaheen (2009)** *“The Duality of Hezboullah: The Crossroads of Armed Struggle and Local Community Development”*
- SANEY, Isaac (1992)** *“Continual Crisis: The New Historical Phase of Underdevelopment: A Case Study of Trinidad and Tobago.”*
- SANOIR, Linton (1999)** *“State Economic Reforms Around Transnational Corporations in the Context of Globalization: The Case of Brazil”*
- SANTOSO, Purwo (1992)** *“Political Challenges to Sustainable Development in Indonesia.”*
- SARIPUDIN, Mohamed (1994)** *“The Effect and the Relations of Foreign Aid: A Case Study of Indonesia and its Two Largest Donors, The United States and Japan”.*
- SCHNEIDER, Alison Elizabeth (2010)** *“What Will We Do With Our Land? Land Grabs and Resistance in Rural Cambodia”*

SELF, Julie (2010) *"The World Bank's Framework for Service Provision: The Case of the Water Kiosks of the Zambian Commercialised Utilities"*

SHAW, Glenn (2009) *"International Non-Governmental Organizations and the Business of Development: An examination of the Third-Sector's Programming Value in Zambia"*

SEO, Il-Doo (2001) *"Inter-Korean Economic Integration and Development: The Dynamics of Technology Transfer"*

SHAW, Paula (1996) *"The Emerald of Guatemala: La Esmeralda and the Reality of Women and Men Organized and Participating cooperatively for Community Development"*.

SHINAGAWA, June (2001) *"Tourism and Economic Development: The Chaguaramas Region of Trinidad and Tobago"*

SHOOK, Michael (1993) *"Mixed Paradigms: Combining Participatory and Positivist Research Methods: Guyanese Case Studies"*

SHORTALL, Jennifer (2005) *"Effects of Vocational Training on Working Children in Southern India"*

SIMMS, Meaghen (2010) *"Intersecting Risks, Intensified Vulnerabilities: Development-Induced Displacement & Resettlement, Indigenous and Ethnic Minority Women, and Sex Work in the Lao People's Democratic Republic"*

SITEPU, Ruslan (1996) *"Indonesia's Foreign Trade in Development"*.

SONG, Jun (1993) *"Rural Industrial Development and Surplus Labour in China."*

SPENCE, Maeve (2010) *"The Use of the 'OVC' Term and its Impact on the Care and Support of Children in Need in South Africa"*

STEPHEN, Susan E. (2006) *"Self-Directed Organizations in Rural Kenya: From Participation to Empowerment"*

STUEBING, Dennis (2005) *"Return to Childhood: An Analysis of the Reintegration of Child Soldiers"*

STUEWER, Nadia (1996) *"Re-thinking Development, Environment and Women in Vietnam: a Feminist Sustainable Development Framework"*.

STURBY, Daniel (2007) *"Strategies of Development: Venezuela under Chávez"*

SUSKI, Laura (1995) *"Powerful or Powerless? The Impact of the Formal/Informal Dichotomy on the Analysis of Women's Informal Labour in Latin America"*

TAYLOR, Emily (2008) *"Sharing of Benefits or Enclosure of the Commons? Investigating the Compatibility of National and Local Access and Benefit of Sharing Mechanisms in Peru"*

TAYLOR, Maria Elena (1997) *"Time an Indicator of Development: Introducing a Time-Used Module into Household Surveys"*

TAYLOR, Sandra (1996) *"Cultural Application of Theoretical Principles of Practice in the Transfer of Knowledge"*.

TAYLOR, Suzanne (1996) *"Local Development: Seeking an Alternative in Post-Conflict El Salvador"*

TELLEZ, Juan (1993) *"The Challenge for a Multi-Ethnic Approach to Development: The Case of Bolivia."*

TENDENCIA, Maria (2001) *"Program Implementation: The Case of The Resource Centre in Brunei Darussalam"*

- TETREAULT, Darcy (2001)** *“Environmental Degradation: Poverty and Sustainable Development: A Case Study of Rural Mexico and the Community of Ayotilan”*
- THERIAULT, Myriam (2006)** *“The Belizean Conundrum: Development, Tourism and Livelihoods. The Impacts of Tourism on Placencia Village, Belize”*
- THERIAULT, Tania (1999)** *“Uncertain Cambodia: Deconstructing a Peacebuilding Success Story”*
- THURLOW, Amy (1992)** *“Women, Media and Development”*
- TINGLEY, Cheryl (1996)** *“The Dammed: A Comparative Study of Movements in Resistance to Hydro-Electric Projects”*
- TRACY, Tara (2007)** *“Papas, Plaguicidas y Personas (Potatoes, Pesticides and People): The Farmer Field School Methodology and Human Health in Ecuador”*
- TRAN THU, Phuong (2001)** *“Gender Assessment in Natural Resource Use and Management and Environmental Protection in Vietnam: A Case Study in Suc Son District”*
- TUBO, Maxroxas V. (2010)** *“Transnational Social Networks and Development: A Case Study of Filipino Nurses in Halifax, Nova Scotia”*
- ULICKI, Theresa (1997)** *“A Feminist Analysis of Gender, Education and Development” The Case of South Africa”*
- UNITE, Cecilia (2006)** *“An Chua? (Have you eaten yet?): Assessing Non-Formal Education for Street Youth in Hanoi, Vietnam”*
- URBINA, Maria (2004)** *“An Evaluation of Microfinance as a Tool for Poverty Alleviation: A Case Study of SEPASIFONCRESOL, Potosi, Bolivia”*
- 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.”*
- VOGEL, Brennan (2010)** *“Adaptive Capacity, Climate Change & Development Equity: A Critical Analysis of Canada’s Approach to International Climate Cooperation”*
- 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”*
- WATTS, Steven (2011)** *“Impacts of Sand Mining Upon Mangroves and Coastal Livelihoods in Granada”*
- 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”*
- WINTERS, Kristen (2010)** *“The Political Economy of Biofuels and Farming: The Case of Smallholders in Tanzania”*

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”*

ZHANG, Cuiping (2010) *“Beyond Tiananmen: Media and Social Stability in China”*

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
- Mehjabeen Alarakhia** is in charge of the Health, Gender and Civil Society Portfolios Norwegian Embassy in Dar Es Salaam
- Sheena Alleyne (2008)** is a Technical Officer, CARICOM Secretariat and owns her own non-profit company, A-Neesh Inc
- David Ast (1995)**, Education graduate studies, OISE
- Marie-Helene Beauboeuf (2008)**, Founder and Executive Director, NGO Salutory Angels/Les Anges Bienfaisants (Halifax).
- J. F. Beauchesne (2000)**, Presbyterian World Service and Development
- Dawit Berossa (2008)**, Executive Director, Young Diplomats, Toronto, Ontario
- Natalie Boyd (2007)**, Refugee Resettlement Officer for Nova Scotia, Citizenship and Immigration Canada
- Alison Braithwaite (1992)**, Government of Barbados
- Tulus Budhianto (1997)**, Government of Indonesia
- Kimberley Byers (2010)**, Human Rights Advisor, *Jamaicans for Justice*, Kingston, Jamaica
- Robert Cameron (2009)**, Traditional Knowledge Facilitator, Stantec Consulting
- 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
- Jessica Chubb (2008)**, Coordinator, Studying for Success Program, Dalhousie University
- Peter Coombes (1996)**, National Office, Canadian Union of Public Employees
- Antoinette Davis (2011)**, Human Sciences Research Council, Pretoria, South Africa
- 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
- B. Christine Estrada (2008)** Programme Assistant to the Executive Secretary of the United Nations Convention on Biological Diversity
- 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 Country Director, Boston University's Zambia Center for Applied Health Research and Development (ZCAHRD), Lusaka, Zambia
- Nicola Giordano (2011)** is a researcher on social capital in relation to rural development for the University of Padova
- 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
- Asha Jalan (2009)**, Evaluation Officer, International Development Research Centre (IDRC)
- Chris Johnston (1993)**, Manager, R&D, Canadian Co-operative Assc., Ottawa
- Tara Kinch (2008)**, Associate, Best Interests Determination Officer, UNHCR Nepal

- Katharine Laurie (2008)**, Program Coordinator of Immigrant Women's Asset Building, Edmonton Mennonite Centre for Newcomers
- 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
- Dustin Martin (2011)**, Fellow, Aga Khan Foundation of Canada Fellowship Program, Bishkek, Kyrgyz Republic
- Heather McLeod (2008)** is pursuing a Ph.D. in Political Science at the University of Toronto
- Leah McMillan (2007)**, nearing completion of a Ph.D. in Global Governance, Balsillie School of International Affairs, Waterloo. Commencing August 1, 2011, she will be Assistant Professor, International Development Studies, Tyndale University College
- Roberto Menendez (1992)**, National Board of Directors, Dev. and Peace
- Nadine Miville (2008)** is working independently in Ottawa in the field of maternal/infant health.
- Heidi Monk (2010)** is an International Development Research Centre (IDRC) research award recipient
- 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"
- Jessica Penner (2011)**, Program Assistant, Local Food Plus in Toronto; course instructor, St. Laurence College
- 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)**, Ph.D., Sociology, University of Ottawa; employed by International Development Research Centre (IDRC)
- Cait Redmond (2001)**, Secondary school teacher, Napier, New Zealand
- Brie Rehbein**, Program Manager, Global Health Office, Dalhousie University
- Graeme Reniers (2010)**, Ph.D. program in Political Science, York University
- Andreas Rohrbach (1993)**, Principal/Education Director, Kwadacha Band (Fortware, BC)
- Mark Rushton (2005)**, completed his Doctoral Program in Development Studies, Universidad Autónoma de Zacatecas (México) in 2010 and the book version of his dissertation is due out this summer
- Isaac Saney (1992)**, Ph.D. program, University of London
- Hery Saripudin (1993)**, Foreign Office, Government of Indonesia
- Julie Self (2010)**, Surface Water Policy Specialist with Alberta Environment, Government of Alberta
- June Shinagawa (2001)**, Foreign Service, Government of Canada
- Adrienne Silnicki (2010)**, Atlantic Regional Organizing Assistant for the Council of Canadians
- Meaghan Simms (2010)**, Researcher, Governance of Natural Resources Program, The North-South Institute
- 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 (2002), researcher, Autonomous University of Zacatecas, Mexico; professor in the Doctoral Program in Development Studies at the same university; adjunct professor at Simon Fraser University, British Columbia

Lan Bui Thi (1994), 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

Camaro West (2011), Program Assistant, Nova Scotia Environment

Melissa Whellams (2007), Independent Consultant, Avanzar

Edgar Zayago (2005), PhD program, 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 intellectual orientation which your professors look for in their seminars and in your thesis. Until you grasp this necessary orientation or 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 in the right direction for acquiring this attitude.

The activities of university researchers comprise two objectives: firstly, to render intelligible and accurate—in addition to elegant and satisfying—the competing human understandings of the world, thereby advancing our knowledge and understanding of what the poet Pablo Neruda once referred to as “residence on Earth”; and secondly, to produce testable, intelligible, consequential, and instrumentally, ethically, or aesthetically useful thought-structures whereby such knowledge and understanding can advance us towards socially 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

The first objective of a university, and the strong emphasis it puts on it, may strike the more practically-minded person as a bit erudite and removed from life, and indeed as a somewhat abstract orientation for socially useful professional life. However, and 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 has not been put into practice at some time or another; that is, *idea-based* practices are how we treat each other, whether individually or in groups. This 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 of our ideas to *in-form* our social practice, expectations and judgment is so strong in the human mind that if no *real* world is at hand for the application of our ideas, we seek to invent an imagined future world as a home for these ideas, and then to strive our whole lives to

bring this world into being, to make it a reality. Such is the nature of human thinking and practice.

If this be the case, and our history and lived human reality suggests it is, then the ideas and explanations which we create, adhere to and which populate our lives—ranging from low-level empirical generalizations to complex systems of structured analytical concepts (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, however we may come by our ideas, that when they are eventually well-formed and articulated they take on a life of their own and become the relatively autonomous—and often tacit—understandings of our everyday practical lives and professional practice.

From this point of view, an analysis of ideas and competing explanations, a critical assessment of their cogency and accuracy, an understanding of their real-world implications, and an exploration of their internal connectedness and consistency is an absolutely crucial component of not only advancing our knowledge, but also of consolidating our accomplishments and avoiding catastrophe in the human condition. Well-articulated, evaluated, and critically-assessed *knowledge* can lead 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 or practicum.

For convenience, we can call this attitude towards ideas and the respect for the power they exercise over our lives, *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 assured 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 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 very practical professional world, and to judge other development professionals by the degree of their 'real world' immersion in it.

The attachment to practice uninformed by any great degree of critical analysis of the ideas informing such practice does not have to be strictly professional: it is the attitude of many engaged in NGO fieldwork and is the orientation of many self-styled activists. This attachment to the very practical attitudes such a life engenders may be called, for want of a better term, *consultant's mind*.

IV

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 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.

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*. Without this reorientation, 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 difficulties.

So, researcher's mind. Good luck with your studies.

NEW/SPECIAL COURSES

Ist Semester:

A number of new or special courses merit your attention:

- DVP Seminar: Drs. Norman Girvan and Walden Bello will work with a small number of graduate students in a seminar exploring central issues in the political economy of development. This seminar is a chance to study with two of the world's leading public intellectuals and IDS researchers/writers. The seminar will be lead by Dr. Henry Veltmeyer.

Ist and 2nd Semesters:

- Education and Development: this course is 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.
- 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.

Second Semester:

- Graduate Seminar on Africa: This course will be taught by our Africa specialist, Dr. Suzanne Dansereau, and will cover the central development issues of especially sub-Saharan Africa at the graduate level.

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, 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, 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 or the course instructor.

REGISTRATION NOTICES

Course Registration Information Entering Students, September 2011

I would like to extend a warm welcome to all graduate and undergraduate students in the IDS program beginning September 2011. I hope it will prove to be a personally and professionally rewarding experience for you. 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 curriculum. Please refer to the Timetable which appears in the middle of this Handbook.

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 TT, the Academic Calendar, the information at www.smu.ca/academic/arts/ids, and so on), please send me, the IDS Coordinator (aomalley@smu.ca), an email with your *specific* inquiry. Also, pay attention to the student listservs (p.8 ff., this *Handbook*) for important information that will affect your IDS studies here at Saint Mary's.

Undergraduate Majors

1. Please note that "Research Methodology", IDST 3424, is now a required course for majors and honours students.
2. Note that the total credits for majors has been increased to 7.0 (42 credit hours); for honours to 11.0 (66 credit hours).
3. Remember that you are required to take all your courses (except for ECON 1202) at the 2000-level or above, and that two of these must be at the 4000-level. This latter requirement is not difficult to meet if you take IDS elective courses, almost all of which are listed at the 4000-level.
4. 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.
5. Remember that the undergraduate advisor will be able to help you with most problems, but that you can always contact the Coordinator for help with complicated matters, especially those having to do with graduation, special courses, year abroad, etc.

6. Read all available documents—the *Handbook*, Registrar’s information, and especially the *Academic Calendar*—and only then come for advice. Read first; seek advice second (not the other way around).

Graduate Students

Graduate students please remember:

- 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;
- 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;
- the Program was designed in such a way that you can complete your thesis draft in the last graduate semester of your first 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.

Also 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. Please note: your full-time graduate student status—necessary for some visas and student financial assistance—is stated by you in a special form submitted to the Faculty of Graduate Studies and Research; it is *not* determined by the number of courses you take (as it is with undergraduates). Thesis continuation students (ones who have completed their required 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>.

I. Returning Graduate Students

You must register for:

- a) FGSR 9000
- b) electives

1st semester electives: Distinguished Visiting Professor seminar (a seminar offered by our two DVPs for the year—this year Walden Bello and Norman Girvan), Women-Gender-Development I, Development Policy (a review of national development policymaking), Project Management, Education and Development I, and India: Development Issues.

2nd semester electives: Environment and Development, Women-Gender-Development II, China: Development Issues, Graduate Seminar on Africa, Latin America: Development Issues, and Education and Development II.

Remember that the Program expects you to be knowledgeable, through course work, in your region of specialization (Africa, Asia, Subcontinent, Latin America, Oceania, etc.) and your thematic area of research (environment, gender, local development, labour, agrarian transformation, etc.). Due to unexpected shifts in faculty assignments because of sabbaticals, research-related course reductions, or other planned or unplanned events, you may not be able to take a course in your exact region or specialization—the Coordinator can help you with adjustments to this—but you should make every effort to comply with this expectation before you leave your residency within the program.

2. Entering (New) Graduate Students

You have been admitted to the one year program. To complete this program, you must have earned 27 credit hours (there are 3 credit hours to a course, hence the program is 9 courses). Of these 27 credit hours, 6 credit hours are associated with a single course called “Thesis Research” IDST 6690—think of this course as us giving you credit for working on the thesis; it remains “In Progress” until you defend your thesis, at which time we assign a grade for the thesis/defense, and this completes your course requirements. There is another course, FGSR 9000, that you must register for every semester—this is not a real course (there is no credit for it), but is the system’s way of keeping you ticking over in the University registration system, Banner.

The general structure of your studies—the sort of standard schedule—is this (there are three graduate semesters to a graduate academic year, Sep 1-Dec 31, Jan 1-Apr 30, and May 1-Aug 31):

1st semester, Thesis Design (IDST 6692, a seminar on writing a thesis), Dynamics of Development (IDST 6601, development theory), and Thesis Research (IDST 6690). You should have your thesis topic cogently structured and thought out by December. You should also take at least one elective. And, remember to register for FGSR 9000.

2nd semester, Conceptual Foundations (IDST 5544, central issues in development), Advanced Research Methods (IDST 6620, exploring the methodologies appropriate to your thesis). You should also take two electives. Remember to register for FGSR 9000.

3rd semester, you will be doing your fieldwork and thesis write-up. You will register for Field Research (IDST 6660, with the permission of your supervisor) which gives you credit for your fieldwork (this can be primary or secondary research). Remember to register for FGSR 9000. At the end of your 3rd semester, your total completed credit hours should be 21 (7 courses). The remaining 6 credit hours belong to Thesis Research, which just keeps ticking over as incomplete (IP) until you defend your thesis. At the end of the 3rd semester, you go on “thesis continuation” if you are continuing to write your thesis. Remember to register for FGSR 9000 every graduate semester.

If you are on schedule, and have produced a Final Draft of the thesis by September, you can defend in September in time for October Convocation (which is how the Program was originally designed for one year students).

So, your course registration will look like this:

1st Semester:

- Thesis Design, IDST 6692
- Dynamics of Development, IDST 6601
- 1st Elective
- 2nd Elective (optional, but recommended)
- Thesis Research, IDST 6690 (no class)
- FGSR 9000 (no class)

2nd Semester

- Conceptual Foundations, IDST 5544
- Advanced Research Methods, IDST 6620
- 1st Elective
- 2nd Elective (optional, unless not taken in 1st Semester, then required)
- FGSR 9000 (no class)

3rd Semester

- Field Research, IDST 6660 (no class)
- FGSR 9000 (no class)

1st semester electives: Distinguished Visiting Professor seminar (a seminar offered by our two DVPs for the year—this year Walden Bello and Norman Girvan), Women-Gender-Development I, Development Policy (a review of national development policymaking), Project Management, Education and Development I, and India: Development Issues.

2nd semester electives: Environment and Development, Women-Gender-Development II, China: Development Issues, Graduate Seminar on Africa, Latin America: Development Issues, and Education and Development II.

Remember that the Program expects you to be knowledgeable, through course work, in your region of specialization (Africa, Asia, Subcontinent, Latin America, Oceania, etc.) and your thematic area of research (environment, gender, local development, labour, agrarian transformation, etc.). Due to unexpected shifts in faculty assignments because of sabbaticals, research-related course reductions, or other planned or unplanned events, you may not be able to take a course in your exact region or specialization—the Coordinator can help you with adjustments to this—but you should make every effort to comply with this expectation before you leave your residency within the program.

Registration

1. Register for your required courses **first**; then register for your electives, area/regional specialization courses.
2. Please adjust your email account so that the emails and attachments from <idsgrad-l@smu.ca> do not get dumped, sent to “TRASH”, or get routed to the SPAM virtual landfill (adjust the necessary permissions and filters to “Always allow mail from <@smu.ca>”).
3. We announced some time ago that we would be communicating with our IDS students only through their official <@smu.ca> accounts. This provoked a minor but strident and forceful rebellion. So, in the interests of the public good (and to preserve our personal safety) we will use your current non-SMU email account so long as it continues to be a dependable means of getting hold of you. If you report to us too often that you didn’t get something important because of some glitch in your server (Hotmail, Gmail, Yahoo, AOL, etc.), we will ask you to monitor your SMU account, and will only use your SMU account for communications with you.

Please note: The use of “unique”, that is, silly, email account names on non-SMU servers (e.g., <ziggy.stardust@gmail.com>) makes it virtually impossible to look up your real name and email address with search routines on some email clients resident on personal computers. Try to have at least your real surname as part of your email account name.
4. If you have looked carefully and attentively at *all* of the above, but still have problems that need resolving with regard to registration, please get hold of me (the Coordinator) with a *succinct* and *concise* email message regarding the problem, and we will together fashion a solution.

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:
--

***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 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, 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 some time 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 (indicating that this grade is for *both* semesters of 6690).

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.