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# IDS GRADUATE PROGRAMME HANDBOOK

## 1. INTRODUCTION: ABOUT THE HANDBOOK

### Q 1.1: What is the Graduate Programme Handbook/Web Guide?

The Handbook is a resource for students who are planning to apply or have been accepted into the IDS graduate programme at Dalhousie University. The Handbook is available on-line at [www.dal.ca/ids](http://www.dal.ca/ids)

The Handbook will also acquaint you with the intellectual and research interests of the faculty members and associates of the Department of International Development Studies at Dalhousie University. If you are thinking of pursuing an MA in International Development Studies you should take some time to look over the following information about the general nature of the programme and the faculty's research interests. Are the interests of faculty members compatible with your interests? Do your ideas about possible thesis topics fit in with faculty expertise? Are you prepared to put in the time and the effort required by the programme of your choice? Your answers to these questions will make it easier for you to decide whether to apply for graduate study at Dalhousie University.

### Q 1.2: How is the Handbook organized?

This Handbook is organised by thematic areas and FAQs in two sections (Section A and Section B). Prospective graduate students can find information about how to apply and related information in Section A of the Handbook. Students who have been accepted to Dalhousie's IDS graduate programme will find answers to many of their questions in Section B of the Handbook.

### Q 1.3: What do I do if my questions have not been answered in the Handbook?

Please contact the Graduate Programme Assistant at [idsgrad@dal.ca](mailto:idsgrad@dal.ca) who may answer your question or direct your question to the Graduate Co-ordinator or the Department Chair.

## **SECTION A: PROSPECTIVE GRADUATE STUDENTS**

## 2. APPLICATION INFORMATION

### Q 2.1: I want to apply to the IDS graduate programme; how can I get an application?

You may download application forms or apply online at (<http://www.dalgrad.dal.ca/admissions/>). Also, you can also download the application forms at <http://www.registrar.dal.ca/forms/home.htm>.

### Q 2.2: What is the application deadline for the IDS graduate programme?

Students are encouraged to submit all relevant material to the IDS office by January 31st. The Graduate Admissions Committee begins meeting, recommending students for scholarships and admitting students in January.

Please note: the official University deadline for applications for September Admission is June 1<sup>st</sup> for Canadian students and April 1<sup>st</sup> for non-Canadian students; however, the IDS Admissions Committee usually completes the admissions process earlier. The department has the discretion to stop accepting/reviewing new applications once all positions have been filled. The IDS Department has no January or May admission.

In the past few years the admissions process has largely been completed, with scholarships and funding having been allocated, by early April.

New applications can be sent as early as September – one year before the anticipated start date of September of the following year. The Graduate Committee will not usually begin to review applications until early January however.

**Q 2.3: Is there an application fee?**

The application fee of \$100.00 Cdn should be sent to the Registrar's Office, Dalhousie University, 6299 South St. Room 133, Halifax, Nova Scotia, B3H 4H6. You can also now pay your application fee online if you choose to do the online application referenced above.

### **3. GENERAL INFORMATION ABOUT THE IDS GRADUATE PROGRAMME**

**Q 3.1: How many graduate students are accepted into the programme each year?**

We aim for an incoming group of approximately 15 new students each year.

**Q 3.2: When did the MA programme in IDS at Dalhousie begin?**

The MA programme in IDS was launched in 1997/98, building on the experience and resources of the successful undergraduate programme. It has so far graduated a total of 140 people. The MA has grown rapidly in terms of applicants, drawing students from across Canada and around the world.

**Q 3.3: How many faculty members are in the IDS Department?**

The programme is currently supported by a core group of six full-time faculty members. In addition, the IDS department works with more than 40 cross-appointed faculty from across the University and adjunct appointees beyond it (see the final section of the Handbook for a detailed list of the core, cross-appointed and adjunct faculty members). This breadth of resources enables students to design programmes of study and pursue research interests across a wide range of themes and areas. Please read through the list of previously defended theses at the end of this Handbook for an indication of the range of research interests the department has supported.

**Q 3.4: IDS is an interdisciplinary programme; what does that mean?**

The programme is designed to be interdisciplinary in at least two ways: courses must be taken from at least two different "home disciplines"; and thesis committees must incorporate members from at least

two different departments. The department is keenly aware that pursuing an interdisciplinary program of study involves unusual challenges as well as extraordinary rewards. Along with close advising of students, the department's compulsory Graduate Seminar in Research Design (INTD 5002) is structured to support students through the risks and rewards of interdisciplinary study.

In short, the Department is committed to providing graduate students with a rigorous programme that, within limits, can be tailored to their special interests.

#### **4. ADMISSION REQUIREMENTS**

##### **Q 4.1: What are the admission requirements for graduate studies?**

The Graduate Admission Committee for IDS accepts students who have a minimum of an A-/GPA 3.7 or higher average over their last two years of full-time study in a relevant four-year degree programme preferably with an honours degree. Students applying from universities using a First and Second Class Honours ('British') system should note that the IDS department may admit students with a First or Upper Second.

General information about Dalhousie University admission requirements, procedures and its facilities are detailed in the Calendar of the Faculty of Graduate Studies available on the internet at <http://www.dal.ca>; by e-mail at Registrar@dal.ca; by telephone at 902-494-2450; or by mail from:

Dalhousie University Registrar's Office  
Halifax, Nova Scotia  
Canada, B3H 3J5

#### **5. FACULTY OF GRADUATE STUDIES INFORMATION**

##### **Q 5.1: Where is the Faculty of Graduate Studies located?**

The Faculty of Graduate Studies is located on the third floor of the Henry Hicks/Arts and Administration Building, room 314.

##### **Q 5.2: Who are the key contacts in the Faculty of Graduate Studies?**

Dean (Dr. Marty Leonard)  
Associate Dean (Dr. Dieter Peltzer)  
Associate Dean (Dr. Eileen Denovan-Wright)  
Admissions and Convocation Officers (Sarah Berrigan & Jasmine Smart)  
Programme Officer (Wendy Fletcher)  
Scholarship Officer (Danielle Pottie)  
Senior Scholarship Clerk (Lisa Drisdelle)  
Senior Thesis Clerk (Nicole Fraser)

**Graduate Studies Phone Number (902) 494-2485**

## **6. APPLICATION REQUIREMENTS**

### **Q 6.1: What do I need in order to apply to the IDS Graduate Programme?**

Prospective students should submit an application following the guidelines included in the Graduate Programme Application Package. Forms can be found at the following address <http://www.dalgrad.dal.ca/admissions/> or write to [idsgrad@dal.ca](mailto:idsgrad@dal.ca) to request an application package.

Applicants for the MA in International Development Studies must have an Honours or equivalent degree in International Development Studies or a relevant related discipline (e.g., business, economics, environmental studies, history, law, political science, public administration, or sociology and social anthropology). Degrees are considered 'equivalent' to Honours when they are four-year degrees with a significant number of 3<sup>rd</sup> and 4<sup>th</sup> year, research-intensive courses.

### **Q 6.2: What information should be included in the application package?**

The following information should be included in your application package: Application form (online or paper copy), at least two confidential letters of reference (preferably academic advisors and professors) in signed and sealed envelopes or submitted through the online portal, two official copies of your academic transcript(s) in sealed envelopes (or arrange for them to be sent directly from the issuing institution(s) to the departmental address. For students submitting their application online, only the supporting documents need to be sent directly to the Department.

### **Q 6.3: I completed a three-year university degree; can I still apply to the IDS MA programme?**

Several options may exist for students with a three-year degree. You may want to return to your university to complete a fourth year of study; you may apply to Dalhousie University as a Special Student to complete an additional year of study; or in exception cases, students may be admitted into a two-year programme (qualifying year + regular one year of the MA programme). Please contact the IDS Graduate Co-ordinator to discuss the option that is best for you.

Only candidates with honours or the equivalent of honours standing are able to complete the requirements for the degree in a twelve-month period of full-time study. Exceptionally strong applicants who lack sufficient or specifically required classes in International Development Studies may, at the discretion of the Department, be admitted to a two-year programme.

Applicants who do not meet the minimum admission requirements stated above may want to consider a preliminary year of study in consultation with the Department. It should be understood, however, that they must re-apply for admission to the MA programme through the regular process.

**Q 6.4: My GPA is lower than the recommended GPA (A- average in at least the last two years of study); can I still apply?**

The Graduate Admissions Committee considers several aspects of the application including GPA, reference letters, statement of research interests, and letter of intent. However, GPA is a crucial consideration so students may wish to complete an additional year of study at the undergraduate level to improve their grades.

**Q 6.5: I don't have a background in International Development Studies; should I apply for a qualifying year of study?**

There are several options available to students who wish to take background courses before beginning an IDS MA degree. Each case is unique and the reasons for completing background courses differ from student to student. Those students interested in a qualifying year of study or a year of background study should make an appointment (either in person, over the phone, or over email) to discuss his or her options with the Graduate Co-ordinator. Decisions regarding special cases are made on an individual basis.

**Q 6.6: How many courses are IDS MA students required to take?**

The International Development Studies programme involves five full credits, including classwork and a thesis.

For International Development Studies students the five credits are obtained by the successful completion of:

Courses	Total number of credits
• a thesis	2.5
• one-half credit in theory (INTD 5006)	0.5
• one-half credit in methods/research design (INTD 5002)	0.5
• three half credits of elective courses	1.5
TOTAL	5.0 credits

**7. FINANCIAL ASSISTANCE/SCHOLARSHIPS/FUNDING**

**Q 7.1: Is financial assistance available to IDS MA students?**

Some financial assistance is available in the form of Dalhousie Graduate Fellowships as well as Teaching and Research Assistantships. Students are automatically considered for this form of assistance by the Graduate Admissions Committee; no separate application is necessary. Unfortunately funding is limited and while we do our best to provide some financial assistance to most students in the programme, this is not always possible.

Exceptional students may be recommended by the department, upon admission, if they have applied by the January 31<sup>st</sup> deadline, for the Izaak Walton Killam Memorial Scholarship (candidates MUST also have applied for SSHRC funding). No separate application is necessary for consideration for this award.

Other awards may be available from other sources. Consult the Awards Office of Dalhousie University, or the Awards Office of your own university.

IDS MA applicants should also investigate SSHRC and NSERC funding before applying to the programme (see below).

Additional financial support may be available through Teaching Assistantships and Research Assistantships.

### **Q 7.2: What is SSHRC/NSERC funding?**

The Social Sciences and Humanities Research Council of Canada (SSHRC) and Natural Sciences and Engineering Research Council of Canada (NSERC) now offer financial assistance for MA students. The deadline for receipt of the Social Sciences and Humanities Research Council (SSHRC) MA scholarship applications is during the fall semester, before application to graduate programmes. You must be recommended by the university where you are completing an undergraduate degree. If you are not currently in an undergraduate degree programme, you can apply directly to SSHRC (please see the website for further details). This is a non-renewable, one-year award worth \$17,500. This funding is available to Canadian citizens or permanent residents of Canada only. It is also possible to apply for SSHRC funding during the first term of the graduate programme. We usually receive funding for a few students. For more information on SSHRC funding, see the SSHRC website:

[http://www.sshrc.ca/web/apply/program\\_descriptions/fellowships/cgs\\_masters\\_e.asp#3](http://www.sshrc.ca/web/apply/program_descriptions/fellowships/cgs_masters_e.asp#3)

If an additional award, scholarship or bursary is received from SSHRC or another external source, it may affect the amount of the internal portion of a Dalhousie award. If a student receives such an award, he/she should contact the Department and also inform the Faculty of Graduate Studies.

### **Q 7.3: What funding is available to international students?**

International students with high academic standing may be considered for Faculty of Graduate Studies Scholarships (including Killam Scholarships). International students may also qualify for funding from the Ford Foundation and various other funding agencies. Prospective students are required to research funding agencies and explore funding options themselves.

See the Faculty of Graduate Studies website for additional information about scholarships and funding at <http://www.dalgrad.dal.ca/funding/>

### **Q 7.4: How are scholarships awarded to prospective IDS students?**

Scholarships are awarded to the top students during the application process. There are very few international scholarships so it is imperative for international applicants to apply for the Graduate



Programme early in our process. In order to be considered for Killam Scholarships, Canadian students must be nominated for SSHRC or NSERC awards from their undergraduate institutions.

Please note that in cases where external awards are achieved, any FGS Entrance Scholarships may be redistributed to other graduate students within the IDS Programme.

### **Q 7.5: What are the Killam Scholarships?**

Killam Scholarships are awarded to successful candidates who are nominated by the department. Killam Scholarships are awarded to top students with a GPA of 3.8 or higher. All Canadian students must demonstrate that they have applied to SSHRC or NSERC to be eligible for consideration for Killam funding. International students with high academic standing (upper second or first in the British system) will also be considered for Killam funding. No additional application is necessary. Killam Scholarships are renewable for a second year. Please note: Killam funding renewal is not automatic. In order to renew Killam funding for a second year, students must request renewal in writing to the Faculty of Graduate Studies and demonstrate a satisfactory performance at a required minimum. The value of the Killam award is \$20,000.00 Cdn for the Master's programme.

For additional information on Killam funding, see the Faculty of Graduate Studies website information at: <http://www.dalgrad.dal.ca/killam/predoctoralscholarships/>

## **SECTION B: ONCE YOU'VE BEEN ADMITTED**

Please see Section A for additional information relevant to students admitted into the IDS MA programme.

### **8. ORIENTATION**

#### **Q 8.1: Will there be an orientation session for new graduate students?**

During the first week of September, a group orientation will be held for all incoming students.

### **9. COURSE SELECTION**

#### **Q 9.1: What are the core IDS courses required for this programme?**

As discussed on Page 7-8, section 6.6

#### **Q 9.2: Where can I find information about course descriptions?**

Several course descriptions are available in summary format below. Detailed course descriptions and syllabi will be made available at the beginning of the academic year. Samples of course descriptions and syllabi from previous years are available on the Dal IDS website at [www.dal.ca/ids](http://www.dal.ca/ids) under sample course syllabi.

**INTD 5000.03: Advanced Topics in International Development Studies**

A class on a particular aspect of international development taught only by special arrangements between individual IDS students and individual instructors associated with the programme. The course is available in Summer as well as in the regular academic sessions.

FORMAT: Individual tutorial

**INTD 5001.03: Readings in International Development Studies**

A reading class on a particular aspect of international development taught only by special arrangements between individual IDS students and individual instructors associated with the programme. The course is available in Summer as well as in the regular academic sessions.

FORMAT: Individual tutorial

**INTD 5002.03: Graduate Seminar in Research Design for Development Studies (required for method/research design credit)**

This course is designed to help you learn from a variety of research case experiences - drawing upon readings, case studies, meetings with experienced researchers and, as the year progresses, sharing your own study findings and interests. It is designed to support you in the preparation of your thesis proposals.

FORMAT: Seminar

**INTD 5006.03: Development and the Philosophy of Social Science (required for theory credit)**

This class is intended to serve as an initial step in undertaking research in development studies. Development cannot be studied without understanding how we construct knowledge about social phenomena. Therefore, development, in particular, and the social science, in general, are intrinsically connected to philosophy. While we have come across a wide variety of theories about development, it is imperative that we step back and analyze the philosophical and theoretical assumptions about knowledge that inform these theories. Similarly, research is not only about devising the correct methodologies, but also about uncovering the epistemology (ways of knowledge) behind the different methodologies. Once we have a sense of these assumptions, it becomes easier to choose our own frameworks and methodologies in studying development, whether in the archives, or in the field.

**INTD 5007.03: Environment and Development**

This seminar investigates the intersections between environmental science and development science. Our primary focus will be to understand how the non-human environment impacts and constrains development interventions, both in the past and the present. Topics to be covered include agriculture and pastoralism, biodiversity and conservation, agricultural biotechnology, climate change, and environmental security.

**INTD 5600.03: Gender and Development**

The primary aim of this seminar course is to provide a broad foundation to some of the theoretical perspectives which have informed and shaped current thinking in gender and development. The course introduces students to key concepts in the analysis of social relations between women and men in different cultural, economic and political contexts.

### **POLI 5302.03: Comparative Development Administration**

Some analytical and normative issues of public administration in developing countries are examined including the scope of development administration as a sub-field of public administration; public sector organization and management including public services, public enterprises, decentralization and rural development, financial systems, human resources management, aspects of state economic management with Japanese and South Korean case studies; and institutional aspects of aid administration with CIDA and World Bank cases.

FORMAT: Seminar

### **POLI 5340.03: Approaches to Development**

A survey of theories, actors, and issues relating to the challenges of 'development' and the people and countries of the global 'South'. Particular emphasis is placed on the political economy of (under)development, and on orthodox, radical, and 'alternative' strategies of development. Topics treated include social contradictions (e.g. class, race and ethnicity), globalization and regionalization, the changing role(s) of the state in development, gender, civil society and NGOs, transnational corporations and corporate social responsibility, (human) security and development, democratization and human rights, and sustainable development.

FORMAT: Seminar

### **ECON 5252.03: From Disaster Relief to Sustainable Development.**

This class introduces students to the growing literature built around comparative experiences of disaster prevention, mitigation, relief and sustainable development. Analytical frameworks for better understanding the reasons behind a cross-section of complex disasters are explored. Ways to improve development planning at both project and broader policy levels are examined. Main themes include food and clean water, (security, distribution, drought reduction); refugees, asylum seekers and settlements for sustainable development; early warning systems for hurricanes, volcanoes and famines - their integration into national development planning; emergency programming in the context of military, political and economic instability; issues of humanitarian law and peacekeeping. Case studies are routinely tested in cooperation with UN Departments, the International Red Cross, and the Pearson Peacekeeping Training Centre, as a part of the class's applied orientation. Internship experiences are facilitated as an extension of this class.

FORMAT: Seminar

### **ENVI 5041.03: Environmental Education**

This special topics seminar will explore a wide range of subject within the expanding field of environmental education. It will consider environmental awareness, knowledge, and stewardship in both formal and informal educational settings. The class will focus on earth education, with emphasis on experimental learning.

FORMAT: Seminar

## **Elective courses**

For the 1.5 elective credits, course selection will be guided by several considerations. These include relevance to a student's area of thesis research interest, and considerations of post-graduation career interests and objectives. The Graduate co-ordinator and Chair will assist students in selecting a programme of classes that makes sense in relation to these (and other more idiosyncratic!) considerations. Many of the courses available will be listed on the Dal IDS website: [www.dal.ca/ids](http://www.dal.ca/ids)

### **Q 9.3: When should I generally select courses?**

Courses are selected once students are admitted to the programme and have completed an advising session upon arrival on campus in September. Information about courses available in the upcoming academic year will be posted on the IDS website in early July. Students are encouraged to read about the course offerings and cross-listed courses on the timetable.

Please note, all students admitted to the IDS programme will receive an e-mail at the end of June/early July explaining how to sign-up for generic courses as required by the Faculty of Graduate Studies. This information will be sent to you via e-mail. It is necessary to complete this registration process; however, courses can be added as late as September and dropped as late as October. For information about academic deadlines see the Dalhousie graduate calendar website <http://registrar.dal.ca/dates/index.html>

### **Q 9.4: When should I register for courses? Should I register for courses in the summer?**

There is a generic registration that all students must complete late in the summer (in July or August). The Graduate Programme Assistant will email all incoming students details and codes for this generic application. Graduate Registration information can be also found at: <http://www.dalgrad.dal.ca/registration/>

Course selection and specific course registration will not happen until new students arrive in Halifax and have an advising session. Most courses (except our required ones) are with the permission of the instructor. This is usually only given when instructors know the 'lay of the land' in terms of who is interested in their classes. If there are courses that students know for sure they want to take, they are welcome to contact instructors with a preliminary enquiry about signing in. Usually though, students wait to see outlines, meet with instructors, and consider several options before making their final selections.

### **Q 9.5: I can't decide which courses to take. Is there someone I can talk to?**

Individual advising sessions will be scheduled with the Graduate Co-ordinator or Department Chair in the first few weeks of September. Students are encouraged to explore various course options during this period, in part by contacting course instructors of classes that may be of interest and possibly attending initial class meetings.

Many of the courses listed under 9.2 are offered on a regular basis. Please consult with the home department or the instructor for more details.

See the graduate academic timetable available on the Dal IDS website at [www.dal.ca/ids](http://www.dal.ca/ids)

### **Q 9.6: What are the deadlines for adding and dropping courses?**

The actual deadlines change from year to year. Please consult the on-line Dalhousie Calendar for information <http://www.registrar.dal.ca/calendar/gr/ACDT.htm>

## **10. PROGRAMME LENGTH**

### **Q 10.1: Can the IDS MA degree be completed in one year?**

A Master's degree may be pursued on a 12-month full-time basis, or on a part-time basis (the degree requirements for each being the same). Full-time students who set themselves the goal of finishing the MA in 12 months generally do so. In most cases, however, students take longer than one year to finish the MA (typically 18-24 months). Some decide that it is less stressful to take additional time to complete the degree, some find that financial pressures require them to seek employment prior to degree completion, and some have unforeseen personal reasons for delaying completion. In addition, students who change their areas of interest part-way through the programme may require additional time to finish. Regardless of the time period students require for their programmes, all students are expected to remain in regular contact with their committees, including during the summer months.

## **11. FINANCIAL ASSISTANCE/SCHOLARSHIPS/FUNDING**

### **Q 11.1: Is financial assistance available to IDS MA students? (See also Section 7, Part A)**

Some financial assistance is available in the form of Dalhousie Graduate Fellowships and Teaching and Research Assistantships. Students are automatically considered for this form of assistance by the Graduate Admissions Committee; no separate application is necessary. Unfortunately funding is limited and while we do our best to provide some financial assistance to most students in the programme, this is not always possible.

Exceptional students may be recommended by the department, upon admission, if they have applied by the January 31<sup>st</sup> deadline, for the Izaak Walton Killam Memorial Scholarship (candidates must also have applied for SSHRC funding). No separate application is necessary for consideration for this award.

Other awards may be available from other sources. Consult the Awards Office of Dalhousie University or the Awards Office of the university where you completed your undergraduate degree.

IDS MA applicants should also investigate SSHRC and NSERC funding before applying to the programme. You must be recommended by the university where you are completing an undergraduate degree. In some cases, you can apply directly to SSHRC (please see the website for further details). This is a non-renewable, one-year award worth \$17,500. This funding is available to Canadian citizens

or permanent residents of Canada only. For more information on SSHRC funding, see the SSHRC website

[http://www.sshrc.ca/web/apply/program\\_descriptions/fellowships/cgs\\_masters\\_e.asp#3](http://www.sshrc.ca/web/apply/program_descriptions/fellowships/cgs_masters_e.asp#3)

(See page 8, 9 for more information on SSHRC/ NSERC)

If an additional award, scholarship or bursary is received from SSHRC or another external source, it may affect the amount of the internal portion of a Dalhousie award. If a student receives such an award, he/she should contact the Department and also inform the Faculty of Graduate Studies.

Additional funding may be available through Teaching Assistantships and Research Assistantships.

### **Q 11.2: What is expected of a Teaching Assistant?**

The holders of Teaching Assistantships are normally assigned to a section of the Department's introductory (second year) and third year undergraduate classes to aid the instructor of the section. For some graduate students in IDS (depending on academic background), opportunities exist to be a Teaching Assistant in other Dalhousie departments such as Sociology and Social Anthropology or Spanish.

Students interested in a Teaching Assistantship should state this in their application to the department. The Graduate Admissions Committee does its best to ensure that those most qualified and the most in need of financial assistance are considered for these positions.

Teaching Assistantships fall into two categories according to CUPE criteria: TA1 and TA2.

TA1 A teaching Assistant 1 is expected to work 180 hours during an academic year (90 hours per term).

TA2 A teaching Assistant 2 is expected to work 260 hours during an academic year (130 hours per term).

Teaching Assistants (TAs) at Dalhousie University are members of the Canadian Union of Public Employees, Local 3912. For more information on CUPE, visit the website: [www.cupe3912.ca](http://www.cupe3912.ca)

### **Q 11.3: Is there a resource centre/teaching guide/workshop for Teaching Assistants?**

Many resources are available to Teaching Assistants at Dalhousie University. See the website for the Dalhousie Centre for Learning and Teaching as well as “University Teaching and Learning: An Instructional Resource Guide for Teaching Assistants at Dalhousie University” at <http://www.dal.ca/~clt/taguide/first.htm>

**Q 11.4: I'm interested in a Research Assistantship (RA). How can I find out about these opportunities?**

RA funding is available in those cases where faculty members have research grants and funds allocated to research assistance. Consult with the Graduate Co-ordinator or Department Chair for information. In some cases, your supervisor or other faculty members may have research funds. You can apply to these individuals directly.

## **12. THESIS COMMITTEE/SUPERVISION**

**Q 12.1: How do I choose a thesis topic and supervisor?**

Most students will have come into the program with some research interests already in mind: your admission was partially based on your expressed interests. However, choosing a specific thesis topic that is both interesting to you and viable is challenging, and need not be rushed. Over the course of the Fall term, partly through your course work and in consultation with your professors, you should explore various possibilities and begin to narrow your focus. By the start of the second term, you should have a topic area in mind; much of the second term work in the Research Design seminar is focused on refining this topic and preparing a thorough, defensible proposal to carry it out.

Along with this process of exploring and narrowing thesis topics, you should be considering potential supervisors. The Graduate Co-ordinator, Chair, and other program faculty will be available to assist you in considering alternatives and identifying the best match for your interests. Both the Supervisor and Second Reader are likely to be closely involved in the preparation of the thesis itself, so you should be thinking in terms of a combination of interests that can support your theoretical, thematic, and/or area needs. As with your thesis topic area, you should aim to have a Supervisor chosen by the start of the Winter term, with their concurrence.

**Q 12.2: How many committee members should be on my thesis committee?**

This committee normally consists of the Supervisor, a Second Reader and an External Examiner who has not been involved in the direct supervision of the thesis and who responds to the completed thesis and leads the questioning at the thesis defence. Co-supervisions are also possible. The Thesis Committee is responsible for supervising the preparation of the thesis.

**Q 12.3: Will I be required to prepare a thesis proposal?**

The thesis topic and proposal are prepared by the student with the assistance of the Supervisor and in the context of the Graduate Research Design Seminar. The proposal is normally presented at the conclusion of this Seminar. The student may be required to:

- make a public presentation to the Department. All faculty and graduate students are invited. The date of the presentations, normally on a single day towards the conclusion of the second term, is determined by the Graduate Coordinator and Graduate Seminar instructor in consultation with students' supervisors;

- provide a copy of the proposal to the Graduate Seminar Instructor and Supervisor for comments/suggestions;
- revise the thesis proposal to reflect the comments/suggestions made by faculty members, other students, and the participants in the Graduate Seminar;
- prepare a schedule for thesis research, writing, examination, and submission to the examination committee;
- make any revisions to the thesis required by the Examination Committee. It should be noted that the above regulations must be followed.

#### **Q 12.4: Who will be on the thesis Examination Committee?**

All students are required to pass an oral examination of their thesis by a committee consisting of their Supervisor, Second Reader and External Examiner. At least two departments must be represented on the committee, and one member can come from a university other than Dalhousie.

The following process should be followed with regard to the thesis defense:

Once the Supervisor has agreed that the thesis can come to defense, copies should be forwarded to the committee, including the Supervisor, Second Reader and External Examiner. The Second Reader may have been involved to a greater or lesser extent in the ongoing supervision of the thesis, while the External Examiner should not provide feedback to the candidate regarding the thesis in advance of the defense. The External Examiner, therefore, should be truly external to the thesis.

Once a date has been decided by candidate, committee and Graduate Coordinator, the Graduate Secretary should be informed **at least three weeks** in advance regarding the details, including time and date of the defense as well as the full title of the thesis. The Secretary will schedule a room, book any audio/visual equipment required and prepare notices for the IDS community. If one of the committee is unable to attend in person, a speaker phone will be arranged in a room which can accommodate such links. At least two of the three members of the committee should be physically present for the oral defense.

The deadlines to submit your thesis to the Faculty of Graduate Studies (FGS) for this year are:

- Deadline for those expecting to graduate in **October 2016** to submit approved thesis to FGS\* via Dalspace: **31-Aug-16**
- Deadline for those expecting to graduate in **May 2017** (without registering for the winter term) to submit approved thesis to FGS\* via Dalspace: **16-Dec-16**
- Deadline for those expecting to graduate in **May 2017** to submit approved thesis to FGS\* via Dalspace: **07-Apr-17**
- Deadline for those expecting to graduate in **October 2017** (without registering for the summer term) to submit approved thesis to FGS\* via Dalspace: **30-Apr-17**

Prior to the defense, the candidate should contact the Thesis Clerk at FGS for a format check. Students are responsible to make certain that their defenses occur in sufficient time for revisions to be completed before FGS deadlines (please see FGS website for details).



The defense itself will consist of a short 20 minute presentation by the candidate regarding their thesis research, followed by two rounds of questioning from the committee, at which point, if time permits, questions from the public will be entertained. Following this, the candidate and audience will be asked to leave while the committee conducts its deliberations, at the conclusion of which the candidate will be invited back into the room to hear the committee's verdict. The whole defense process usually takes about 90 minutes.

### **13. FIELD RESEARCH**

#### **Q 13.1: Am I required to carry out field research?**

Excellent theses have been produced using various forms of research. Sometimes these have involved field-based research; in other cases the research has been successfully conducted from library, internet, and other sources available in Halifax. In short, there is no requirement that thesis research involve fieldwork. Students who wish to conduct field research, involving 'human subjects' must submit an ethics proposal to the University Ethics Committee and must also find funding to support this research. (See 13.3)

#### **Q 13.2: How can I find information about ethics guidelines and application forms?**

All graduate students carrying out research with human subjects are required to submit their research proposals for human ethics review and must prepare their submissions according to the appropriate guidelines. The forms for ethics committee approval can be found at the research services website: [http://researchservices.dal.ca/research\\_1482.html](http://researchservices.dal.ca/research_1482.html)

#### **Q 13.3: How can I access funds to carry out field research?**

Several of our students have been successful in the past in applying for CIDA Research Awards for Young Canadians. However, CIDA has discontinued this funding for the time being. The International Development Research Centre (IDRC) also offers funding for field research and students are encouraged to explore their website for opportunities. Some graduate students have found opportunities to work with faculty members on research grants or to work/volunteer with an organisation such as the United Nations Association in Canada, Coady Institute, etc. and have used this opportunity to get into the "field" and do some primary data collection. A partial list of volunteer/internship opportunities is provided later in the Handbook.

Assistance is provided in the preparation of both Ethics applications and funding applications in the Graduate Seminar in Research Design. Various other funding sources have been exploited in the past; previous and continuing students in the programme can be among the best possible sources of information and advice on how to support field work should you choose to undertake it.

## 14. ACCESSING INTERNATIONAL DEVELOPMENT JOURNALS AND BOOKS

### Q 14.1: What journals are useful for students in IDS?

There are numerous journals offering a wide range of articles in many disciplines and areas of study that will appeal to IDS students. The *Canadian Journal of Development Studies (CJDS)* is an excellent source for scholarly publications pertaining to IDS. Copies of this journal are available in the Killam Library. Students can receive an annual membership and personal copies of the journal for only \$20.00 Cdn per year. Many journals can now be accessed online. Dalhousie students can access a range of library resources through their Dal student card and the Novanet catalogue, other academic search engines, databases and electronic journals. Saint Mary's University library also has a very good selection of journals and books on a variety of international development topics. The Dalhousie and Novanet catalogue can be accessed at <http://www.library.dal.ca/>

### Q 14.2: I'm having trouble finding sources and material for my research. Is there anyone who can help me locate library material?

Dominic Silvio is the IDS subject specialist and contact in the Killam Library. He can meet with students to discuss ways of locating material and resources. He can be reached at [D.Silvio@Dal.Ca](mailto:D.Silvio@Dal.Ca) or 494-2670. Information on subject specialisation and documents of interest to IDS students can be found at the following website: <http://www.library.dal.ca/Contact/Specialists>

### Q 14.3: How can I find out more about scholarly work and research in IDS across Canada?

The Canadian Association for the Study of International Development (CASID) is the national and interdisciplinary association devoted to the study of international development in all parts of the world. To facilitate a better understanding of international development in Canada, CASID offers the following activities for students, professors and development professionals: 1. Holding an annual conference (as part of the Congress of the Social Sciences and Humanities) to discuss and debate development issues; 2) organising cross-Canada tours of distinguished development specialists; 3) facilitating networking among students, academics, researchers and policy makers involved in international development through an e-mail list server (CASID-L) and a website ([www.casid-acedi.ca](http://www.casid-acedi.ca)); 4) providing a limited number of travel grants to assist graduate students and others to participate in the annual conference; and 5) publishing, in collaboration with the University of Ottawa, the *Canadian Journal of Development Studies (CJDS)*, a journal for development scholars and practitioners.

## 15. CONFERENCE PARTICIPATION

### **Q 15.1: I would like to present a paper at a conference. How do I go about this?**

There are many different conferences around the world and choosing the conference that is right for you and your scholarly material is important. Many graduate students in IDS participate in the CASID conference as part of the national Canadian Congress meetings. For more information on the Congress, see the following website: <http://www.fedcan.ca/congress2008/>

### **Q 15.2: Is there any funding available for students to present their work at a conference?**

Conference funding is available through the Faculty of Graduate Studies. The maximum travel grant awarded is \$400. See the following website for more details:

[http://www.dalgrad.dal.ca/forms/docs/student\\_travel\\_grant.doc](http://www.dalgrad.dal.ca/forms/docs/student_travel_grant.doc)

Additional funding may be available through the Dalhousie Student Union as well as various external funding sources.

The Canadian Association of Studies in International Development (CASID) has a conference travel grant for graduate students to present their work at the annual conference. Graduate students participating in the CASID conference may also qualify for the Kari Polanyi-Levitt Prize. Additional information about the Kari Polanyi-Levitt Prize, paper submission details, and CASID conference travel funds students should visit the CASID website at [www.casid-acedi.ca](http://www.casid-acedi.ca)

## 16. WORKING IN INTERNATIONAL DEVELOPMENT

### **Q 16.1: How can I find out more about job opportunities, conferences, guest speakers, and events?**

Various list servers provide information that may be of interest to students in IDS including the CASID listserv. To join the CASID listserv, visit the CASID webpage at [www.casid-acedi.ca](http://www.casid-acedi.ca) for details.

To subscribe, send the message:

SUB CASID [yourfirstname] [yourlastname] -- subscribe CASID Kim Smith

To the address: [listserv@lists.mcgill.ca](mailto:listserv@lists.mcgill.ca)

Leave the subject line blank and turn off your automatic signature if you have one. Do remember to put YOUR name in the message, otherwise you get subscribed as “Kim Smith” or “yourfirstname yourlastname”.

Saint Mary’s University runs a listserv with valuable information for students in International Development Studies. To join this listserv, send a note to Cassie MacDonald (Jenny Kaublack, [jenny.kaublack@smu.ca](mailto:jenny.kaublack@smu.ca) is on leave) [cassie.macdonald1@smu.ca](mailto:cassie.macdonald1@smu.ca) with a request to add your name to the listserv.

Graduate students in IDS are required to provide an accurate e-mail address so that information can be sent out to our students. Please ensure the Graduate Programme Assistant has your most up-to-date e-mail address and contact information.

### **Q 16.2: Where can I find out about internships, volunteer opportunities and career ads in IDS?**

Information about jobs, internships, and volunteer opportunities will be forwarded to students periodically as information is made available.

For a list of opportunities, students should visit the following website: <http://www.IDSNet.org/> and review the information available under “Jobs, etc”

Additional information on opportunities can be found from the following websites:

- United Nations Internship Programs (through UNAC, UNV, JPO, etc.): [www.un.org](http://www.un.org)
- Devjobs website: [www.devjobsmail.com](http://www.devjobsmail.com)
- Right to Play Internship Programs (sports and recreation programs for children and adults in refugee camps): [www.righttoplay.com](http://www.righttoplay.com)
- International Development Research Centre (IDRC): [www.idrc.ca/careers](http://www.idrc.ca/careers)
- Canadian International Development Agency (CIDA): <http://www.acdi-cida.gc.ca/index-e.htm>
- Federal Government Jobs Page: [www.jobs.gc.ca](http://www.jobs.gc.ca)
- Canadian University Services Overseas (CUSO): [www.cuso.org](http://www.cuso.org)
- World University Services Canada (WUSC): <http://www.wusc.ca/welcome/>
- Canadian Centre for International Studies and Cooperation (CECI): <http://www.ceci.ca/ceci/en/index.html>
- Canadian Crossroads International (CCI): [www.cciorg.ca](http://www.cciorg.ca)
- Canada World Youth (CWY): [www.cwy-jcm.org](http://www.cwy-jcm.org)
- Netcorps: <http://www.netcorps-cyberjeunes.org>
- Volunteer Services Overseas (VSO): [www.vsocanada.org](http://www.vsocanada.org)
- Nova Scotia Youth Conservation Corps: [www.gov.ns.ca/enla/ess/ycc/](http://www.gov.ns.ca/enla/ess/ycc/)
- Youth Challenge International (YCI): [www.yci.org](http://www.yci.org)
- There are also a number of sites that feature "Job Boards" of one kind or another. Some examples: Human Rights Internet: [www.hri.ca/jobboard/](http://www.hri.ca/jobboard/)
- Charity Village: [www.charityvillage.org](http://www.charityvillage.org)
- Rural Development Exchange: [www.augustana.ab.ca/rdx/eng/activism/jobs.htm](http://www.augustana.ab.ca/rdx/eng/activism/jobs.htm)
- University of East Anglia, Norwich: <http://www.uea.ac.uk/dev/postgrad/pgcareers.shtml>
- School of Oriental and African Studies - University of London: <http://www.soas.ac.uk/>
- The Canadian Guide to Living and Working Overseas: [www.workingoverseas.com/](http://www.workingoverseas.com/)
- DevNet: <http://www.devnetjobs.org/>
- <http://intjobs.org/>

### **Q 16.3: What are my career options with a degree in IDS?**

There are numerous possibilities for working in an IDS-related field. Some of these careers include:

- Public Service with Canadian Government Development Agencies (CIDA, IDRC), Foreign Affairs, or elsewhere. International Organizations (e.g., UN Agencies, World Bank, Regional Organizations)
- Development Worker for NGO (e.g., Oxfam) or Relief Organization (e.g., Red Cross) or International Agency (e.g., United Nations)
  - food aid delivery, project administration, project implementation, skills training, policy research, etc
- Law-related jobs in Human Rights, International Law or Environmental Law
  - representation of refugee claimants, advocacy and awareness raising of international, environmental or human rights abuses
  - jobs can be found in law offices, NGOs (e.g., Refugee Clinic or Amnesty International), United Nations Agencies
- Other fields IDS graduates go into: medicine and health care, graduate school, teaching (English as a second language, primary school, adult education), media (journalism and television), research, film production

### **Q 16.4: I would like to volunteer with a community/development organisation in Halifax. Who should I contact?**

There are numerous organisations looking for volunteers. Some of the organisations that IDS students volunteer with include the following:

- MISA - Metro Immigration Settlement Association - <http://www.misa.ns.ca/>
- Oxfam Canada - <http://www.oxfam.ca/> or the volunteer co-ordinator 425-7877
- IDEAS - International Development Education and Awareness Society - [ideas@canoemail.com](mailto:ideas@canoemail.com)
- WUSC - World University Service of Canada - [wusc@dal.ca](mailto:wusc@dal.ca) or [www.wusc.ca](http://www.wusc.ca)
- NSPIRG - Nova Scotia Public Interest Research Group - [nspirg@dal.ca](mailto:nspirg@dal.ca)
- The Refugee Clinic 422-6736

Additional information on volunteer opportunities can be found at:

<http://www.volunteer.ca/index-eng.php>  
or <http://relocatecanada.com/halifax/vol.html>

## **17. CAMPUS AND COMMUNITY RESOURCE INFORMATION**

### **Q 17.1: Do IDS MA students have office space?**

All MA students have access to a shared office space on campus. Dubbed the “grad pad,” it’s a roomy new study and social space solely for graduate students. Located on the fourth floor of the Killam Library, it’s accessible by a DalCard swipe system.

### **Q 17.2: Is there a student society for graduate students?**

DAGS, the Dalhousie Association of Graduate Students, represents the interests and concerns of about 1700 graduate students at Dalhousie University and has done so for over 20 years. As a member of DAGS, you can benefit from a variety of services, from the Grad House to funding for academic or social functions put on by departmental graduate societies, to advocacy on issues important to graduate students.

Created in January, 2006, the International Development Studies Graduate Students Society exists to enhance the grad student experience in IDS at Dalhousie. While the primary purpose of the society is to encourage discussion and social events among the IDS community, there is the potential to do much more. With regular funding available from DAGS and the possibility of obtaining grants through the DSU, future society activities are limited only by your imagination. All new students are encouraged to get involved and make the society what you want it to be. The first meeting of the term will be held in mid-September to welcome new members and discuss plans for the upcoming year.

**Q 17.3: Where can I go for fair trade coffee?**

The Graduate House offers fair trade coffee and many other snacks and refreshments.

**Q 17.4: What is the Graduate [“Grad”] House and where is it located?**

If you are a graduate student at Dalhousie University you automatically qualify for a membership in the Graduate House without any further payment of fees. It is centrally located on the corner of University Avenue and LeMarchant Street adjacent to the Student Union building. The club is open from Monday to Friday (9:00 a.m. - 1:00 a.m.) with a good selection of coffee, teas and fresh pastries as well as a selection of sandwiches, soups, samosas and meat patties from local deli's. There are numerous local, national and international newspapers and magazines that are provided free of charge for the reading pleasure of the patrons. The “Grad” House provides a convenient social environment for grad students.

**Q 17.5: What computer facilities are available to me on campus?**

University Computing and Information Services provides many facilities and services for students, including electronic mail and other Internet services, general computing systems, student computer labs, campus computer store, training, and advice. Host computers provide Internet services (e-mail, gopher, news, web access, etc.) and general computing (statistics, numerical calculations, programming, etc.). These are either accessible from the Student Computer Labs or by dial-up access from home.

UCIS Student Computer Labs are located in the Killam Library: the Learning Commons (main floor) and Computer Centre (basement, open to all students) and in the Marion McCain Arts and Social Sciences Building (2<sup>nd</sup> Floor).

Students with requirements beyond those found in the student computing labs may be interested in the facilities available in the Digital Media Centre. The DMC provides high-end microcomputers and software on a self-serve, user-pay basis.

The Personal Computer Centre (PCPC) offers pre-purchase advice and educational pricing on several brands of computer systems.

**Q 17.6: Are there health services available on campus?**

The University operates an out-patient service, in Howe Hall at Coburg Road and LeMarchant Street, staffed by general practitioners and a psychiatrist. Further specialists' services are available in local hospitals and will be arranged through Health Services when required. All information gained about a student by the Health Service is confidential and may not be released to anyone without signed permission by the student.

All students must have medical and hospital coverage approved by the Health Service. All Nova Scotia students are covered by the Nova Scotia Medical Services Insurance. All other Canadian students must maintain coverage from their home provinces. This is especially important for residents of any province requiring payment of premiums. All non-Canadian students must be covered by medical and hospital insurance prior to registration.

The cost of any medication prescribed by a physician is recoverable under a prepaid drug plan administered by the Student Union.

**Q 17.7: How can I find out more about housing and residence services?**

The supply of University owned housing does not meet the demand and the vacancy rate in the various private, commercial units is very low. It is therefore very important that students planning to attend Dalhousie think well in advance about their accommodation needs. Early application for University residence is essential and students seeking off-campus housing should also begin to investigate their opinions well in advance of the beginning of term.

The traditional style residences at Dalhousie are chiefly for undergraduate students; very few graduate spaces are allocated and in many cases students pursuing advanced degrees are not prepared to live with the exuberance of first and second year students.

Additional information about housing options within Halifax can be found at [www.dal.ca/livingoffcampus](http://www.dal.ca/livingoffcampus) Or visit the Off Campus Housing Office at #100 Student Union Building, Room 407, 6136 University Ave, Halifax, Nova Scotia. Phone 494-3831

**Q 17.8: How can I activate my Dalhousie email account?**

Information about activating your email account and other related email questions can be found on the University Computing website: <http://ucis.dal.ca/services/email/index.html>

**Q 17.9: How can I access library materials and sign books out of the library?**

In order to take books out of the library, you will need to obtain a Dalhousie student identification card. Information about this card can be found at: [www.dal.ca/dalcard](http://www.dal.ca/dalcard)

**Q 17.10: How can I obtain my Dalhousie student identification card?**

Students may obtain their DalCard after they have registered. DalCards can be picked up from the DalCard Office (1443 Seymour Street) and during peak times a temporary location is set up to accommodate increased demand. Tentative locations will be posted early in the Summer.

**Q 17.11: What are the major holidays at Dalhousie University and in Halifax/Canada?**

Information about holidays (as well as deadlines) can be found at the following website:  
<http://www.registrar.dal.ca/calendar/ug/acdt.htm>

The holidays for the Academic Year 2016/17 are as follows:

**2016**

September 5, Labour Day - University closed  
September 6, Class Begin, Fall Term  
October 10, Thanksgiving Day - University closed  
November 11, Remembrance Day - University closed  
November 7-11, Study Break  
December 6, Classes End, Fall Term  
December 8-18, Examinations begin  
December 17, Examinations end  
December 25, Christmas Day - University closed  
December 26, Boxing Day - University closed  
December 27 – 31 – University Closed

**2017**

January 2, In Lieu of New Year's Day - University closed  
January 9, Classes Begin, Winter term  
February 3, Munro Day - University closed  
February 20-24, Study break begins  
April 10, Classes end  
April 14 Good Friday – University Closed  
May 22, Victoria Day - University closed  
July 1, Canada Day - University closed  
July 2, Last day to apply to graduate in October  
August 7, Halifax/Dartmouth Natal Day - University closed

**Q 17.12: How can I find out more about Halifax and its major attractions?**

The Halifax Regional Municipality webpage offers information about the city, attractions, maps, etc.

<http://www.region.halifax.ns.ca/>

*The Coast* is Halifax's weekly newspaper providing information about music, restaurants, and local events. *The Coast* is available in hard copy free of charge in various news stands and online at: <http://www.thecoast.ca/>

Daily newspapers: *The Chronicle Herald* (<http://www.thechronicleherald.ca/>) and *Metro News Halifax* (<http://www.metronews.ca/halifax>)



## 18. IDS CORE FACULTY MEMBERS

- **IDS Department Chair: Cameron, John, (Dalhousie), MA (Simon Fraser), PhD (York).** Dr. Cameron's interests include Latin American political economy, social movement struggles, rural development, democratization, municipal governance, relationships between indigenous/peasant organisations and NGOs, and debates about "governance" and "social capital." His current research focuses on indigenous and peasant struggles to democratise rural municipal governments in Bolivia, Ecuador and Peru.
- **Huish, R. BA (Queen's), MA (Queen's), PhD (Simon Fraser)** Dr. Huish's teaching and research interests include topics on global health, poverty and human rights, structural impacts of neoliberal globalization, and methods of activism.
- **Mannathukkaren, N. BA (Bangalore University), MA (Jawaharlal Nehru University), MPhil (Jawaharlal Nehru University), PhD(Queen's).** Dr. Mannathukkaren's research interests include democratization, development and modernity, communism and socialism, Marxist theory, postcolonial theory, cultural studies (especially cinema, sport and media). Regional focus: India and South Asia.
- **Schnurr, Matthew B.Sc. (Hon) (Queen's), MA in Environmental Studies (School of Oriental and African Studies, University Of London), PhD (University of British Columbia).** Dr. Schnurr is an Environmental geographer with teaching and research interests in human-environment interactions, global environment change, political ecology, environmental history, science studies, agro-ecology and environment and development. Regional interest is Sub-Saharan Africa.
- **Ulicki, T., BA (McGill), MA (St. Mary's), PhD (Sussex).** Dr. Ulicki's research interests focus on gender and development, particularly in the areas of gender and organisations, gender-based violence and labour migration. Regional focus: Southern Africa.
- **Willis, Owen BA, MA (Dal), MSc (Leicester), PhD (Kwazulu-Natal).** Interests: Religion, Sport, and International Development, East Africa.

## 19. IDS GRADUATE PROGRAMME ADMINISTRATION

- **Graduate Coordinator: Ulicki, T., BA (McGill), MA (St. Mary's), PhD (Sussex).** Dr. Ulicki's research interests focus on gender and development, particularly in the areas of gender and organisations, gender-based violence and labour migration. Regional focus: Southern Africa.
- **Graduate Secretary: Drysdale, Nicole , BA (St. Francis Xavier University)**

## 20. CROSS-APPOINTED and ADJUNCT FACULTY

- **Arthur, P., BA (Ghana), MA (Wilfred Laurier), PhD (Queen's)(Political Science).** Interests: African Politics, Comparative Development Administration.
- **Black, D.R., BA (Trent), MA, PhD (Dal) Professor (Political Science).** Professor Black's current research interests include: Canada in North-South Relations; Development Assistance, Human Rights/Democratization, and Human Security; the 'new' South Africa in Africa; and Sport and the Political Economy of Development.
- **Chircop, A. E., BA, LLD (Mata), LLD, JSD (Dal) (Law / Marine Affairs)** Interests: International, Marine, and Environmental Law and Policy (currently on leave of absence until 1 July 2005)
- **Charles, Anthony (SMU), BSc. (Carleton), PhD (UBC).** Interests: Pew Fellow in Marine Conservation, Natural Resource Management & Governance Sustainability, Resilience, Bioeconomics and Policy , Coastal & Ocean Management / Community-Based Management
- **Corke, S., BA, MA (Guelph), PhD (UNB) (History).** Interests: History of US Intelligence.
- **Darnell, Simon (U of T) B.H.K & BA (UBC), PhD (U of T).** Interests: Sociology of Sport and physical activity, International Development & "Sport for Development and Peace", Social Movements and Activism in sport, Sport and Public Policy,
- **Denike, M., BA (Simon Fraser), MA (UBC), LL.M. (Queen's), Ph.D. (York).** Interests: Biopolitics and genealogical inquiry, Feminist and queer philosophies, Human rights (theory, institutions, politics), Political activism of sexual and racial minorities, Politics of terror, State-sanctioned discrimination.
- **DuBois, L. BA (McGill), MA, PhD (New School for Social Research) (Sociology & Social Anthropology)** Interests: Politics of Culture and the Relationships between Culture, History, and Political Economy; Latin America, Social Movements, Human Rights, Ethnicity, Race, and Nationalism, and Urban Studies.
- **Fierlbeck, K., BA (Alta), MA (York), MSc, PhD (Cantab) (Political Science)** Interests: Democratic Theory; Human Rights
- **Finbow, R. G., BA (Dal), MA (York), MSc, PhD (London) (Political Science)** Interests: Political Economy of Latin America; NAFTA and Labour.
- **Fitting, E., BA Hons.(University of Toronto), MA, PhD (New School for Social Research). (Sociology & Social Anthropology)** Dr. Fitting is an anthropologist who works on the politics of food, rural migration and culture and political economy with a regional focus on Latin America.
- **Gahagan, J., BA (Carleton), MA (Windsor), PhD. (Wayne State) (School of Health and Human Performance)** HIV/AIDS prevention, care, treatment, and support programs and policies; sexual and reproductive health; success to health care resources among socially marginalized populations; Injection drug use and Hepatitis C / HIV prevention; harm reduction programs and policies; HIV testing and counselling among pregnant women in Canada; unpaid caregiving.
- **Gardiner Barber, P.T., BA, MA (Auckland), PhD (Toronto) (Sociology & Social Anthropology).** Interests: Sustainable Livelihoods; Philippine Migration and Development; Gender and Development; Transnationalism, and Diaspora; South East Asia.
- **Harvey, F. , BA, MA, PhD (McGill) (Political Science)** Interests: International Security.

- **Jackson, L. BA, MA, PhD. (Toronto) (School of Health and Human Performance)** Health and well-being of vulnerable populations, such as female prostitutes and injection drug users; Social determinants of health; Social influences on physicians' practices; Qualitative research methods
- **Karabanow, J. , BA (Hons)(McGill), MA (McGill), PhD (Social Work)** Community Development; International Social Work; Organizational Theory; Research Methodology
- **Kirk, J.M., BA (Sheff), MA (Queen's), PhD (UBC) (Spanish).** Professor Kirk is involved in a number of Cuba-related research projects. For the past ten years he has been studying Cuba-Canada relations, and is working on a book comparing Canada-Cuba and Mexico-Cuba relations. Professor Kirk is also co-editing a book on Cuba in the "Special Period" (i.e. after the collapse of the Soviet Union). Two other projects in which he is involved: a study on Cuban medical missions in Africa and Central America, and their applicability in other developing nations, and a book on the role of popular culture in revolutionary Cuba.
- **Kynoch, G., BA (Queen's), MA, PhD (Dal) (History)** South Africa; conflict in twentieth-century Africa; urban African history; crime and social conflict.
- **Lane, P.A., MSc (SUNY Binghamton), PhD (SUNY Albany) (Biology)** Interests: Sustainability in the Developing World
- **McAllister, R. I. MA, Dipl. in Economic Development (Oxford), MA (Cambridge) (Economics)** - Adjunct Professor. McAllister's interests focus on the process from disaster relief to sustainable development, including peace building; planning and managing development projects; regional development (esp. in Canada and E.U.)
- **Mopoho, R. BA (Yaounde, Cameroon), MA, PhD (Montreal) (French)** Translation studies, lexicology/terminology, and sociolinguistics (language planning and pidginization)
- **Murphy, C., BA (St.F.X.), MA (Dalhousie), PhD (Toronto) (Sociology & Social Anthropology)** His current research and teaching interests lies in the sociology of policing, security and governance, social and criminal justice, and social policy research.
- **Noble, B., BA , MA, PhD (Alberta) (Sociology & Social Anthropology)** An anthropologist of transcultural processes, Professor Noble's research is on indigenous peoples' knowledge, resource, land, and cultural rights in shifting local-global economic regimes, with special attention on the Canadian situation. A key focus is on ideas of expertise, law, management, and the ontological authority of knowledge practices in colonial and anti-colonial conditions.
- **Newkirk, G.F., PhD (Duke) (Biology)** Interests: Coastal Community-Based Resource Management (especially in SE Asia); Ecosystem-based Approaches with Community Participation
- **Oakley, R., BA (Saint Mary's), MA, PhD (Toronto) (SOSA)** Political economy of health, aging and the life course in relation to labour migration
- **Palermo, F., (Planning)** Professor Palermo joined the Technical University of Nova Scotia, now merged with Dalhousie University, in 1986 as the Head of the Urban and Rural Planning program. He is the School of Planning's resident urban designer, and lead researcher on several First Nations community planning projects in the Cities and Environment Unit. His research has taken him to many countries, including Italy, China, Brazil and Holland.
- **Parpart, J.L., BA (Brown), MA, PhD (Boston), Professor Emeritus (IDS).** Research interests include gender and development issues, with a focus on Africa and to a lesser extent south-east Asia.

- **Ramos, H. BA (York), PhD (McGill) (SOSA)** Howard Ramos is a political sociologist who engages issues of social justice. He has published on Canadian Aboriginal mobilization, transnational human rights, and identity.
- **Shaw, T.M., BA (Sussex), MA (East Africa, Prin.), PhD (Prin.) (Political Science) Also Director of the Commonwealth Studies, U. of London).** Interests: Developmental States; Global Governance; Globalization, Human Development and Security; New Multilateralisms, New Security, New Regionalisms; Regional Focii: Commonwealths, Great lakes Region & Southern Africa.
- **Sullivan, K., (Public Admin)**
- **VanderZwagg, D., BA (Calvin), MDiv (Princeton), JD (Arkansas), LLM (Dal.), PhD (Univ. of Wales) (Law)**
- **Willis, O., BA, MA (Dal), MSc (Leicester), PhD (Kwazulu-Natal) (IDS, Graduate Coordinator)** Interests: Religion, Sport, and International Development, East Africa.
- **Wright, T. BSc (Waterloo), MA (Dalhousie), PhD (Alberta) (Environmental Programmes)** Interests: indicators of community and institutions sustainability - how universities can become models of sustainable development through curriculum development, policy, and physical operations
- **Zachernuk, P., BA, MA (Dal), PhD (Toronto)(History)** Interests: African intellectual history; West Africa.

## 21. MA THESES COMPLETED IN RECENT YEARS

Please check Dalhousie Thesis Collection for a thesis copy at:

<http://www.library.dal.ca/duasc/spcoll/daltheses.htm>

### 2015

- **Baxter, John.** *“Education at What Price? A Study of Low Cost Private Education in Malawi.”* (Supervisor: Dr. Theresa Ulicki)
- **Taylor, Alanna.** *“Large-Scale Land Acquisitions in Tanzania: A Critical Analysis of Their Implications on Water Security.”* (Supervisor: Dr. Matthew Schnurr)
- **Nasmith, Greg.** *“Governmentality and State Development Programs: Implications for the Indigenous Social Movement in Highland Ecuador.”* (Supervisor: Dr. John Cameron)

### 2014

- **Montoya Giraldo, Viviana.** *“Former Girl Soldiers in Columbia: Young Voices That Need to be Heard.”* (Supervisor: Dr. Theresa Ulicki)
- **Wolde, Helen.** *“Are Human Rights an Effective Remedy? Children, Sexual Violence and Criminal Justice in Ethiopia.”* (Supervisor: Dr. Margaret Denike)
- **Faber, Adam.** *“Testing the Principles of Transformational Development: A Case Study of Christian Education in Nicaragua.”* (Supervisor: Dr. John Kirk)
- **Hilborn, Paul.** *“Can a State Decolonize Itself: A Critical Analysis of Bolivia’s State-Led Decolonization Process.”* (Supervisor: Dr. John Cameron)
- **Colpitts, Emily.** *“Working With Men to Prevent and Address Violence Against Women: South African Perspectives.”* (Supervisor: Dr. Theresa Ulicki)

- **McBride, Stephanie.** *“Does Development Work for Women, or Do Women Work for Development? Making Sense of the Language and Logic of Women’s Empowerment and Gender Equality Programs at UNDP Zimbabwe.”* (Supervisor: Dr. Theresa Ulicki)
- **Tucker, Tamara.** *“Contemporary Challenges of Customary Land Administration in Zambia.”* (Supervisor: Dr. Theresa Ulicki)

## 2013

- **Brooks, Fiona.** *“Is Bigger Better? The Impact of Marine Protected Area Expansion on Community-Based Conservation.”* (Supervisor: Dr. Matthew Schnurr)
- **Vervaeke, Ali.** *“It’s not by story”: The Development Disconnect Between Corporate Social Responsibility and the Narratives of communities Impacted by Mining in Peru’s Andes.* (Supervisor: Dr. Bob Huish)
- **Sakhai, Hamid.** *“Post-Soviet Russia’s Historic Compromise, 1992- 1998: The Political Economy of Re-Feudalizing During Socioeconomic Collapse.”* (Supervisor: Dr. Nissim Mannathukkaren)
- **Eybagi, Mahkia.** *“Human Consequences of Economic Sanctions: Analyzing the Experiences of Iranian Residents in Toronto and Halifax about the International Sanctions against Iran.”* (Supervisor: Dr. David Black)
- **Rudolph, Terence.** *“The Securitization of Humanitarian Aid: A Case Study of the Dadaab Refugee Camp.”* (Supervisor: Dr. Christopher Murphy)
- **Kindervater, Lisa.** *“Seize the Day: Gender Politics in Liberia’s Transition to Peace and Democracy.”* (Supervisor: Dr. David Black)
- **Desmarais-Michaud, Ariane.** *“Experiential Learning for Health Development: A Case Study of the Leadership of the Highlands Hope Umbrella.”* (Supervisor: Dr. Owen Willis)
- **MacPhail, Sarah Jane.** *“Development as Transformation: A Case Study of Canadian Baptist Ministries’ Holistic Approach to Faith-Based Community Development in the Usulután Region of El Salvador.”* (Supervisor: Dr. Owen Willis)
- **Walker, Chris.** *“Venezuela’s Medical Revolution: Can the Cuban Medical Model Be Applied in Other Countries?”* (Supervisor: Dr. John Kirk)

## 2012

- **Sevgur, Seperi.** *Networking, Belonging and Identity: Highly Skilled Turkish Immigrants in Halifax and Toronto.* (Supervisor: Dr. Evie Tastoglou)
- **Boyter, Joshua.** *Revolutionary Images: The Role of Citizen Photojournalism, a Citizenship of Photography, and Social Media in the Iranian Green Revolution and Arab Spring.* (Supervisor: Dr. Margaret Denike)
- **Pender, Carly.** *“Day by day, day by day”: A study of Immigrant Women’s Entrepreneurship and Settlement in Halifax, Nova Scotia.* (Supervisors: Dr. Evie Tastoglou and Dr. Pauline Gardiner)
- **Mitton, Heidi.** *“To Overcome” In Contexts of Violence: Popular Education and Historical Memory in a Maya Achi Community.* (Supervisor: Dr. Jeff Karabanow)
- **(Jamer) Perro, Rebecca.** *“God comes home to Rwanda: A case study of Transformational Development”* (Supervisor: Dr. Owen Willis)

## 2011

- **Ashton, Nate.** *Gates, Gavi and Giving: Philanthropic foundations, Public-Private Partnerships and the Governing Government.* (Supervisor: David Black)
- **Kiely, Shannon.** *Maids, Media and Migration: Filipino News Media in Montreal and the Transnational Lives of Live-In Caregivers.* (Supervisor: Dr. Pauline Gardiner-Barber)
- **Selig, Taylor.** *Making Development Marketable: The Politics of Image and Representation within Consumer Driven Schemes of Development Fundraising.* (Supervisor: Dr. John Cameron)
- **Temarantz, Ami.** *Take a Picture with a Real Indian: (Self) Representation, Ecotourism, and Indigeneity in Amazonia.* (Supervisor: Dr. John Cameron)
- **Mumm, Shanna.** *Senghor's Contribution to Development: Culture, Cosmopolitanism and Earth Wisdom.* (Supervisor: Dr. Chike Jeffers)
- **Enam, Fahria.** *The Status of Poor Women in Rural Bangladesh: Survival through Socio-Political Conflict.* (Dr. Najma Sharif)
- **Ruiz Aguirre, Ana.** *Nuestra Reolucion no Sera Televisada: New Forms of Expression in Cuba's Civil Society.* (Supervisor: Dr. John Kirk)

## 2010

- **Burr, Jocelyn.** *The Altruistic Self and the Desire of Developing Others: Towards a Post-Development Ethos of Action.* (Supervisor: Dr. John Cameron)
- **Hayward, Elizabeth.** *Participation for a 'people-driven constitution'? A critical investigation of Zambian civil society engagement in the constitution-making process.* (Supervisor: Dr. David Black)
- **Kekewich, Alison.** *'Unveiling Canadian Aid and Military Interventions in Afghanistan: Politicized Representations of Afghan Women.'* (Supervisor: Dr. David Black)
- **McGowan, Jennifer L.** *The Sustainable Livelihoods and Tourism Intersect: Gender, Power Structures and Local Market Vendors in Aguas Calientes, Peru.* (Supervisor: Dr. John Cameron)
- **Friesen, Valerie.** *"I Can Be So Much More Than I Think of Myself": Girls, Participation in Sport and Discourses of Power and Agency in Windhoek, Namibia.* (Supervisor: Dr. David Black)
- **Meer, Talia.** *Finding the Community in Community-based Natural Resource Management: The Case of Ndumo Game Reserve, KwaZulu Natal, South Africa.* (Supervisor: Dr. Matthew Schnurr)
- **Nourpanah, Shiva.** *A Study of the Cultural Imaginary of Afghan Refugees Resettled in Nova Scotia.* (Supervisor: Dr. Theresa Ulicki)
- **Ray, Elise.** *SME Finance in South Africa: Implications for private sector-led development.* (Supervisor: Dr. Iraj Fooladi)
- **Van de Keere, Laurel.** *Aging in an Era of Change: Contextualizing the Upcoming Demographic Shift in Marich pass, North Western Kenya.* (Supervisor: Dr. Robin Oakley)
- **Van Houten, Kristen.** *Addressing the Demand for Small arms and Light Weapons in the Democratic Republic of Congo.* (Supervisor: Dr. David Black)
- **Whynacht, Ardath.** *The Road to Health is Paved with Good Intentions': a cautionary three part tale for global health in the spirit of reproductive justice.* (Supervisor: Dr. Jacqueline Gahagan)
- **Claveau, Steven.** *Resettlement Challenges and Gender: A Case Study of Liberian Refugees in Nova Scotia.* (Supervisor: Dr. Pauline Gardiner-Barber)

- **Alani, Talim.** *Behind Closed Doors: Aboriginal Women's Experience with Intimate Partner Violence while Living on a Reserve.* (Supervisor: Dr. Theresa Ulicki)
- **Lindsay, Ian.** *140 Years of Disparities: Regional Development in the Maritimes Past, Present and Future.* (Supervisor: Dr. Ian McAllister)

## 2009

- **Day, Angela.** *From the Streets to the State: An Analysis of Bolivia's Cocaleros as a Movement For Social Change* (Supervisor: Dr. John Cameron)
- **Evans, Beth Jane.** *North-South Relations Under the Clean Development Mechanism: Bridging the Gap or Widening the Gap?* (Supervisor: Dr. P. Glazebrook)
- **Kirby, Jane.** *Navigating Power and Privilege: Examining Activist Solidarity in Resistance to the 2010 Olympics* (Supervisor: Dr. Alex Khasnabish)
- **Mackenzie, Heather.** *An Alternative Relationship? Foreign Participation in the Zambian Community Social Movement.* (Supervisor: Dr. John Cameron)
- **Nathan, Robert.** *Migration and the Africa-France Nexus in Two African Novels: Experience and Ideology* (Supervisor: Dr. J.C. Kascende)

## 2008

- Arabi, Asha. *Gender and Peacebuilding: The Role of Sudanese Diaspora Women in Sudan's Post-Conflict Reconstruction* (Supervisor: Dr. Shelly Whitman)
- Baltimore, Kariyma R. *At What Price? Trade-Induced Adjustment Costs and Development in Small Island States: The Case of Antigua and Barbuda* (Supervisor: Dr. Ian McAllister)
- Donnelly, Gabrielle. *Spaces of Faith Activism in the Global North? An Exploration of Religious Resistance to Current Notions of 'Progress' in the Case of Kairos* (Supervisor: Dr. Anne Marie Dalton)
- Haanstra, Anna. *The Politics of Democracy: Student Political Engagement at La Universidad Nacional Mayor San Marcos, Lima, Peru* (Supervisor: Dr. John Cameron)
- Hampton, Abigail. *Our Global Identity Crisis and the Communication Fix* (Supervisor: Dr. David Black)
- Lambert, Blake. *China Fuels the Resource Curse: The Impact of Beijing's Oil Policies on Angola and Sudan* (Supervisor: Dr. Jerome Davis)
- Malk, Bahbi. *The End of War Does Not Guarantee the Existence of Peace: The Eritrean Refugee Exodus in the Post-War Period* (Supervisor: Dr. Shelly Whitman)
- Ponomarjovs, Dmitrijs. *Contemporary Emigration from Latvia to Great Britain: Causes and Potential Consequences* (Supervisor: Dr. Liesl Gambold)
- Ponstance, Ben. *The Social Dynamics of Sustainable Urban Development: A Case Study of Chicago's Green Roof Infrastructure* (Supervisor: Dr. Ray Cote)
- Thomas, Lahoma. *A Forgotten War Within A War: An Examination of Sexual and Gender-Based Violence in the Conflict-Affected Districts of Kitgum and Pader, Northern Uganda* (Supervisor: Dr. Rebecca Tiessen)

## 2007

- Abdul-Razzaq, Dalal. *“What Do You Mean By Middle Eastern Community?” Arab Immigrant Women and their Narratives of Home and Belonging in Halifax, NS* (Supervisor: Dr. P. Gardiner-Barber)
- Burr, Kathleen. *Social Protection for India’s Informal Sector Workers: The Role of Women’s Civil Society and the State* (Supervisor: Dr. T. Ulicki)
- Card, Dallas *'The Sons of Martha': Engineers Without Borders - Canada and the Role of Engineers in Development* (Supervisor: Dr. D. Black)
- Crabtree, Timothy *Production, Power and Participation: A Case Study of Worker Cooperation in an Argentine Recuperated Enterprise* (Supervisor: Dr. L. DuBois)
- Cholwe, Luonde. *Exploring Youth Unemployment in a Re-structured African Economy: The Case of Zambia’s University Graduates* (Supervisor: Dr. R. Tiessen)
- Henley, Meredith. *Finding Meaning in the Mire: The Intersection of Religion, Development, and Disasters in the October 2005 Mudslides in Santiago Atitlan, Guatemala* (Supervisor: Dr. O. Willis)
- Kolb, Jared *The Need for Crisis: Exploring Environmental Policy in Canada and Germany* (Supervisor: Dr. R. Boardman)
- Rangel, Cristian *Exploring the Discourse on Security: The Columbian Case* (Supervisor: J. Cameron)
- Struthers, Ashley. *Understanding the occupational experiences of orphans in Uganda* (Supervisor: Dr. R. Urbanowski)
- Ukpai, Olugu. *Separating Sand from the Mud. Re-examining the Impacts and Attitudes of Men towards Female Genital Cutting (FGC).* (Supervisor: Dr. R. Tiessen)

## 2006

- Ali, Margaret. *Middle Class Nigerian Widows: Victims of Culture or Agents of Change?* (Supervisor: Dr. J. Parpart )
- Bornik, Olivia. *Private Secondary Schooling for Girls in Mbarara, Uganda: A Source of Empowerment?* ( Supervisor: Dr. T. Ulicki)
- Didkowsky, Nora. *From Bearers of Change to Agents of Change: Exploring Youth-led Community Organizations in Post-Soviet Russia.* (Supervisor: Dr. L. Gambold Miller)
- Dyck, Christopher. *Olympism or “War minus the shooting”? The Role of Sport in Grassroots Peacebuilding in Sierra Leone* (Supervisor: Dr. D. Black)



- Foley, Paul. *The Creation of the Millennium Challenge Account: Reinventing the Political Project to Foster and Extend Neo-Liberal Principles and Policies to Developing Countries* (Supervisor: D. Black)
- Howse, Joseph. *Silk Road, Silver Lining: Can Micro-lending in Central Asia Counteract Criminal Influence in the Financial Sector?* (Supervisor: Dr. C. McLarney)
- Kaufman, Nicholas. *Towards a 'Just' Peace? Struggles for Social Change In Post-conflict El Salvador* (Supervisor: Dr. J. Cameron)
- Larsen, Catherine. *Dynamics of Ethnic Identity Negotiation: A Case Study of Indian Punjabi Immigrants in Whitehorse, Yukon* (Supervisor: Dr. R. Oakley)
- McGunnigle, Amanda. *Judgement Calls: Research Frameworks and the Humanitarian Response to Displacement* (Supervisor: Dr. J. Cameron)
- Morrison, Daniel. *The Intercontinental Youth Camp 2001-2005: Linking Open Space Activism, the World Social Forum, and Imaginaries for Alternative Worlds* (Supervisor: Dr. J. Cameron)
- Pugh, Sarah. *Something That is Coming to the People: A Comparative Analysis of Backpacker Tourism and Community Development in South Africa's Wild Coast* (Supervisor: Dr. G. Kynoch)
- Wright, David. *For Better or for Worse?: Effects of the CDM on South-North Equity in Climate Change Mitigation* (Supervisor: M. Doelle)

## 2005

- Bannikova, Anastasia. *Kazakhstani Immigration Intelligentsia in Toronto: the Process of Social, Cultural and Professional Integration* (Supervisor: Dr. N. Koutovenko)
- Bas, Japji Anna. *Considering Food Security: The Case of Cuba, a National Alternative to the Global Capitalist System* (Supervisor: Dr. J. Kirk)
- Belfry, Kaija. *Furthering an Inclusive Theory of Energy and Development: An Analysis of Prince Edward Island's Renewable Energy Policy* (Supervisor: Dr. B. Bordman)
- Breen, Mary. *Gender and Participation in Practice: Development Lessons from Northern Ghana* (Supervisor: Dr. J. Barkow)
- Carson, Alexa. *Challenges and Opportunities for Participatory Development: Exploring AMURT Barlovento's Work in Venezuelan Rural Communities* (Supervisor: Dr. J. Karabanow)
- Hassell, John. *An Analysis of Social Forestry through the Lens of Critical Debates on Participatory Development: the Chiloe Model Forest* (Supervisor: Dr. J. Parpart)

- Kirkpatrick, Cara. *A Farmer without Land Can't Be Called a Farmer*: *Natural Resource Commercialization and the Impacts of Restricted Land and Forest Access on Rural Livelihoods in Tumring Commune, Cambodia*. (Supervisor: Dr. G. Newkirk)
- Levesque, Francois. *An Oasis or a Mirage? The Impact of the Euro-Mediterranean Partnership on Human Rights in Tunisia* (Supervisor: David Black)
- Lewis-Watts, Laura. *'When I'm there I'm settled there, when I'm here I'm settled here': Transnational Ties of Filipino Immigrants in Guelph, a Third Tier City* (Supervisor: Dr. P. Gardiner-Barber)
- Lo, Katherine. *In Pursuit of Human Security: a Case Study of Colombian Refugees and Asylum-seekers in Quito, Ecuador* (Supervisor: Dr. L. DuBois)
- Ottier, Audrey. *Sport and Play for Education, Conscientization and Empowerment: a Case Study of Capoeira as a Tool for Community-based Development in Salvador, Brazil* (Supervisor: Dr. J. Parpart)
- Rosenow, Nicole. *Disaster Relief and Development? The Effects of Various Disaster Relief Efforts on Social Development in Sri Lanka* (Supervisor: Dr. I. McAllister)
- Rutland, Ted. *Through the Labyrinth: Identity as Spatial Practice* (Supervisor: Dr. J. Parpart)
- Sandmeyer, Allison. *Community-based Ecotourism and Sustainable Community Development: Exploring the Relationship* (Supervisor: Dr. G. Newkirk)
- Shewprasad, Sharmila *Diasporic Nationalism and the Internet: a Discourse Analysis of Hindutva* (Supervisor: Dr. P. Gardiner-Barber)
- Steeghs, Aaron. *Peasant Producers in a Global Economy: an Analysis of a Rural Agricultural Producer Group (Jambi Kiwa) in the Ecuadorian Highlands* (Supervisor: Dr. R. Tiessen)
- Wilson, Jeffrey. *Which Way Are We Going? A Comparison of Sustainable Development Indicator Metrics and the Need for Ecological Thresholds* (Supervisor: Dr. P. Tyedmers)
- Yang, Xu. *Information and Communication Technologies for Development (ICT4D). Community Telecentres as an Efficient Approach for Rural Development: Experiences from an UNDP Project in Wu'an, Hebei Province, China* (Supervisor: Dr. D. Black)

## 2004

- Bezanson, Shona. *Building Peace in Cambodia: an Examination of the Efficacy and Legitimacy of Peacebuilding* (Supervisor: Dr. D. Black)
- Bhanji, Zeenat. *From Program to Policy Responses: A Study of Interventions with Street Children in Nairobi, Kenya* (Supervisor: Dr. J. Karabanow)
- Bonnin, Christine. *Windows to the Market: Exploring Women's Strategies and Supports as Home-based Traders in Metro Manila* (Supervisor: Dr. P. Gardiner Barber)

- Boyce, Emily *Socio-Cultural and Subjective Mediators of Young South African Women's Empowerment Following Sexual Assault* (Supervisor: Dr. J. Parpart)
- Cain, Seth. *Towards Ecologically Sustainable Development: Assessing Policy in Nova Scotia* (Supervisor: D. R. Cote)
- Chipembere, Ennie. *Evaluating Organizational Capacity and Emerging Gender Issues: The Case of Self-Help Development Foundation (SHDF), Training and Advisory Services (TAS), Zimbabwe* (Supervisor: Dr. J. Parpart)
- De la Salle, Janine. *Growing Cities: Cuba's Experiment with Urban Agriculture during the Special Period*. (Supervisor: Dr. J. Kirk)
- Doyle, Natalie. *Chile's Process of Recovery from Human Rights Violations: Evaluating Retributive and Restorative Approaches* (Supervisor: Dr. D. Black)
- Drouin, Genevieve. *From the Global Level to the Community Level: Discourse and Practice. The Case of a World Food Programme School Feeding Project in Peru* (Supervisor: Prof. I. McAllister)
- Gonzalez-Paez, Cristian. *Cuba in the "Special Period" - the Struggle for Growth with Equity*. (Supervisor: Dr. J. Kirk)
- MacLeod, Kirk. *Terrorism, Extremism and Organized Crime: Threats to Peacebuilding – the Kosovo Case* (Supervisor: Dr. T. Shaw)

## 2003

- Awinda, Walter Okoth. *Rethinking African "Development": Causal Discourse And Competing Interests* (Supervisor: Dr. J. Parpart)
- Banks, Kimberly. *A Shotgun Marriage: Security Sector Reform and Development, A Case Study of Police reform in Haiti* (Supervisor: Dr. C. Murphy)
- Brisibe, Anemieyeseigha Annie. *HIV/AIDS as a Human Security Issue (The Nigerian Case)* (Supervisor: Dr. J. Parpart)
- de Sousa, Erica Spring. *Participatory Development and Local Governance in Tanzania*. (Supervisor: Dr. J. Parpart)
- Dorey, David *Making Space for Humanitarianism Observations on Place Identity and the Humanitarian Environment* (Supervisor: Dr. D. Black)
- Fukuda, Atsuko. *Feminism and Empowerment in Japan: Compensated Dating* (Supervisor: Dr. J. Parpart)
- Inebode, Elizabeth *Resource and Community-Based Approaches to Waste Management in Nigerian Cities* (Supervisor: Prof. R. Cote)
- Mathew, Sophie Rachel. *Balancing Social and Economic Growth: The Challenge of Human Development in Kerala* (Supervisor: Prof. I. McAllister)
- Thrandardotter, Erla. *Evolution of Foreign Aid Thinking: Implications for the Icelandic Red Cross* (Supervisor: Prof. I. McAllister)

## 2002

- Aoki, Takashi. *The Role of Cultural Tourism for Sustainable Development: The Case for Music in Cuba* (Supervisor: Dr. J. Kirk)
- Duly, Ryan. *Under the "Palaver" Tree: Human Rights, Dialogue and the United Nations* (Supervisor: Dr. Sandra MacLean)
- Hamilton, Christopher. *Long Strange TRIPS: Intellectual Property, the World Trade Organisation and the Developing World* (Supervisor: Dr. Robert Boardman).
- Hughes, Christine. *Producing Garments, Reproducing Selves? Self-Identity among Women Factory Workers in Honduras* (Supervisor: Dr. P. Gardiner Barber).
- Kozak, Kim. *The Social Impact of Tourism: Consideration of the Cuban Case* (Supervisor: Dr. J. Kirk).
- Mysko, Barbara. *Widows, Words and Ways: Nigeria, Organisations and Rights Discourse: FIDA, International Human Rights Law Group, Project Alert and Wrapa* (Supervisor: Dr. P. Zachernuk).
- Zhang, Tracy Ying. *Inventions of Motion Picture Communities: The Community Approach to Cultural development in the Halifax Motion Picture Ecosystem* (Supervisor: Dr. J. Dayton-Johnson).

## 2001

- Camposano-Cortez, Doreen. *Local Participation in Tourism Planning: The Case of Nueva Valencia (Guimaras, Philippines)* (Supervisor: Dr. M. Binkley)
- Capelaso, Sandra. *A Meeting of the Minds? "Refugee Women", "Agency and NGOs"* (Supervisor: Dr. S. MacLean)
- D'Sousa-Muise, Lilian. *The Interface Between Civil Society and the State: A Case Study from Rural India* (Supervisor: Dr. S. MacLean)
- Halim, Wahyuddin. *Gender, Culture and Development: Muslim perspectives from South Sulawesi* (Supervisor: Dr. P. Gardiner Barber).
- Hindmarch, Naomi Suzanne. *AIDS and the Man: Peacekeeping and the Prevention and Transmission of HIV* (Supervisor: Dr. J. Benoit)
- Ove, Peter. *Portrayal and Betrayal: Perspectives on Developing Countries and the North American News Media* (Supervisor: Dr. D. Black).

## 2000

- Buckley, Mary Ellen. *Beyond the Rhetoric of Empowerment: A Critical Analysis of Gender, Participation and Empowerment* (Supervisor: Dr. J. Parpart)
- Dator, Jessica. *The State, Market and Civil Society in the Growth Areas of Mindanao, Philippines: Approaches to Development Governance in the Brunei, Indonesia, Malaysia*

*and Philippines East ASEAN Growth Area (BIMP-EAGA) Sub-region* (Supervisor: Dr. T. Shaw)

- Dobson, Suzanne. *Coastal Community Development in the Caribbean Via Small Boat Cruising Tourism: An Examination of Sustainable Tourism Development in George Town, Exuma, Bahamas* (Supervisor: Dr. M. Binkley).
- Shore, Megan Kate. *Religion and Conflict Resolution: The Liberating Potential of Religion and the Resolution of the Palestinian-Israeli Conflict* (Supervisor: Dr. T. Faulkner).
- Sood, Priya. *Flowing Upstream: The Case for Co-operative Efforts between NGO-State Relationships Concerning the Drinking Water Crisis in Rural Gujarat (India)* (Supervisor: Dr. S. MacLean).

## 1999

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