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IDS GRADUATE PROGRAMME HANDBOOK

1. INTRODUCTION: ABOUT THE HANDBOOK

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

This 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

The Handbook will also acquaint you with the intellectual and research interests of the full-time and cross-appointed faculty members 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 and how to maximize your time once you're here.

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 who may answer your question or direct your question to the Graduate Co-ordinator.

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>.

We recommend that you send a scan of your undergraduate transcripts to the department for evaluation before submitting your online application and paying the application fee. We will also send you an email information package at that time to assist you with the process.

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 early February.

Please note: the official University deadline for applications for September Admission is June 1st for Canadian students and April 1st 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. However the Graduate Committee will not usually begin to review applications until early February.

Q 2.3: Is there an application fee?

The application fee of \$115.00 CDN should be sent to the Registrar’s Office, Dalhousie University, 6299 South St. Room 130, Halifax, Nova Scotia, B3H 4R2. You can also 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 6-8 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. 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 in the past.

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

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. This degree, available on a full or part-time basis, is an interdisciplinary program of study drawing on courses in economics, history, political science, sociology and social anthropology. Candidates study theory, research methods and design, development practice and write a thesis. They must satisfy thesis readers from at least two departments and one of the three-member thesis supervisory committee who may come from IDS at Saint Mary's University or elsewhere.

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> or 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 4R2

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 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. Valerie Chappe)

Associate Dean (Dr. Adam Donaldson)

Admissions Liaison Officer (Vicki Sullivan)

Manager, Degree Progression and Completion (Sarah Berrigan)

Program Officer (Nicole Fraser)

Scholarships Liaison Officer (Niki Power)

Senior Thesis Clerk (Helena Martel)

Graduate Student Services Clerk (Jaye Cartney)

Graduate Studies Phone Number – 902-494-2485, Email: graduate.studies@dal.ca

<https://www.dal.ca/faculty/gradstudies/about/contact.html>

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/>.

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 3rd and 4th 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 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 (CV, writing sample – max 10 pages, statement of intent/research statement) need to be sent by email to the Department. (Please see the Faculty of Graduate Studies site for the most up to date admission requirements.)

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 be admitted to a two-year programme, at the discretion of the Department,

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. However, 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 their 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.

The Harmonized Scholarship Process allows for a current/prospective student to be considered for several FGS-managed scholarships using a single application, including: NSGS, Killam, Eliza Ritchie, JRJ, NS Black and First Nations, Vitamin, and Bader Scholarships.

<https://www.dal.ca/faculty/gradstudies/funding/approces/harmonizedapp.html>

<https://www.dal.ca/faculty/gradstudies/funding/newstudentsnewprogram/mastersscholarships.html>

Students interested in being considered for the Harmonized Scholarship program should signal their intention to the Graduate Coordinator by early November.

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 funding before applying to the programme (see below).

Please follow the links for details on each competition and on the Harmonized Scholarship Process.

Scholarship	Enrollment Eligibility Criteria	Deadline
CGS-M	< 12 months in-program by December 31	Dec – Research Portal
NSGS*	Programs starting in May/Sept/Jan of the following year	Harmonized
Bader*	< 12 months in-program by April 30	Harmonized
JRJ	Programs starting in May/Sept/Jan of the following year	Harmonized
Killam Level 1*	Programs starting in May/Sept/Jan of the following year	Harmonized
African Nova Scotian Graduate Indigenous Graduate	Open to new students and those < 12 months in-program by April 30	Harmonized
Vitamin*	< 12 months in-program by April 30	Harmonized

NSHRF*	< 12 months in program by April 30	March/April
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* International students are eligible for these scholarships/awards.

The Nova Scotia Graduate Scholarship program provides over 3 million dollars per year in funding to research graduates at Dalhousie for innovative work aligned with or advancing Nova Scotia priorities. The Master's level award is valued at \$10,000/year for 2 years (subject to annual renewal).

<https://www.dal.ca/faculty/gradstudies/funding/approces/scholarshiprefs/nsgs.html>

Q 7.2: What is SSHRC funding?

The Social Sciences and Humanities Research Council of Canada (SSHRC) offers financial assistance for MA students. This is a non-renewable, one-year award worth \$17,500. The deadline for receipt of the Social Sciences and Humanities Research Council (SSHRC) MA scholarship applications occur during the fall semester, before application to graduate programmes. If you are not currently in an undergraduate degree programme, you can apply directly to SSHRC (please see the website for further details).. **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. For more information on SSHRC funding, see the SSHRC website:

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, they should contact the Department and inform the Faculty of Graduate Studies.

Q 7.3: What funding is available to international students?

Dalhousie University's Faculty of Graduate Studies manages several award competitions open to International Students each year. Prospective students considering studying at Dalhousie are encouraged to review the New Students/ New Program section to view upcoming opportunities. Current Dalhousie students are encouraged to review opportunities on the Students Currently In-Program section of this website. Note that competitions open to international students are identified on each of these pages by an asterisk (*).

<https://www.dal.ca/faculty/gradstudies/funding/newstudentsnewprogram/mastersscholarships.html>

The majority of eligible competitions are managed through the [Harmonized Scholarship Process](#). Prospective students are encouraged to seek out reference letters early to ensure they are received by the department on time.

International students with high academic standing may be considered for Faculty of Graduate Studies Scholarships including Killam Scholarships and the Nova Scotia Graduate Scholarships. The Nova Scotia Graduate Scholarship program provides over 3 million dollars per year in funding to research graduates at Dalhousie for innovative work aligned with or advancing Nova Scotia priorities. The Master's level award is valued at \$10,000/year for 2 years (subject to annual renewal).

<https://www.dal.ca/faculty/gradstudies/funding/approces/scholarshiprefs/nsgs.html>.

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.

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 on a competitive basis to outstanding graduate students planning to enroll or already enrolled in thesis-based master's level programs in any discipline. Candidates are selected from the Harmonized Scholarship Process based on departmental rankings and the results of the university-level review process.

Killam scholarships are open to both Canadians and non-Canadians and are awarded to top-ranked eligible applications in the Harmonized Scholarship Process. Strong applicants are expected to have also applied for funding from relevant provincial, national or international agencies. For Canadians, this may [NSERC](#), [SSHRC](#), [CIHR](#), [NSHRF](#), [NSGS](#), etc., as applicable to their discipline. For non-Canadian, applicants are expected to have applied for provincial scholarships (NSGS, etc.) and national/international scholarships for which they would be eligible.

Killam Scholarship holders must be eligible to receive scholarship support for at least two years. This means that at the master's level only newly entering students will be considered. Masters students may hold a Level 1 Killam Scholarship for 24 months. The Level 1 scholarships are valued at \$20,000 plus travel and International Differential Fees (IDF) if eligible. Killam scholars may perform instructing or demonstrating duties, and, if they do, will be given additional remuneration for these services by their employer.

Renewal of a Killam Predoctoral Scholarship is not automatic. Annual Progress Reports are required from scholars wishing to renew their scholarships. Annual Progress Reports will be reviewed by the Associate Dean of Graduate Studies and must be submitted by the posted deadline.

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?

A group orientation will be held for all incoming students during the first week of September.

9. COURSE SELECTION

Q 9.1: 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 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: Agricultural Development

This seminar investigates the intersections between agricultural science and development studies. 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, colonial agriculture, food studies biodiversity and conservation, new breeding technologies, land tenure and reform and climate change.

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 topic 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

Q 9.2: 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 up-coming 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 in the summer explaining how to sign-up for generic courses as required by the Faculty of Graduate Studies. This information will be sent 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 9.3: 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 generally does not occur until new students arrive in Halifax and have an advising session with the Graduate Coordinator. 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 9.4: 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 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

Q 9.5: What are the deadlines for adding and dropping courses?

The 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: How long does it take to complete the IDS MA program?

The IDS MA program is designed to be completed in 24 months. The typical progression is for students to complete coursework over the first eight months of their degree, then spend the next eight months finalizing their proposal and undertaking data collection. The final eight-month period is devoted to data analysis and results writing. Some students who are particularly ambitious and organized are able to complete the program in less time.

11. FINANCIAL ASSISTANCE/SCHOLARSHIPS/FUNDING

Q 11.1: Is financial assistance available to IDS MA students? (See Section 7 for information)

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.

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 and <https://3912.cupe.ca/>

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

Many resources are available to Teaching Assistants at Dalhousie University. See the website for the Dalhousie Centre for Learning and Teaching <https://www.dal.ca/dept/ctl.html> as well as “University Teaching and Learning: An Instructional Resource Guide for Teaching Assistants at Dalhousie University”.

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 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 INTD 5002: Research Design 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 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;

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 members 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:

https://dalu.sharepoint.com/sites/graduatestudies/SitePages/submitting.aspx?_ga=2.125810255.411246403.1662650963-2086836254.1522863285

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 Dalhousie Research Ethics Board 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 board approval can be found at the research services website: http://researchservices.dal.ca/research_1482.html

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

The International Development Research Centre (IDRC) 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 Dalhousie's Research Ethics Board 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 \$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 and can be reached at D.Silvio@Dal.Ca or 494-2670.

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 <https://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.

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 \$500. See the following website for more details:

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

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 for details.

To subscribe, send the message:

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

To the address: 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 is on leave) 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
- Right to Play Internship Programs (sports and recreation programs for children and adults in refugee camps): www.righttoplay.com
- International Development Research Centre (IDRC): 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
- Canadian University Services Overseas (CUSO): 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
- Canada World Youth (CWY): www.cwy-jcm.org
- Netcorps: <http://www.netcorps-cyberjeunes.org>
- Volunteer Services Overseas (VSO): www.vsocanada.org
- Nova Scotia Youth Conservation Corps: www.gov.ns.ca/enla/ess/ycc/
- Youth Challenge International (YCI): 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/
- Charity Village: www.charityvillage.org
- Rural Development Exchange: 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/
- 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 coordinator 425-7877
- IDEAS - International Development Education and Awareness Society - ideas@canoemail.com
- WUSC - World University Service of Canada - wusc@dal.ca or www.wusc.ca
- NSPIRG - Nova Scotia Public Interest Research Group - nspirg@dal.ca
- The Refugee Clinic 422-6736

Additional information on volunteer opportunities can be found at:

<https://www.volunteer.ca/>
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.

<https://libraries.dal.ca/hours-locations/workspaces/the-grad-pad.html>

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 near the Student Union building. The club is open from Monday to Friday (9:00am - 1:00am) with a good selection of coffee, teas and fresh pastries as well as a selection of sandwiches, soups, samosas and meat patties from local delis. 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?

Information Technology Services (ITS) provides many facilities and services for students, including: getting and activating your NetID, changing your password, setting up your Dal email, downloading Dal software, connecting to Dal's WIFI, student computer labs, training and advice.

<https://www.dal.ca/dept/its.html>

<https://libraries.dal.ca/help/it-help-desk.html>

UCIS Student Computer Labs are 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 (2nd Floor).

<https://libraries.dal.ca/hours-locations/workspaces.html>

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.

Q 17.6: Are there health services available on campus?

The University operates an out-patient service located on the 2nd floor, LeMarchant Place (1246 LeMarchant Street), staffed by physicians, nurses, social workers, counselling staff 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 options 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 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: <https://www.dal.ca/dept/its.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

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 (6230 Coburg Rd.) 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: [Important Dates - Academics - Dalhousie University](#)

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.

<https://www.halifax.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 *The Star Halifax*

<https://www.thestar.com/halifax.html>

18. IDS CORE FACULTY MEMBERS

- **IDS Department Chair: 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.
- **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.
- **Swanson, Kate BA (University of Guelph), M.A. (University of Guelph), Ph.D. (University of Toronto).** Dr. Swanson's research interests include: Migration, asylum and refugees, Children and youth, Immigration detention, Violence and human rights, Latin America and US/Mexico border.

- **Parasram, Ajay BA (Dalhousie), MA (Carleton), PhD (Carleton).** Dr. Parasram's research interests include Colonial, Postcolonial, and Decolonial studies, modern/colonial South Asia, Global Development and political economy, global history and international relations, the state, political ontology and pluriversality.

19. IDS GRADUATE PROGRAMME ADMINISTRATION

- **Graduate Coordinator: 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.
- **Graduate Secretary: Nicole Drysdale, BA (St. Francis Xavier University)**
idsgrad@dal.ca or (902) 494-3814

20. CROSS-APPOINTED AND ADJUNCT FACULTY

- **Adams, M., BEng (Royal Military College of Canada), MASc (Royal Military College of Canada), PhD (Dal). (School for Resource and Environmental Studies)** Interests: Policy, Industrial sustainability, Renewable energy, Industrial ecology, Industrial symbiosis, Resource efficiency, Sustainable development, and Public engagement
- **Arthur, P., BA (Ghana), MA (Wilfred Laurier), MSc (London School of Economics and Political Science), PhD (Queen's). (Political Science)** Interests: African Politics and development, Conflict and cooperation in extractive sectors, Global development, Post-conflict reconstruction and transitional justice
- **Baillie Abidi, C., BSc, BA, MA, PhD (Dallaire Institute for Children, Peace & Security) (Adjunct)**
- **Black, D.R., BA (Trent), MA, PhD (Dal). (Political Science)** Interests: Canada's role in Sub-Saharan Africa, Development assistance, Global governance, Human security, Politics of sport
- **Darnell, S., BHK, MA (UBC), PhD (Toronto) (Adjunct)**
- **Den Heyer, M., BA, MSc, PhD (Dallaire Institute for Children, Peace & Security) (Adjunct)**
- **Dielman, Crystal BSc (OT), Western University, MSc, Queen's University PhD, Queen's University. (School of Occupational Therapy)** Research Interests: Criminalized Populations, Intersection of Health & Criminal Justice, Restorative & Rehabilitative Approaches to Justice, Policy Implementation in Criminal Justice Settings, Professional Practice, Naturalistic Inquiry
- **Donnelly, G., BA (Alberta), MA (Dal), PhD (California Institute of Integral Studies) (Adjunct)**
- **DuBois, L. BA (McGill), MA, PhD (New School for Social Research). (Sociology & Social Anthropology)** Interests: Economy, work and development, Social justice and inequality, Class, Memory, Political anthropology, Urban studies, Latin America
- **Ervine, K., BA Hons (Toronto), MA (Guelph), PhD (York) (Adjunct)**

- **Fierlbeck, K., BA Hons (Alberta), MA (York), MSc, PhD (Cambridge). (Political Science)** Interests: Canadian political thought, Canadian social union, Comparative health policy, Health care politics, Healthcare governance, Human rights (theory, institutions, politics), Network governance, New or experimental governance, Republican political thought
- **Finbow, R., BA Hons (Dal), MA (York), MSc, PhD (London School of Economics). (Political Science)** Interests: Free trade agreements and social policy, Canada-EU Economic and Trade Agreement (CETA), North American free trade and labour, Regionalism in Canada
- **Fitting, E., BA Hons (University of Toronto), MA, PhD (New School for Social Research). (Sociology & Social Anthropology)** Interests: Economy, work and development, Food and food movements, Gender, Indigenous peoples, Migration – immigration, Transnationalism, Development, Latin America
- **Fridell, G., BEnv Design, MA with distinction (Manitoba), PhD (York) (Adjunct)**
- **Gahagan, J., BA (Carleton), MA (Windsor), PhD (Wayne State). (Health & Human Performance)** Interests: Health promotion, Harm reduction, Gender-based analysis of health policies, Research ethics, STI HIV Hepatitis C prevention, Gender and health, Sexual health, Housing, LGBT health
- **Hayden, A., BA (McGill), M.E.S. (York), PhD (Boston). (Political Science Department)** Interests: Critical perspectives on economic growth: politics of sufficiency, Alternative measurements of prosperity and wellbeing ("Beyond GDP"), Ecological modernization / green growth, Sustainable consumption, Environmental politics, Politics of climate change
- **Jackson, L. BA, MA, PhD (Toronto). (School of Health and Human Performance)** Interests: Health promotion, Marginalized populations, Sex industry, Rural women's health, Harm reduction
- **Karabanow, J., BA Hons, MA (McGill), PhD (Wilfred Laurier). (Social Work)** Interests: Homelessness and poverty, Housing, Globalization, International social work, Organization theory, Political economics, Homelessness and trauma, Street youth, Street culture, Trauma and homelessness
- **Khasnabish, A., BA Hons, MA, PhD (McMaster) (Adjunct)**
- **Langdon, J., BA (Trent), MA (Guelph), PhD (McGill) (Adjunct)**
- **Manning, E. B Ed, BA, BSW, MSW, PhD, PhD (School of Social Work)** Interests: Radical and critical anti-oppressive theory and practice, Health equity, HIV/AIDS, Public health policy, Queer, trans, and gender studies, Anti-racist and anti-colonial studies, Post-structural feminist theory and research, Advocacy, Critical disability studies, Cultural studies
- **Mbakogu, I., BA, MA, PhD, MSW (Ibadan, Nigeria), PhD SW (McGill) (School of Social Work)**
- **McAllister, R. I., MA, Dip. Econ. Dev (Oxford), MA (Cambridge) (Adjunct)**
- **McKague, K., BA Hons (McMaster), MBA, PhD (York) (Adjunct)**
- **Mopoho, R., BA (Yaounde, Cameroon), MA, PhD (Montreal). (French)** Interests: Sociolinguistics, Lexicology and terminology, French language, Literature and culture of Francophone minorities outside of Quebec, Translation
- **Musoke, S., BA (Hons), MA, PhD, MIS (Adjunct)**
- **Noble, B., BA, MA, PhD (Alberta). (Sociology & Social Anthropology)** Interests: Social justice and inequality, Applied - action research, Decolonizing studies and methodologies, Indigenous peoples, Knowledge, science and expertise, Political anthropology, Property and law, Settler states

- **Oakley, R., BA (Saint Mary's), MA, PhD (Toronto). (Sociology & Social Anthropology)** Interests: Critical health studies, Policy, Decolonizing studies and methodologies, Race and Ethnicity, Communal Land Tenure, Social Justice and Inequality
- **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.
- **Scherkoske, G., BA Hons (Clark), MA (Simon Fraser), MA (U of California, Irvine), PhD (Cambridge). (Philosophy Department)** Interests: Moral and Political Philosophy, History of Philosophy, Ethics
- **Theunissen, S., BA (Western), Bed (Lakehead), Med (Queen's), PhD (Saint Mary's) (Adjunct)**
- **Tiessen, R., BA (Wilfred Laurier), MA, PhD (Guelph) (Adjunct)**
- **Tomlinson, B., BA Hons, MA (Toronto) (Adjunct)**
- **Waldron, I., BA (McGill), MA (London, England), PhD (Toronto). (School of Nursing)** Interests: Medical Sociology, Sociology of Health and Illness, Mental Illness in Black Canadian, Immigrant and Indigenous Communities, Environmental Health Inequities
- **Whitman, S. BA (St. Mary's University), MA (University of Hull, UK), PhD (University of Hull, UK). (Adjunct)**
- **Wright, D., B Recreation Mgmt (Acadia), MA (Dal), JD (Dal)/LLM (Adjunct)**
- **Wright, T., BES (Waterloo), MES (Dal), PhD (Alberta). (Environmental Studies)** Interests: Education for sustainable development, Indicators of sustainability in higher education, Sustainability in higher education policy analysis, Institutional environmental change, Applying experiential and transformative learning theories in the environmental science classroom, The intersectionality of Arts and environmental science *On sabbatical until June 30, 2020
- **Zachernuk, P., BA, MA (Dal), PhD (Toronto). (History)** Interests: Modern African history, Intellectual history, Social history, History of slavery, Colonial and post-colonial global history

21. MA THESES COMPLETED IN RECENT YEARS

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2022

- **Bateman, Melanie.** *“Empty Commitments? The Indigenous Water Crisis in Canada and the Commitment to Ending all Drinking Water Advisories on First Nations Reserves.”* (Dr. Sherry Pictou)
- **Seremba, Claire.** *“Women’s Empowerment in Technical Vocational Education and Training. Exploring Perspectives of Females from Vocational Institutes: A Case Study of Nakawa Vocational Training Institute (NVTI).”* (Dr. Theresa Ulicki)
- **Imam, Faizah.** *“Bangladeshi Female Migrant Workers in the Middle East: A Study of Migration and Women’s Empowerment.”* (Dr. Theresa Ulicki)

- **Laing, Alyssa.** *“G-wan Witcha That Doesn’t Happen Here! The Experiences of Racialized Professor at Nova Scotian Universities.”* (Dr. Ingrid Waldron)
- **Mansour, Manaf.** *“Being a Man in Canada: The Gendered Impacts of Resettlement Programs on Syrian Male Immigrants in Halifax”* (Dr. John Cameron/ Dr. Theresa Ulicki)
- **Martinez Tuesta, Ginno.** *“Affective Mining: The Emotional Narrative around Social Consent for the Corani Mining Project in Puno, Peru.”* (Dr. John Cameron)
- **Maskey, Prajina.** *“A Critical Discourse Analysis of Seasonal Agricultural Workers within the Context of Agricultural Issues.”* (Dr. Karen Foster)
- **Augustine, Mitherayee (Mithey).** *“Ripping the Cultural Band-Aid by Decolonizing “Culture” in Mental Health Practice: A Tamil Women’s Mental Health Study.”* (Dr. Ajay Parasram)

2021

- **Monaghan, Christopher.** *“Climate Change and the Coloniality of Foodways: Linking the Republication of an Unsustainable Scale of Ruminant Consumption to Western Cultural Imperialism.”* (Dr. Nissim Mannathukkaren)
- **Vucetic, Nevena.** *“Can Gender (In)Equitable Organizations Deliver Feminist Programming? An Examination of the Implementation of Canada’s Feminist International Assistance Policy in Uganda.”* (Dr. Theresa Ulicki)
- **Rozhenko, Ievgeniia.** *“Representations of Women and Gender Equality in the Nonprofit Sector in Ukraine.”* (Dr. Theresa Ulicki)
- **Osei Bonsu, Francis.** *“The Challenges of Identifying Trafficked Children: The Experiences of Non-Governmental Organizations in the Ghanaian Fishing Industry.”* (Dr. John Cameron)
- **Pereira, Roxanne.** *“The Unheard Voices of Sex Workers in India: A Qualitative Study on the Rehabilitation and Reintegration Back Into Society.”* (Dr. Ingrid Waldron)
- **Khan, Rajin.** *“An Uncertain Glory of Bangladesh: Development as Freedom and Bangladesh Under the Awami Regime.”* (Dr. Nissim Mannathukkaren)
- **Wolse, Margaux.** *“We are Warriors: The Micropolitics of Play in Natal, Brazil.”* (Dr. Lindsay Dubois)
- **De Ste Croix, Ann.** *“Digital Illiteracy as a Public Health Crisis: The Spread of Conspiracy Theories During the Covid-19 Pandemic.”* (Dr. Ajay Parasram)

2020

- **Hirtle, Jessica.** *“Disaster Preparedness and Response in Cuba: The Impact of Solidarity on Disaster Management.”* (Dr. Bob Huish)
- **Namubiru, Annet.** *“Gender and Development in Canada’s Official Development Assistance: Gaps between theory, policy and practice, 1970-2019”* (Dr. John Cameron and Dr. Theresa Ulicki)
- **Panzica, Martine.** *“A Difficult Line to Walk: NGO and LGTBQ+ Refugee Experiences with Information and Communication Technology (ICT) in Canada.”* (Dr. Elizabeth Fitting)
- **Law, Courtney.** *“The Cuban Recipe for Food Sovereignty: Investigating the contextual variables that shape Cuba’s cuisine and food culture”* (Dr. Bob Huish)

- **Wood, Jillian.** *“LEARNING LESSONS THROUGH EXPERIENCES WITH DISASTERS: Exploring Institutional Memory-Building and the Informing of Disaster Relief in Nova Scotia and Beyond”* (Dr. Ian McAllister)
- **Muzondo, Tinashe.** *“Border transgressions as a form of survival for the downtrodden Zimbabweans: The case of Beitbridge border post, 2000 – 2020.”* (Dr. David Black)

2019

- **Majok, Madut.** *“The Hurdles of Mediating with Humanitarian Lens: An Exploration of the Inter-Governmental Authority and Development’s Failed South Sudan 2015 Peace Agreement.”* (Dr. Peter Arthur)
- **Matheson, Rachel.** *“Empowering Urban Agriculture: A Case Study of Training Programs Targeting Women Farmers in Uganda.”* (Dr. Matthew Schnurr)
- **Hunt, Selina.** *“Grassroots Peacebuilding in Columbia: Layers of Peacebuilding and their Intersections.”* (Dr. John Cameron)
- **Courtney, Telisa.** *“Enacting Change: Theatre for Development and Former Child Soldiers.”* (Dr. David Black)
- **Kwecien, Olivia.** *“Communicating Development: Examining the Tensions Between Effectiveness and Ethics in the Marketing Strategies of Canadian International Development NGOs.”* (Dr. John Cameron)
- **Steele, Peter.** *“Looking to the Future with the Burdens of the Past: Exploring the Systems of Mental Health Treatment for War-Affected Youth in Northern Uganda.”* (Dr. Bob Huish)

2018

- **Botero, Lorena.** *“Telanovelas and Narconovelas: Love and Intimacy in Cali, Columbia.”* (Dr. Theresa Ulicki)
- **Dixon, Alina.** *“Understanding Ecologies” Post-Conflict Service Provision and the Resilience of Children Born in Captivity.”* (Dr. David Black)
- **Godbout, Rebecca.** *“Music in Peacebuilding: Examining Music within the Peacebuilding Discipline.”* (Dr. Ian McAllister, Dr. Theresa Ulicki)
- **Gref, Katharina.** *“Decolonizing Childbirth: Inuit Midwifery and the Return of Delivery to the Canadian North.”* (Dr. Ingrid Waldron)
- **Hamill, Katie.** *“Best Practices for Human Rights Education in Atlantic Canada.”* (Dr. John Cameron)
- **Ishibashi, Misaki.** *“Strategies to Tackle Intimate Partner Violence in Cuba: Community – Level Efforts and Challenges.”* (Dr. Theresa Ulicki)
- **Nader, Hala.** *“Violence Against Refugee Women and Mitigation Programs: Highlighting the Perspectives of Syrian Refugees in Lebanon.”* (Dr. Theresa Ulicki)
- **McPherson, Johnny.** *“National Food Security in Cuba: By What Means?”* (Dr. Bob Huish)
- **Thibodeau, Krisanne.** *“The Pains of Labour: How the Commodification of Nursing is Costing the Lives of Mothers in the Philippines.”* (Dr. Bob Huish)
- **Okello, Ivan.** *“Gender Dynamics Between Intimate-Partner Business Owners. A Case Study of Copreneur and Solo Entrepreneur Spouses in Uganda.”* (Dr. Theresa Ulicki)

2017

- **Balazo, Patrick.** *“Better Must Come: Citizenship and Belonging after Statelessness.”* (Dr. Nissim Mannathukkaren)
- **Geneau, Hillary.** *“The Haitian-Dominican Contradiction: Migration and Development in the Dominican Republic.”* (Dr. John Kirk)
- **Kang, Hyeyoung.** *“Caring by Example: Assessing South Korea’s knowledge sharing initiative for universal health coverage in low and middle-income countries.”* (Dr. Bob Huish)
- **Shahadu, Somed.** *“Owning Food: The Impact of Living in Male-headed Households on Women’s Food Security in Patriarchal Societies – A Case Study of the Kumbungu District in Northern Ghana.”* (Dr. Matthew Schnurr)

2016

- **Chidzonga, Mapfumo.** *“A Hunhu-Ubuntu Informed Critique of Patriotic History Discourse and Chimurenga Nationalism.”* (Dr. Chike Jeffers)
- **Musabende, Alice.** *“How do International Peacebuilding Organizations Navigate the Sovereignty of Post War Countries? An Analysis of the Experiences of the UN Peacebuilding Commission in Burundi.”* (Dr. David Black)
- **Hinton, Lucy.** *“Home in the Garden: A case study of the Lhotsampa Refugee Community’s Use of A Community Garden in Halifax, Nova Scotia.”* (Dr. Matthew Schnurr)
- **Pickerill, Kelly.** *“Sharing the Catch: Understanding Women’s Roles and Work in Uganda’s Lake Victoria Fisheries.”* (Dr. Matthew Schnurr)
- **Otchere, Phebe.** *“User Perspective on A Sustainable Community Development Project: Assessing the Impact of Empower Playgrounds Play Systems on the Pediatorkope Island in Ghana.”* (Dr. Michelle Adams)

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)
- **Demers, Cassandra.** *“GEOs and Gender: GEOs and What They Mean for Small-Scale Female Farmers in Kenya.”* (Dr. Matthew Schnurr)

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)