A meeting of Faculty Board will be held on **Friday, September 29, 2017 at 3:30 p.m.**
in the School of Kinesiology and Health Studies – KNS100

**AGENDA**

1. **Adoption of the Agenda**
2. **Approval of the Minutes**
   The Minutes of April 28, 2017 have been posted.
3. **Business Arising from the Minutes**
4. **Arts and Science Undergraduate Society Report**
5. **Dean’s Report**
6. **Question Period**
7. **Communications**
8. **Curriculum Committee Omnibus Report** – [Appendix A - for approval](#)
   Jenn Stephenson will move “that the Omnibus Report Part VII be approved.”
9. **New Undergraduate Admission Pathway**
   Ryan Snowdon will present the new First-Generation Admission Policy.
10. **Admission Regulations** – [Appendix B – for approval](#)
   Johanne Bénard will move “that the proposed additions and revisions to the Admission Regulations of the Faculty of Arts and Science be approved.”
11. **Academic Program Regulations** – [Appendix C – for approval](#)
    Johanne Bénard will move “that the proposed additions and revisions to the Academic Program Regulations of the Faculty of Arts and Science be approved.”
12. **Academic Regulations** – [Appendix D - for approval](#)
    Johanne Bénard will move “that the proposed additions and revisions to the Academic Regulations of the Faculty of Arts and Science be approved.”
13. **2019-2020 ASC Academic Sessional Dates** – [Appendix E - for approval](#)
    Johanne Bénard will move “that the 2019-2020 ASC Academic Sessional Dates be approved.”
14. **Report of the Nominating Committee** – [Appendix F – for approval](#)
    Petra Fachinger will move “that the Faculty of Arts and Science Committee Membership attached be approved.”
15. New Graduate Program - PhD in Global Development Studies – Appendix G – for approval
   Nick Mosey will move “that the proposal for a New Graduate Program - PhD in Global Development Studies be approved.”

16. Introduction of Certificates and Degree Plans – Notice of Motion – Appendix H - for information
   Certificates and Degree Plans that will be submitted to the relevant review committee this year for approval.

17. Other Business

   Pat Costigan, Secretary    Jonathan Rose, Chair
   Faculty Board                Faculty Board
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<td>Fundamentals of Pharmacology and Therapeutics</td>
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<td>One of PHGY 210/6.0; PHGY 214/6.0; KNPE 225/3.0</td>
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<td>Cellular &amp; Molecular Neuroscience</td>
<td>An in-depth study of the biophysical properties of neurons and diseases that affect the function of neurons and glia. Topics will include cable properties of dendrites, voltage- and ligand-dependent channels, and molecular mechanisms responsible for neuronal death and regeneration.</td>
<td>(A grade of B in NSCI 323/3.0 or NSCI 324/3.0) and (Level 4 and registration in the LISC Major or Specialization Plan) and (a GPA of 2.5) or permission of the course coordinator.</td>
<td>A grade of B in NSCI 323/3.0 and (Level 4 and registration in the LISC Major or Specialization Plan) and (a GPA of 2.5).</td>
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<td>ARTF</td>
<td>ARTF</td>
<td>265</td>
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<td>3</td>
<td>An advanced investigation into art media, techniques and strategies of artists, with greater length and diversity of projects. Discussion will focus on writings by artists on studio practice and theory, and on art practice as research.</td>
<td>Offered during Summer Term only. Not available for credit towards a B.F.A. program. Materials/field trip: estimated cost $150-200.</td>
<td>ARTF 100/6.0 or ARTF 105/6.0 or ARTF 110/6.0.</td>
<td>ARTF101 or ARTF102; or permission of the instructor. Recommendation: ARTH120/6.0.</td>
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<td>Field Studies in Physical Geography</td>
<td>Two weeks of field work plus written assignments in an aspect of physical geography, to be undertaken when a formal field course is offered. NOTE Field trips: estimated cost $400, depending on the location.</td>
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<td>Fundamentals of Health Policy</td>
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<td>For students studying abroad or at a Canadian University who wish to learn a modern language other than English and who have acquired a basic knowledge of that language. An increased emphasis on the study of the grammatical structures of the language and on the acquisition of vocabulary. Practice in speaking, reading, and writing.</td>
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<td>3 Indigenous Traditions in North America</td>
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| RELS       | RELS             | 227           | 3 Religions of Native Peoples | Features of and theories about religious life in small-scale traditional societies. Includes Canadian Indians and Inuit. | Introduction to the study of Indigenous traditions in North America.
## COURSE DELETION

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Respectfully submitted,
Sidneyeve Matrix
Chair Curriculum Committee,
Appendix B

Proposed Revisions to the Admission Regulations
of the Faculty of Arts and Science
29 September 2017

Changes are proposed to the following Admission Regulations of the Faculty of Arts and Science:

- Admission Regulation 1: English Language Proficiency
- Admission Regulation 2: Admission with an Ontario Secondary School Diploma
- Admission Regulation 3: Admission with OSSD Equivalent Standing
- Admission Regulation 4: Admission from Ontario Colleges of Applied Arts and Technology
- Admission Regulation 5: Admission by Transfer
- Admission Regulation 9: Admission Policy for First-Generation Candidates
- Admission Regulation 10: Auditors
- Admission Regulation 11: Part-Time Admission on Probation
- Admission Regulation 12: Admission to Non-Degree Studies
- Admission Regulation 13: Application Procedures to Study On Campus
- Admission Regulation 15: Application Procedures for Study at the Bader International Study Centre

All proposed additions and revisions are indicated below using strikethrough and yellow highlighting.

I. Admission Regulation 1: English Language Proficiency

The proposed addition of Regulation 1.2 sets out the options for students to receive a waiver of the English language facility test. Students who do not meet the minimum English language facility requirement as outlined in Regulation 1.1 may be admitted conditionally, provided that they register in one of the English for Academic Purposes Programs offered by the Queen’s School of English, Faculty of Education. Regulation 1.2.1 provides the details of the QBridge Accelerated Program, and Regulation 1.2.2 provides the details of the QBridge English for Academic Purposes Program.

1.1 – Tests of Facility in English

Therefore, Applicants who have neither not either lived in a country in which English is the acknowledged primary language nor or attended an educational institution full-time at which the language of instruction is English for the most recent three years prior to beginning their studies at Queen’s, must achieve a satisfactory score on one of the accepted tests of facility in English.

1.2 – Waiver of English Language Facility Test

Applicants who have neither lived in a country in which English is the acknowledged primary language nor attended an educational institution full-time at which the language of instruction is English for the most recent three years prior to beginning their studies at Queen’s, and who have successfully completed the 12-week English for Academic Purposes program course or the QBridge Program at Queen’s School of English, may have the English language facility test of Proficiency waived.

Students who do not meet the minimum English language facility requirement as outlined in Admission Regulation 1.1 may, if they meet all other academic requirements and are otherwise academically competitive with other students within the admission category under which they apply, be admitted conditionally, provided that they register in either the QBridge Accelerated Program or the QBridge English for Academic Purposes Program offered by the Queen’s School of English, Faculty of Education.
1.2.1 – QBridge Accelerated Program (QBA)

Students who achieve a minimum score of 6.0 or above on the International English Language Testing System (IELTS) – Academic Module, or similar scores on one of the other accepted tests of facility in English, may be offered admission to the QBA Program during the Summer Term immediately preceding the Fall Term in which students expect to be admitted to the Faculty.

Students who are enrolled in the University Preparation Level – Accelerated EAP 160 course may not simultaneously enrol in any degree-credit course in the Faculty of Arts and Science.

Admission to the Faculty of Arts and Science on an unconditional basis will take place in the Fall Term subsequent to the Summer Term in which the QBA course University Preparation Level – Accelerated (EAP 160) is successfully completed with a minimum grade of B.

If students do not meet the minimum requirements of the QBA Program, they may request permission from Undergraduate Admission to register in the subsequent Fall Term in the English for Academic Purposes – Extended Program. Satisfactory completion of the University Preparation Level – Advanced EAP 150 course with a minimum grade of B may then qualify the student for admission to the Faculty of Arts and Science in either the Winter Term or the following Fall Term. If students fail to meet the progression requirements of the School of English, any conditional offer of admission to the Faculty of Arts and Science will be void.

1.2.2 – QBridge English for Academic Purposes Program (EAP)

Students who achieve a minimum score of 5.0 or above on the International English Language Testing System (IELTS) – Academic Module, or similar scores on one of the other accepted tests of facility in English, may be offered admission to the EAP program. The EAP program is offered in the Fall and Winter Terms preceding the Fall Term in which students expect to be admitted to the Faculty.

Students who are enrolled in either the University Preparation Level – Advanced EAP 140 or 150 course in the Fall or Winter Terms may simultaneously enrol in 3.0 units only of degree-credit courses within the Faculty of Arts and Science. The courses available to the students shall be determined by the Associate Dean (Studies). In addition, these students will be required to enrol in the English Language Support Program (EAP 701) within the Queen’s School of English.

Admission to the Faculty of Arts and Science on a limited basis will take place in the Winter Term subsequent to the Fall Term in which one of the following EAP courses is successfully completed:

(i) University Preparation Level (EAP 140) with a minimum grade of A-;
OR
(ii) University Preparation Level (EAP 150) with a minimum grade of B.

Students who successfully complete EAP 140 or EAP 150 in the Fall Term will be able to enrol in up to 9.0 units of degree-credit courses during the Winter Term following completion of the EAP course. The courses available to the students shall be determined by the Associate Dean (Studies). In addition, these students will be required to enrol in the English Language Support Program (EAP 702) within the Queen’s School of English.

Admission to the Faculty of Arts and Science on an unconditional basis will take place in the Fall Term subsequent to the Winter Term in which one of the following EAP courses is successfully completed:

(i) University Preparation Level (EAP 140) with a minimum grade of A-;
OR
(ii) University Preparation Level (EAP 150) with a minimum grade of B.
If students do not meet the minimum requirements of the EAP Program, they may request permission from Undergraduate Admission to register in the subsequent Summer Term in the QBridge Accelerated Program. Satisfactory completion of the University Preparation Level – Advanced EAP 150 course with a minimum grade of B will then qualify the student for admission to the Faculty of Arts and Science in the Fall Term. If students fail to meet the progression requirements of the Faculty of Education, any conditional offer of admission to the Faculty of Arts and Science will be void.

II. Admission Regulation 2: Admission with an Ontario Secondary School Diploma

The proposed deletion of Regulation 2.2.7, the secondary school prerequisites for admission to the B.P.H.E.(Hons.) program, results from the University’s decision to close the B.P.H.E. program. Students will no longer be admitted to this program. The remaining regulations 2.2.8 through 2.2.10 are being renumbered accordingly.

III. Admission Regulation 3: Admission with OSSD Equivalent Standing

The proposed deletion from Regulation 3.1.1 reflects current practice that Quebec CECEP students are no longer able to request specified transfer credit.

3.1 – Other Canadian Provinces and Territories

3.1.1 – Québec

Applicants who have successfully completed the Diplôme d'Études Collégiales (DEC) are eligible to receive up to 18.0 units of unspecified transfer credit. Students may request that specific courses be assessed for specified transfer credit by contacting Undergraduate Admission.

IV. Admission Regulation 4: Admission from Ontario Colleges of Applied Arts and Technology

The proposed addition to Regulations 4.2 and 4.3 specifies that Ontario CAAT students receive unspecified transfer credits when they transfer to Queen’s.

4.2 – Candidates who have Completed Two Years of CAAT

Candidates who have completed a two-year CAAT diploma program (or two years of a three- or four-year CAAT program) are eligible to be considered for admission to the first year of a degree program and may receive up to 18.0 units in unspecified transfer credits. Applicants must have the equivalent to a minimum Queen’s cumulative GPA of 2.90 to be considered for admission to a degree program.

4.3 – Candidates who have Completed Three or Four Years of CAAT

Candidates who have completed a three-year CAAT diploma program or a four-year CAAT degree program are eligible to be considered for admission with advanced standing and may receive up to 30.0 units in unspecified transfer credits. See Admission Regulation 5 for further information on requirements and limitations associated with upper-year admission by transfer.

V. Admission Regulation 5: Admission by Transfer

The proposed additions to Regulations 5.1.2 and 5.2 reflect current practice to include failed courses in the assessment of students’ eligibility to transfer to Queen’s and once at Queen’s, to change Plans.

5.1 – General Requirements

5.1.2 – Upper-Year Transfer
Due to enrolment pressure on campus, a small number of Arts and Science departments, programs and Plans are unable to accommodate upper-year transfer students. Others may have admission criteria that exceed the minimum stated below. Applicants should consult the Faculty of Arts and Science website (http://www.queensu.ca/artsci/think-and-apply/transfer) for a list of departments currently accepting upper-year transfer students. Note that once admitted to on-campus studies in the Faculty of Arts and Science, upper-year transfer students who complete a minimum of 24.0 units, including failures, in the Faculty of Arts and Science at Queen’s will be permitted to transfer in subsequent years into a different Plan, provided they meet the current minimum academic requirements for access to the specific Plan. This may require retaking courses at Queen’s.

5.2 – Transfer from Another Accredited Post-Secondary Institution
Applicants who have completed a minimum of 24.0 units and less than 48.0 units, including failures, at another accredited post-secondary institution must have the equivalent of a Queen’s cumulative GPA of 2.60 in all courses taken. In addition, applicants must satisfy appropriate departmental criteria that may exceed these minimums.

VI. Admission Regulation 9: Admission Policy for First-Generation Candidates

The proposed addition of new Regulation 9 results from an initiative through Undergraduate Admission and Recruitment to provide an alternative admission pathway for students who are identified by Pathways to Education or Boys and Girls Clubs, or are Crown Wards, as first-generation students. The remaining regulations 9 through 14 are being renumbered accordingly.

To encourage participation in post-secondary education by First-Generation students, the Faculty of Arts and Science offers First-Generation candidates, including Crown Wards, an additional and alternative admission pathway to the first year of a full-time, first-entry undergraduate degree program.

Offers of admission will be made to First-Generation candidates whose total application shows strong evidence of academic preparedness and potential. Students who are admitted under this policy will be encouraged to make use of the academic advising and academic support services available to all students at Queen’s University. The Student Experience Office, Student Academic Support Services, Student Awards Office and academic advising provided by the Faculty or School are important resources for First-Generation students. In addition, the students will be introduced to the contacts and services available at the Student Experience Office and the Student Awards Office during the application process, upon admission, and during Orientation. Queen’s University encourages students to access these services throughout their time at Queen’s.

9.1 – Conditions, Deadlines, and General Requirements for Applicants
Candidates must apply through the Ontario Universities’ Application Centre (OUAC) and should expect to meet the general admission conditions for each program (at minimum the University admission average) and deadlines for undergraduate admission, including completion of the Personal Statement of Experience (PSE) and supplementary essay, portfolio or audition where required.

9.2 – Documents and Information Required as a Basis for Consideration
Candidates seeking admission consideration under this policy should submit a separate letter to Undergraduate Admission stating that they wish to be considered under this policy, and provide a letter of support from either their local Pathways to Education, Boys and Girls Club of Canada, or Crown Ward Coordinator. Candidates must be registered with their local Pathways to Education or Boys and Girls Club, or as a Crown Ward in order to qualify for this alternative pathway. In addition to the student’s PSE, admission to Queen’s University will depend on the assessment of the student’s program prerequisites (or equivalencies) as well as the student’s overall average. The number of students admitted each year under
VII. Admission Regulation 10: Auditors

The proposed addition to Regulation 10 clarifies that auditors register through the Office of the University Registrar.

Auditors are not required to apply for admission to the Faculty of Arts and Science through Undergraduate Admission, but must complete a Registration Form and submit it to the Office of the University Registrar. A registration fee will apply.

VIII. Admission Regulation 11: Part-Time Admission on Probation

The proposed revisions to Regulations 11.3 and 11.6 clarify that students who are admitted on probation must meet a stated level of achievement after being admitted to the Faculty of Arts and Science to meet the criteria for further registration. These criteria are not conditions of admission, as referred to in the existing regulation, but rather criteria for further registration. The language is being updated.

11.3 – Failure to Meet Criteria for Further Registration

Students who fail to obtain a minimum cumulative GPA of 1.60 on the first 18.0 units of courses have not met the criteria for further registration admission conditions of their admission on probation and may not take further courses in the Faculty of Arts and Science. Such students will have the standing “Not Eligible to Proceed – Conditions of Admission Not Met” placed on their transcript. Students may not appeal this standing because it is the direct result of a particular level of academic performance.

11.6 – Progression to Full-Time Studies

Students admitted part-time on probation may become eligible for full-time studies only after first successfully meeting the criteria for further registration admission conditions of their admission on probation, and then by completing additional courses to fulfill the Faculty’s normal requirements for transferring from part-time to full-time studies on a degree program (see Academic Regulation 3.3).

IX. Admission Regulation 12: Admission to Non-Degree Studies

Similarly to the proposed revisions to Regulations 11.3 and 11.6 above, the proposed revisions to Regulations 12.4.2.3 and 12.4.2.7.2 clarify that interest candidates who are admitted with no documentation must meet a stated level of achievement after being admitted to the Faculty of Arts and Science to meet the criteria for further registration, rather than the conditions of admission. The language is being updated.

12.4 – Interest Candidates

12.4.2 – No documentation (for students who do not provide a basis of admission)

12.4.3 – Failure to Meet Criteria for Further Registration

Students who fail to obtain a minimum cumulative GPA of 1.60 on the first 6.0 units of courses have not met the criteria for further registration admission conditions and may not take further courses in the Faculty of Arts and Science. These students will have the standing “Not Eligible to Proceed – Conditions of Admission Not Met” placed on their transcript. Students may not appeal this standing because it is the direct result of a particular level of academic performance.
12.4.2.7 – Removal of Enrolment Limitations

12.4.2.7.2 – Step 2: Removal of Enrolment Limitations

Second, students who have met the criteria for further registration admission conditions will have registration enrolment limitations removed upon meeting one of the following sets of conditions, as per Academic Regulation 3:

(i) They have completed a minimum of 24.0 Queen’s units, excluding repeated courses and courses for which credit standing or aegrotat standing has been assigned; and

(ii) Achieved a minimum cumulative GPA of 1.90;

OR

(i) They have completed a minimum of 18.0 Queen’s units, excluding repeated courses and courses for which credit standing or aegrotat standing has been assigned; and

(ii) Achieved a minimum cumulative GPA of 2.90.

X. Admission Regulation 13: Application Procedures to Study On Campus

The proposed additions to Regulation 13.1 clarify that some applicants to full-time study may be considered for Summer and Fall term admission. The proposed revisions to Regulation 13.5.1 clarify that on-campus students cannot transfer into the B.P.H.E.(Hons.) program as it is now closed, and update the process that students must take if they transfer out of the B.F.A.(Hons.) and B.Mus. programs, and subsequently wish to return.

13.1 – Full-Time Admission to a Degree Program On Campus

All candidates for admission to full-time studies on a degree program on campus, including applicants for first degrees (Admission Regulations 2, 3, 4 and 8), applicants for Second Degrees (Admission Regulation 7), and applicants who wish to transfer to the Faculty of Arts and Science from another Faculty or School at Queen’s, from another post-secondary institution (Admission Regulation 5), or from Distance Studies, apply through the Ontario Universities’ Application Centre. Candidates for admission to first degree full-time degree studies on campus will be considered for Fall Term entry only. No other full-time entry point is possible. Applicants for Second Degrees and applicants who wish to transfer to the Faculty of Arts and Science will be considered for either Summer or Fall Term entry. On behalf of qualified applicants, Undergraduate Admission will consult with the Faculty Office and the departments concerned in determining successful candidates.

13.5 – Readmission and Program/Plan Changes within the Faculty of Arts and Science On Campus

13.5.1 – Current Undergraduate Students in the Faculty of Arts and Science

Undergraduate students currently enrolled in any on-campus program or Plan in the Faculty of Arts and Science who wish to transfer from that program/Plan to any B.A.(Hons.), B.A., B.Cmp.(Hons.), B.Cmp., B.Sc.(Hons.) or B.Sc. or B.P.H.E.(Hons.) program/Plan do not proceed through Undergraduate Admission. Instead, they follow those procedures and are subject to those limitations outlined in Academic Regulation 2.

However, applicants currently enrolled in any program or Plan in the Faculty of Arts and Science who wish to transfer to the B.F.A.(Hons.) or B.Mus. programs must contact the Faculty Office, Student Services, since these Programs have specialized entry requirements, as outlined in Admission Regulation 5.

Students in the B.F.A.(Hons.) and B.Mus. programs who choose to transfer into another program/Plan in Arts and Science should note that by doing so they have withdrawn from that specialized program/Plan to which they were originally admitted. If they wish to return to the program/Plan to which they were originally admitted, they must contact the Faculty Office, Student Services, will have to apply through Undergraduate Admission, and will be required to meet the minimum requirements as outlined in Admission Regulation 5.
XI. Admission Regulation 15: Application Procedures for Study at the Bader International Study Centre

Similarly to the proposed revisions to Regulations 11.3 and 11.6 above, the proposed revision to Regulation 15 clarifies that students who have been admitted in either the Interest or Part-Time on Probation category must meet a stated level of achievement after being admitted to the Faculty of Arts and Science to meet the criteria for further registration, rather than the conditions of admission, prior to being able to study at the BISC. The language is being updated.

Students who have been admitted to the Faculty of Arts and Science in the Interest (see Admission Regulation 12.4) or Part-Time on Probation (see Admission Regulation 11) category must meet the criteria for further registration fulfill the conditions of their admission prior to being able to register at the BISC.
Changes are proposed to the Academic Program Regulations of the Faculty of Arts and Science, http://www.queensu.ca/artsci/students-at-queens/academic-calendar. All proposed additions and revisions are indicated below using strikethrough and highlighting.

I. Certificate Programs in Arts and Science

The proposed addition of Regulations 5 and 6 addresses the rules related to recently-introduced Certificate programs. In order to encourage the development of new certificates by Departments and Schools, and to promote student registration in the certificate programs, overlap will be allowed between core, option and supporting courses used to fulfill the requirements of a Plan such that they can also be counted toward the core and option requirements of a certificate. The remaining regulations are being re-numbered accordingly.

Certificate Programs in Arts and Science

5. Programs that consist of between 12.0 and 18.0 core and option units will lead to a Certificate in the Faculty of Arts and Science.

Certificate Programs may be taken concurrently with any Queen’s Bachelor degree, or as a stand-alone credential. Students who are registered in a degree program as well as a certificate program(s) may count up to 50 per cent of the units required for the certificate toward the requirements of both the certificate and the degree program. The remaining units must be completed in addition to those required for the degree program.

6. Overlap in Degree Plans and Certificates

When a student registers in one or more Plans and one or more certificate programs, the core, option and supporting courses used to fulfill the requirements of the Plan(s) can also be counted towards the core and option requirements of the certificate(s), subject to the limitation in Regulation 5 above.

II. Electives

The proposed additions to Regulation 7.A. reflect four new subject codes that will now be included in the list of elective subjects that may be taken by Arts and Science students. ENIN (Entrepreneurship and Innovation) was approved by Faculty Board for several new courses that will form part of the Queen’s Entrepreneurship and Innovation Certificate, a pan-University credential being developed by several Faculties and Schools. INUK (Inuktitut) and MOHK (Mohawk) were approved to create specific subject codes for two indigenous languages that have been offered for several years now as topic courses within the LLCU 101/3.0 and 102/3.0 courses. PPEC (Politics, Philosophy and Economics) was approved by Faculty Board with the introduction of the new B.A.(Honours) in Politics, Philosophy and Economics.

The proposed deletions to Regulation 7.B. will provide students outside the B.Mus. program with access to courses in ear training and music education, and will increase flexibility for B.Mus. students who decide to change their degree Plans. The proposed addition of Regulation 7.B.v. reflects the recent approval of the Combined/Accelerated Master in Planning and allows students in the B.A.(Honours) in Health Studies and the B.Sc.(Honours) in Kinesiology to count SURP courses in their undergraduate
programs. The proposed additions to Regulation 7.B.vi. reflect the new course numbering scheme for the music ensembles.

7. Electives

A. Electives may be chosen freely from the following list of subject codes, subject only to those qualifications noted in 5.B. below, and prerequisites:

ASC_Course Catalogue
ANAT; ARAB; ARTF; ARTH; ASTR;
BCHM; BIOL; BIOM; BISC;
CANC; CHEM; CHIN; CISC; CLST; COCA; COGS; COMP; CRSS; CWRI;
DDHT; DEV5; DRAM;
ECON; EMPR; ENGL; ENIN; ENSC; EPID;
FILM; FREN; FRST;
GEOL; GISC; GNDS; GPHY; GREK; GRMN;
HEBR; HIST; HLTH;
IDIS; INTS; INUK; ITLN;
JAPN; JWST;
KINE; KNPE;
LANG; LATN; LIBS; LING; LISC; LLCU;
MATH; MICR; MOHK; MUSC; MUTH;
NSCI;
PACT; PATH; PHAR; PHED; PHGY; PHIL; PHYS; POLS; PORT; PPEC; PSYC;
RELS;
SOCY; SOFT; SPAN; STAT; STSC; SURP;
UNSP;
WRIT

B. The following qualifications apply to the list in 7.A.:

v. Only in the Bachelor of Arts Program, Health Studies Plan, and the Bachelor of Science Program, Kinesiology Plan, for students admitted to the Combined M.Pl. degree program, up to 12.0 units may be used from SURP;

v. Except for the Bachelor of Music Program, none of the following Music courses:

ASC_Disallowed MUSC
MUSC 125/6.0; MUSC 127/3.0; MUSC 128/2.0; MUSC 225/6.0; MUSC 227/3.0; MUSC 228/3.0; MUSC 325/6.0; MUSC 425/6.0;

vi. Except for the Bachelor of Music and Bachelor of Music Theatre Programs, Up to 12.0 6.0 units from MUSC 100/1.5; MUSC 112/1.5; MUSC 115/1.5; MUSC 160-169/1.5; MUSC 178/1.5; MUSC 179/1.5; MUSC 200/1.5; MUSC 212/1.5; MUSC 215/1.5; MUSC 260-269/1.5; MUSC 278/1.5; MUSC 279/1.5; MUSC 300/1.5; MUSC 312/1.5; MUSC 315/1.5; MUSC 360-369/1.5; MUSC 378/1.5; MUSC 379/1.5; MUSC 400/1.5; MUSC 412/1.5; MUSC 415/1.5; MUSC 460-469/1.5; MUSC 478/1.5; MUSC 479/1.5; but only if completed in 2013-14 or later;

vii. Except for the Bachelor of Music and Bachelor of Music Theatre Programs, no more than 6.0 units from MUSC 180-189/3.0;
In the Bachelor of Music Program no more than 108.0 units in MUSC.

III. Courses in Other Faculties and Schools

The proposed revisions to Regulation 8 clarify the limitations on courses from other Faculties and Schools that may be counted to meet the requirements of Arts and Science degrees.

8. Courses in Other Faculties and Schools

With the exception of the Plans indicated below, a maximum of 6.0 units from courses offered by other Faculties and Schools may be counted towards the Program and/or Plan requirements of any degree in the Faculty of Arts and Science. The following courses are approved:

A. Faculty of Engineering and Applied Science

(elective) MECH 333/3.0; 
(Biotechnology Plan only) CHEE 229/3.0; CHEE 342/3.0; CHEE 380/3.0; CHEE 405/3.0; CHEE 440/3.0; CHEE 450/3.0; CHEE 484/3.0 
(Computing Plans only) APSC 221/3.0; ELEC 470/3.0; ELEC 471/3.0; ELEC 474/3.0; ELEC 476/3.0; ELEC 478/3.0

B. Faculty of Health Sciences

(elective or Biochemistry or Life Sciences Plans) BMED 270/3.0; BMED 271/3.0; BMED 370/3.0; BMED 373/3.0; BMED 380/3.0; BMED 383/3.0; BMED 471/3.0; BMED 482/3.0; NURS 100/3.0; NURS 323/3.0; NURS 326/3.0; NURS 425/3.0
(elective) BMED 271/3.0; BMED 373/3.0; BMED 471/3.0
(Biochemistry and Life Sciences Plans only) Up to 9.0 units from BMED 270/3.0; BMED 370/3.0; BMED 380/3.0; BMED 383/3.0; BMED 482/3.0

Students who transfer from the Bachelor of Health Sciences programs may use up to 12.0 units in BMED courses towards the Program and Plan requirements in Arts and Science (Admission Regulation 5.3).

C. Faculty of Law

(elective) LAW 201/3.0; LAW 202/3.0; LAW 203/3.0; LAW 204/3.0
(Political Studies Plans) LAW 201/3.0
(Gender Studies Plans only) LAW 516/3.0; LAW 533/3.0

D. Smith School of Business

(elective or Applied Economics and) COMM courses numbered below 600
(Economics Plans only) COMM 211/3.0; COMM 221/3.0
(Appplied Economics Plan only) Up to 9.0 units from COMM 211/3.0; COMM 221/3.0; COMM 311/3.0; COMM 313/3.0; COMM 322/3.0; COMM 323/3.0; COMM 324/3.0; COMM 325/3.0; COMM 326/3.0; COMM 327/3.0; COMM 329/3.0
IV. Courses in the Sciences and Mathematics

The proposed revisions to Regulation 9 include new courses that qualify as courses in the sciences and mathematics, and remove a redundancy, as all of the science lab courses in the PSYC_Labs course list are also included in the PSYC_Cluster_A course list.

9. Courses in the Sciences and Mathematics

ASC_Science

KNPE 125/3.0; KNPE 153/3.0; KNPE 225/3.0; KNPE 227/3.0; KNPE 251/3.0; KNPE 254/3.0; KNPE 255/3.0;
KNPE 261/3.0; KNPE 327/3.0; KNPE 339/3.0; KNPE 354/3.0; KNPE 355/3.0; KNPE 425/3.0; KNPE 427/3.0;
KNPE 429/3.0; KNPE 439/3.0; KNPE 450/3.0; KNPE 454/3.0; KNPE 455/3.0; KNPE 459/3.0; KNPE 493/3.0;
PSYC 100/6.0; PSYC 202/3.0; PSYC 203/3.0; PSYC 205/3.0; PSYC 215/3.0; PSYC 221/3.0; PSYC 271/3.0, PSYC
300/6.0; PSYC 301/3.0; PSYC 302/3.0; PSYC 450/3.0; PSYC 475/3.0; PSYC_Cluster_A; PSYC_Labs.
Appendix D

Proposed Revisions to the Academic Regulations of the Faculty of Arts and Science
29 September 2017

Changes are proposed to the following Academic Regulations of the Faculty of Arts and Science:

Academic Regulation 1: Academic Integrity
Academic Regulation 10: System of Grading and Transcript Notations
Academic Regulation 13: Academic Standing
Academic Regulation 18: Jurisdiction

All proposed additions and revisions are indicated below using strikethrough and yellow highlighting.

I. Academic Regulation 1: Academic Integrity

The proposed revisions to Regulations 1.1 and 1.2 align the definitions and procedures related to departures from academic integrity with the recently-approved Senate Academic Integrity Policy. The addition of Regulation 1.3.5 limits students from appealing to adjust the grade in any course in which there has been a finding of a departure from academic integrity. The proposed revisions throughout Regulation 1.4 are meant to streamline the procedure to be followed for investigations of departures from academic integrity.

1.1 – Introduction

1.1.1 – Definition

According to the International Centre for Academic Integrity, academic integrity may be defined “as a commitment, even in the face of adversity, to five six fundamental values: honesty, trust, fairness, respect, and responsibility, and the quality of courage. From these values flow principles of behaviour that enable academic communities to translate ideals into action.” The Senate Report on Principles and Priorities notes that the educational mission of Queen’s with its emphasis on “intellectual integrity”, “freedom of inquiry and exchange of ideas” and “equal dignity of all persons” depends on an adherence to academic integrity in all its actions. In support of the concept academic integrity, students have the responsibility to familiarize themselves with the rules and regulations of the Faculty. Additional information for instructors and students and direction for appeals can be found throughout this regulation.

In accordance with the Senate Academic Integrity Policy Report on Principles and Priorities, “adherence to the values expressed through academic integrity forms provides a foundation for the ‘freedom of inquiry and exchange of ideas’ essential fundamental to the intellectual life of the educational environment at Queen’s University”. As a member of the International Centre for Academic Integrity (ICAI), Queen’s subscribes to its definition of academic integrity. “as a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, responsibility and courage.” In “The Fundamental Values of Academic Integrity (2nd Edition)”, the ICAI offers the following statements contextualizing these values:

(i) Honesty: An Academic communities of integrity advance the quest for truth and knowledge through by requiring intellectual and personal honesty in learning, teaching, research, and service.

(ii) Trust: An Academic communities of integrity both foster and rely upon a climates of mutual trust. Climates of trust encourage and support the free exchange of ideas, which in turn allows scholarly inquiry and enables all to reach its fullest potential.
An Academic communities of integrity establish clear and transparent expectations, standards and practices to support and procedures and expects fairness in the interactions of students, faculty, and administrators.

An Academic communities of integrity value the interactive, cooperative, recognizes the participatory nature of the learning process and They honour, value and consider and respects a wide range of diverse opinions and ideas.

An Academic communities of integrity rest upon foundations of upholds personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take depends upon action when they encounter in the face of wrongdoing.

To develop and sustain an academic communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action – requires determination, commitment and courage to standing up for them fundamental values in the face of pressure and adversity – requires determination, commitment and courage.

1.2 – Departures from Academic Integrity
In accordance with the Senate Academic Integrity Policy Report on Principles and Priorities, any departure from these values compromises the “free enquiry and the free expression of ideas, both of which are basic to the University’s central purpose”. The types of departures from academic integrity include, but are not limited to, the following list defines the domain of relevant acts without providing an exhaustive list.

1.3 – Remedies or Sanctions for Departures from Academic Integrity

1.3.2 – Remedies or Sanctions the Associate Dean (Studies) May Assign or Recommend
If there is a finding of a departure from academic integrity or a finding of a failure to abide by academic rules, a range of remedies or sanctions including, but not limited to, one or more of the following may be assessed by the Associate Dean (Studies):

(i) an oral or written warning;
(ii) a learning experience involving a rewriting or revision of the original piece of work;
(iii) the submission of a revised or new piece of work;
(iv) partial or total loss of marks for the assignment/examination;
(v) partial or total loss of marks for the course in which the departure of academic integrity took place;
(vi) an official written warning that the penalty for a subsequent offence could be a requirement to withdraw from the Faculty or University for a specified minimum period of time;
(vii) the rescinding of University- or Faculty-awarded scholarships, prizes and/or bursaries;
(viii) a requirement to withdraw from the Faculty for a specified minimum period of time;
(ix) a recommendation to withdraw from the University for a specified minimum period of time; or
(x) a recommendation for the revocation or rescinding of a degree.

1.3.5 – Appeals
A student may not appeal any of the following to the Associate Dean (Studies) for a class in which any finding of a departure from academic integrity has been assessed:

(i) To drop the class after the last official date for dropping classes (see Academic Calendar Dates);
(ii) To request Aegrotat standing in the class (see Academic Regulation 10);
(iii) To request Credit (CR) standing in the class (see Academic Regulation 10).

1.4 – Processes for Investigation of Departures from Academic Integrity

1.4.1 – Investigation by an Instructor of Suspected Departures from Academic Integrity in a Class

1.4.1.3 – Notification of Investigation

1.4.1.3.1 – Delivery and Receipt of Documentation
To ensure that students receive the Notice and additional relevant materials in a timely manner, instructors should e-mail the students with the direction to pick up the materials from the program’s departmental office.
Within 7-10 days of receiving the notice of investigation, the student must make an initial response to the instructor, either to schedule a meeting or to indicate that he/she does not wish to meet and will provide a written response.

1.4.2 – Assessment of Sanction by the Associate Dean (Studies) Upon Referral from an Instructor

1.4.2.1 – Notification of Referral

To ensure that students receive the finding and additional relevant materials in a timely manner, instructors should e-mail the students with the direction to pick up the materials from the academic unit’s main administrative office or send these documents via password-protected e-mail to the students’ Queen’s e-mail account by registered mail to the student’s local address (as obtained from the student information system).

Within 7-10 days of receiving the notice of investigation, the student must make an initial response to the Associate Dean (Studies), either to schedule a meeting or to indicate that he/she does not wish to meet and will provide a written response.

1.4.2.2 – Investigation and Meeting

1.4.2.2.2 – Student’s Alternative to Attending a Meeting

If, for any reason, the student does not wish to meet in person, he or she may submit a detailed, written explanation to the instructor, along with copies of earlier drafts of the student’s work, and any other relevant documentation. This written submission must be provided to the instructor within 7-10 days of receipt of the notice of investigation.

1.4.2.2.3 – Student’s Right to Review Documentation

At least 7-10 calendar days prior to the meeting, the student has the right to see any relevant material considered by the Associate Dean (Studies) in addition to the documents sent with the Finding (see Academic Regulation 1.4.1.3).

1.4.3 – Investigation of Suspected Departures from Academic Integrity by the Associate Dean (Studies)

1.4.3.2 – Notice of Investigation of Departure from Academic Integrity

1.4.3.2.1 – Delivery and Receipt of Documentation

To ensure that students receive the Notice of Investigation and additional relevant materials in a timely manner, the Office of the Associate Dean (Studies) should e-mail the students with the direction to pick up the materials from the Student Services Office or send these documents via password-protected e-mail to the students’ Queen’s e-mail account by registered mail to the student’s local address (as obtained from the student information system).

Within 7-10 days of receiving the notice of investigation, the student must make an initial response to the Associate Dean (Studies), either to schedule a meeting or to indicate that he or she does not wish to meet and will provide a written response.

1.4.3.3 – Investigation and Meeting

1.4.3.3.2 – Student’s Alternative to Attending a Meeting

If, for any reason, the student does not wish to meet in person, he or she may submit a detailed, written explanation to the Associate Dean (Studies), along with copies of earlier drafts of the student’s work, and any other relevant documentation. This written submission must be provided to the instructor within 7-10 days of receipt of the notice of investigation.

1.4.3.3.3 – Student’s Right to Review Documentation
At least 7 calendar days prior to the meeting, the student has the right to see any relevant material considered by the Associate Dean (Studies) since issuing the Notice of Investigation, in addition to the documents sent with the Notice of Investigation (see Academic Regulation 1.4.3.2).

II. **Academic Regulation 10: System of Grading and Transcript Notations**

The proposed addition of Regulation 10.5.3 provides a definition of Plan GPA, which is a component of the requirements for graduation. The remaining regulations are being re-numbered accordingly. The proposed addition to Regulation 10.5.6 limits the number of times that students may repeat the same course.

**10.5 – Grade Point Average (GPA)**

**10.5.3 – Plan GPA**

The Plan GPA shall be determined using all core, option and supporting courses completed to fulfill the Plan requirements for the degree and for which grade points are assigned, regardless of the Career under which the courses are taken.

**10.5.6 – Retaking Courses**

If an exact course is repeated, the highest mark achieved shall be used in the determination of the GPA. To determine which grade takes precedence when one of the course attempts results in a TR, the TR shall be considered equivalent to a grade of C. If a TR takes precedence it will not be used in the GPA calculation.

A course may normally be retaken for a total of three completed attempts.

III. **Academic Regulation 13: Academic Standing**

The regulations that govern academic standing were extensively adapted when PeopleSoft was introduced in 2011. They were based entirely on the students’ cumulative GPA after attempting a minimum of 18.0 units. The proposed revisions and additions to Regulations 13.1, 13.4 and 13.5 clarify the academic standing that is assigned in cases where students have not attempted a further 18.0 units since the time of their previous assessment. The proposed revisions to Regulations 13.2, 13.3, 13.6 and 13.8 provide updated language for the administration of the procedures related to the assessment of academic standing.

**13.1 – Assessment**

Academic standing is assessed once a year at the end of the Winter Term. All students registered in a degree or certificate program who have attempted a minimum of 18.0 units since the time of admission to the Faculty of Arts and Science, or who have attempted a minimum of 18.0 units since the time of their previous assessment, shall be assessed. Assessment of academic standing is based solely on the cumulative GPA in the career in which the student is registered at the time of assessment.

All students who are assessed will be assigned one of the following academic standings, unless they have not attempted a minimum of 18.0 units since the time of their previous assessment, in which case they may be assigned a temporary standing.

**13.2 – In Good Academic Standing**

Students are described as being in good academic standing unless otherwise notified. Normally this means a cumulative GPA of at least 1.60.

**13.3 – Academic Probation**

**13.3.1 – Criteria for Placement on Academic Probation**
A student shall be placed on academic probation if he or she:

(i) has a cumulative GPA of less than 1.60 at the time of assessment; or
(ii) returns to studies after having previously been required to withdraw, even if that requirement to withdraw was waived on appeal; or
(iii) is admitted to the Faculty of Arts and Science on full-time or part-time registration status on probation (see Admission Regulation 12).

The academic standing “Placed on Academic Probation” shall be placed on the student’s transcript.

13.4 – Requirement to Withdraw for One Year (RTW1)

13.4.1 – Criteria for RTW1

A student shall be Required to Withdraw for One Year if he or she:

(i) has a cumulative GPA of less than 0.70 at the time of assessment; or
(ii) is on academic probation at the time of assessment and has a cumulative GPA of less than 1.60.

The academic standing “Required to Withdraw for One Year” shall be placed on the student’s transcript.

Students who are on academic probation and have a cumulative GPA of less than 1.60, and who have not attempted 18.0 units since the time of their previous assessment, will not be Required to Withdraw for One Year, but instead will be allowed to continue their studies on probation, until they have attempted at least 18.0 units since being placed on probation.

The academic standing “Continuing on Probation” shall be placed on the student’s transcript.

13.4.2 – Academic Restrictions Resulting from RTW1

Students who have been required to withdraw for one year will not be permitted to register in the Faculty of Arts and Science, or enrol in any Queen’s courses, for twelve months. After a twelve-month period has passed students may register by contacting the Faculty of Arts and Science and submitting a Return to Studies Form.

13.5 – Requirement to Withdraw for a Minimum of Three Years (RTW3)

13.5.1 – Criteria for RTW3

A student shall be Required to Withdraw for a Minimum of Three Years if he or she:

(i) has a cumulative GPA of less than 0.70 at the time of assessment and has previously been required to withdraw for one year, even if that previous requirement to withdraw was waived on appeal; or
(ii) is on academic probation at the time of assessment, has a cumulative GPA of less than 1.60 and has previously been required to withdraw. Note that any student who has been required to withdraw and returns to studies is automatically placed on academic probation under Academic Regulation 13.3. Therefore, any student previously required to withdraw must achieve a cumulative GPA of greater than 1.60 at their next academic assessment upon their return to studies, or they will be required to withdraw for a minimum of three years.

The academic standing “Required to Withdraw for a Minimum of Three Years” shall be placed on the student’s transcript.

Students who are on academic probation, have a cumulative GPA of less than 1.60 and have previously been required to withdraw, and who have not attempted 18.0 units since the time of their previous assessment, will not be Required to Withdraw for a Minimum of Three Years, but instead will be allowed to continue their studies on probation, until they have attempted at least 18.0 units since being required to withdraw.

The academic standing “Continuing on Probation” shall be placed on the student’s transcript.

13.5.2 – Academic Restrictions Resulting from RTW3
Students who have been required to withdraw for a minimum of three years will not be permitted to register in the Faculty of Arts and Science, or enrol in any Queen’s courses, for a minimum of thirty-six months. After the minimum withdrawal period of three years has passed, students who wish to return to Queen’s must appeal to the Office of the Associate Dean (Studies) to be able to return to their studies after the minimum withdrawal period has lapsed have the requirement to withdraw waived (see Appeal of Academic Decisions, Section 3). All students who return to studies in the Faculty of Arts and Science after a period of absence of three years or more are subject to the degree program requirements in effect at the time of their return.

13.6 – Other Requirements to Withdraw
The Associate Dean (Studies) may, at any time, either during the term or after the close of the term, recommend to Faculty Board determine that a student whose attendance, work, or progress is deemed unsatisfactory, be required to withdraw from the Faculty of Arts and Science.

The Associate Dean (Studies) will notify the student in writing of the potential requirement to withdraw, the reasons for the decision, and advise the student of the opportunity to respond to the potential requirement to withdraw. The student must also be advised of the right to have representation for any response made to the potential requirement to withdraw. (On matters of procedure and representation, the University Dispute Resolution Advisors are available for consultation and assistance.)

Normally the Associate Dean (Studies) will convene a meeting with the student (and his or her representative) and, where appropriate, instructors (and their representatives) and witnesses, to thoroughly review the case for the potential requirement to withdraw. This investigation may involve written submissions and/or oral evidence presented by witnesses concerning the grounds for the potential requirement to withdraw. The student must be notified, in writing, when the meeting on the case will be convened, invited to appear at the meeting, and be advised of the right to have representation at the meeting. At least 7 to 10 calendar days prior to the meeting, the student has a right to know what, if any, material from the student’s file will be considered.

After considering the available evidence, the Associate Dean (Studies) must inform the student in writing of the decision to proceed with a recommendation to Faculty Board that require the student be required to withdraw from the Faculty. The student must also be informed in writing of the opportunity to appeal the decision to the Board of Studies (see Appeal of Academic Decisions, Section 3).

13.8 – Not Eligible to Proceed to an Honours Degree
13.8.2 – Academic Restrictions Resulting from Not Eligible to Proceed to an Honours Degree
A student who has been deemed not eligible to proceed to an Honours Degree may not enrol register in further classes in the Faculty of Arts and Science excepting those that may be required in order to complete a non-Honours degree program with a general Plan. Permission to enrol register in such classes must be sought from the Associate Dean (Studies).

IV. Academic Regulation 18: Jurisdiction

The proposed addition to Regulation 18.4 allows the Executive Director of the Bader International Study Centre to delegate some academic decisions to the Deputy Academic Director as well as the Academic Director.

18.4 – Bader International Study Centre
Arts and Science students resident at the Bader International Study Centre continue to be governed by the academic regulations of the Faculty of Arts and Science, with the following modifications. With the exception of Academic Regulation 1 (Academic Integrity), in all regulations below that refer to decisions made by the
Executive Director, the Executive Director may choose to delegate responsibility for those decisions to the Academic Director and/or the Deputy Academic Director.
### MAY 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Summer Term begins.</td>
</tr>
<tr>
<td>1</td>
<td>Tuition fees due in full for Summer Term classes (May-June/6W1 and May-July/12W Sessions).</td>
</tr>
<tr>
<td>6</td>
<td>Summer Term classes begin (May-June/6W1 and May-July/12W Sessions).</td>
</tr>
<tr>
<td>10</td>
<td>Students unable to register in Summer Term (May-June/6W1 and May-July/12W Sessions) by this date must appeal in writing to the Office of the Associate Dean (Studies). If the appeal to register late is granted, students must pay tuition fees in full.</td>
</tr>
<tr>
<td>10</td>
<td>Last date to add Summer Term classes (May-June/6W1 and May-July/12W Sessions).</td>
</tr>
<tr>
<td>10</td>
<td>Last date to drop Summer Term classes (May-June/6W1 Session) without financial penalty.</td>
</tr>
<tr>
<td>17</td>
<td>Last date to drop Summer Term classes (May-July/12W Session) without financial penalty.</td>
</tr>
<tr>
<td>20</td>
<td>Victoria Day (classes will not be held).</td>
</tr>
<tr>
<td>31</td>
<td>Last date to drop Summer Term classes (May-June/6W1 Session) without academic penalty.</td>
</tr>
</tbody>
</table>

### JUNE 2019

**NOTE:** Spring 2019 Convocation dates will be published by the Office of the University Registrar in November 2018. Refer to [http://www.queensu.ca/registrar/convocation/ceremonies](http://www.queensu.ca/registrar/convocation/ceremonies) to view these dates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Last date to apply to the University for admission as a part-time student for Fall Term.</td>
</tr>
<tr>
<td>1</td>
<td>Last date for Queen’s students to apply for admission to a Dual Degree program for Fall Term.</td>
</tr>
<tr>
<td>1</td>
<td>Last date for Queen’s students to apply to transfer into the Faculty of Arts and Science for Fall Term.</td>
</tr>
<tr>
<td>1</td>
<td>Last date to apply to the University for upper-year full-time admission for Fall Term from another post-secondary institution.</td>
</tr>
<tr>
<td>7</td>
<td>Last date to apply for accommodation for an official examination conflict for the June, July and August examination sessions.</td>
</tr>
<tr>
<td>15</td>
<td>Last date for receipt of required documentation from students seeking admission for Fall Term to full- or part-time study, including transfer students, to ensure that an admission decision is made before the Term begins.</td>
</tr>
<tr>
<td>17</td>
<td>Summer Term classes end (May-June/6W1 Session).</td>
</tr>
<tr>
<td>20</td>
<td>Summer Term examinations in May-June/6W1 Session classes (TENTATIVE).</td>
</tr>
<tr>
<td>28</td>
<td>Last date to drop Summer Term classes (May-July/12W Session) without academic penalty.</td>
</tr>
</tbody>
</table>

### JULY 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuition fees due in full for Summer Term classes (July-August/6W2 Session).</td>
</tr>
<tr>
<td>1</td>
<td>Canada Day (classes will not be held).</td>
</tr>
<tr>
<td>2</td>
<td>Summer Term classes begin (July-August/6W2 Session).</td>
</tr>
<tr>
<td>8</td>
<td>Students unable to register in Summer Term (July-August/6W2 Session) by this date must appeal in writing to the Office of the Associate Dean (Studies). If the appeal to register late is granted, students must pay tuition fees in full.</td>
</tr>
<tr>
<td>8</td>
<td>Last date to add Summer Term classes (July-August/6W2 Session).</td>
</tr>
<tr>
<td>8</td>
<td>Last date to drop Summer Term classes (July-August/6W2 Session) without financial penalty.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>15</td>
<td>Summer class selection period for Fall and Winter classes begins (TENTATIVE).</td>
</tr>
<tr>
<td>15</td>
<td>First date to apply in SOLUS to graduate in Fall 2019 (TENTATIVE).</td>
</tr>
<tr>
<td>26</td>
<td>Summer Term classes end (May-July/12W Session).</td>
</tr>
<tr>
<td>29</td>
<td>Last date to drop Summer Term classes (July-August/6W2 Session) without academic penalty.</td>
</tr>
<tr>
<td>30</td>
<td>Summer Term examinations in May-July/12W Session classes begin (TENTATIVE).</td>
</tr>
<tr>
<td>31</td>
<td>Last date to apply for admission to the Upper-Year Program at the Bader International Study Centre for Fall Term.</td>
</tr>
<tr>
<td></td>
<td><strong>AUGUST 2019</strong></td>
</tr>
<tr>
<td>1</td>
<td>Refer to <a href="http://www.queensu.ca/artssci_online/apply/dates-and-deadlines">http://www.queensu.ca/artssci_online/apply/dates-and-deadlines</a> for deadlines for admission to Distance Studies for the Fall Term.</td>
</tr>
<tr>
<td>2</td>
<td>Summer class selection period for Fall and Winter classes ends (TENTATIVE).</td>
</tr>
<tr>
<td>2</td>
<td>Summer Term examinations in May-July/12W Session classes end (TENTATIVE).</td>
</tr>
<tr>
<td>5</td>
<td>Civic Holiday (classes will not be held).</td>
</tr>
<tr>
<td>12</td>
<td>Summer Term classes end (July-August/6W2 Session).</td>
</tr>
<tr>
<td>14,15</td>
<td>Summer Term examinations in July-August/6W2 Session classes (TENTATIVE).</td>
</tr>
<tr>
<td>27</td>
<td>Time period to add and drop classes (open enrolment period) begins (TENTATIVE).</td>
</tr>
<tr>
<td>31</td>
<td>Residence move-in day.</td>
</tr>
<tr>
<td>31</td>
<td>Welcoming Ceremony for new students.</td>
</tr>
<tr>
<td>31</td>
<td>Summer Term ends.</td>
</tr>
<tr>
<td></td>
<td><strong>SEPTEMBER 2019</strong></td>
</tr>
<tr>
<td>1</td>
<td>Fall Term begins.</td>
</tr>
<tr>
<td>1</td>
<td>Tuition fees due in full for Fall Term classes.</td>
</tr>
<tr>
<td>2</td>
<td>Labour Day.</td>
</tr>
<tr>
<td>5</td>
<td>Fall Term classes begin.</td>
</tr>
<tr>
<td>18</td>
<td>Students unable to register in Fall Term by this date must appeal in writing to the Office of the Associate Dean (Studies). If the appeal to register late is granted, students must pay tuition fees in full.</td>
</tr>
<tr>
<td>18</td>
<td>Last date to add Fall Term and multi-term classes.</td>
</tr>
<tr>
<td>18</td>
<td>Last date to drop Fall Term and multi-term classes without financial penalty.</td>
</tr>
<tr>
<td>30</td>
<td>Residence, UHIP and Student Activity fees due in full.</td>
</tr>
<tr>
<td></td>
<td><strong>OCTOBER 2019</strong></td>
</tr>
<tr>
<td>7</td>
<td>Thanksgiving Day (classes will not be held).</td>
</tr>
<tr>
<td>15</td>
<td>Last date to apply in SOLUS to graduate in Fall 2019 (TENTATIVE).</td>
</tr>
<tr>
<td>16</td>
<td>University Day.</td>
</tr>
<tr>
<td>24,25</td>
<td>Fall mid-term break.</td>
</tr>
</tbody>
</table>
## NOVEMBER 2019

**NOTE:** Fall 2019 Convocation dates will be published by the Office of the University Registrar in May 2019. Refer to [http://www.queensu.ca/registrar/convocation/ceremonies](http://www.queensu.ca/registrar/convocation/ceremonies) to view these dates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Last date to drop Fall Term classes without academic penalty.</td>
</tr>
<tr>
<td>7</td>
<td>Last date to apply for accommodation for an official examination conflict for the December examination session.</td>
</tr>
<tr>
<td>11</td>
<td>Remembrance Day Service (classes cancelled 10:30-11:30 a.m.).</td>
</tr>
<tr>
<td>15</td>
<td>Last date to apply for admission to the Upper-Year Program at the Bader International Study Centre for Winter Term.</td>
</tr>
<tr>
<td>29</td>
<td>Fall Term classes end.</td>
</tr>
<tr>
<td>30</td>
<td>Fall Term pre-examination study period begins.</td>
</tr>
</tbody>
</table>

## DECEMBER 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Refer to <a href="http://www.queensu.ca/artsci_online/apply/dates-and-deadlines">http://www.queensu.ca/artsci_online/apply/dates-and-deadlines</a> for deadlines for admission to Distance Studies for the Winter Term.</td>
</tr>
<tr>
<td>1</td>
<td>Last date for Queen’s students to apply for admission to a Dual or Second Degree Program for Winter Term.</td>
</tr>
<tr>
<td>1</td>
<td>First date to apply in SOLUS to graduate in Spring 2020 (TENTATIVE).</td>
</tr>
<tr>
<td>3</td>
<td>Fall Term pre-examination study period ends.</td>
</tr>
<tr>
<td>4-19</td>
<td>Final examinations in Fall Term classes and mid-year tests in multi-term classes.</td>
</tr>
<tr>
<td>6</td>
<td>Commemoration Day (examinations will not be held).</td>
</tr>
<tr>
<td>31</td>
<td>Fall Term ends.</td>
</tr>
</tbody>
</table>

## JANUARY 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Winter Term begins.</td>
</tr>
<tr>
<td>1</td>
<td>New Year’s Day (University closed; classes will not be held).</td>
</tr>
<tr>
<td>6</td>
<td>Winter Term classes begin.</td>
</tr>
<tr>
<td>10</td>
<td>Tuition fees due in full for Winter Term classes.</td>
</tr>
<tr>
<td>10</td>
<td>Last date to apply to the International Programs Office for exchange programs for 2019-2020.</td>
</tr>
<tr>
<td>17</td>
<td>Students unable to register in Winter Term by this date must appeal in writing to the Office of the Associate Dean (Studies). If the appeal to register late is granted, students must pay tuition fees in full.</td>
</tr>
<tr>
<td>17</td>
<td>Last date to add Winter Term classes.</td>
</tr>
<tr>
<td>17</td>
<td>Last date to drop Winter Term classes without financial penalty.</td>
</tr>
</tbody>
</table>

## FEBRUARY 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Registration for Summer Term classes begins.</td>
</tr>
<tr>
<td>17</td>
<td>Family Day (classes will not be held).</td>
</tr>
<tr>
<td>18-21</td>
<td>Winter mid-term Reading Week.</td>
</tr>
<tr>
<td>28</td>
<td>Last date to drop Winter Term and multi-term classes without academic penalty.</td>
</tr>
</tbody>
</table>
### MARCH 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Last date to apply for accommodation for an official examination conflict for the April examination session.</td>
</tr>
<tr>
<td>30</td>
<td>Last date to apply for admission to the Upper-Year Program at the Bader International Study Centre for Summer Term (May-June Session).</td>
</tr>
<tr>
<td>31</td>
<td>Last date to apply to the University for upper-year full-time admission for Summer Term from another post-secondary institution.</td>
</tr>
</tbody>
</table>

### APRIL 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Refer to <a href="http://www.queensu.ca/artsci_online/apply/dates-and-deadlines">http://www.queensu.ca/artsci_online/apply/dates-and-deadlines</a> for deadlines for admission to Distance Studies for the Summer Term.</td>
</tr>
<tr>
<td>1</td>
<td>Last date for Queen’s students to apply for admission to a Dual Degree Program for Summer Term.</td>
</tr>
<tr>
<td>3</td>
<td>Winter Term classes end.</td>
</tr>
<tr>
<td>4-8</td>
<td>Winter Term pre-examination study period.</td>
</tr>
<tr>
<td>9-25</td>
<td>Final examinations in Winter Term and multi-term classes.</td>
</tr>
<tr>
<td>10</td>
<td>Good Friday (examinations will not be held).</td>
</tr>
<tr>
<td>15</td>
<td>Last date for receipt of required documentation from students seeking admission for Summer Term to full- or part-time study, including transfer students, to ensure that an admission decision is made before the Term begins.</td>
</tr>
<tr>
<td>30</td>
<td>Last date to apply in SOLUS to graduate in Spring 2020 (TENTATIVE).</td>
</tr>
<tr>
<td>30</td>
<td>Winter Term ends.</td>
</tr>
</tbody>
</table>

### MAY 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Summer Term begins.</td>
</tr>
<tr>
<td>1</td>
<td>Tuition fees due in full for Summer Term classes (May-June/6W1 and May-July/12W Sessions).</td>
</tr>
<tr>
<td>4</td>
<td>Summer Term classes begin (May-June/6W1 and May-July/12W Sessions).</td>
</tr>
<tr>
<td>8</td>
<td>Students unable to register in Summer Term (May-June/6W1 and May-July/12W Sessions) by this date must appeal in writing to the Office of the Associate Dean (Studies). If the appeal to register late is granted, students must pay tuition fees in full.</td>
</tr>
<tr>
<td>8</td>
<td>Last date to add Summer Term classes (May-June/6W1 and May-July/12W Sessions).</td>
</tr>
<tr>
<td>8</td>
<td>Last date to drop Summer Term classes (May-June/6W1 Session) without financial penalty.</td>
</tr>
<tr>
<td>8</td>
<td>Last date to apply for admission to the Upper-Year Program at Bader International Study Centre for Summer Term (August Session).</td>
</tr>
<tr>
<td>15</td>
<td>Last date to drop Summer Term classes (May-July/12W Session) without financial penalty.</td>
</tr>
<tr>
<td>18</td>
<td>Victoria Day (classes will not be held).</td>
</tr>
<tr>
<td>29</td>
<td>Last date to drop Summer Term classes (May-June/6W1 Session) without academic penalty.</td>
</tr>
</tbody>
</table>

### JUNE 2020

**NOTE:** Spring 2020 Convocation dates will be published by the Office of the University Registrar in November 2019. Refer to [http://www.queensu.ca/registrar/convocation/ceremonies](http://www.queensu.ca/registrar/convocation/ceremonies) to view these dates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Last date to apply to the University for admission as a part-time student for Fall Term.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>Last date for Queen’s students to apply for admission to a Dual Degree program for Fall Term.</td>
</tr>
<tr>
<td>1</td>
<td>Last date for Queen’s students to apply to transfer into the Faculty of Arts and Science for Fall Term.</td>
</tr>
<tr>
<td>1</td>
<td>Last date to apply to the University for upper-year full-time admission for Fall Term from another post-secondary institution.</td>
</tr>
<tr>
<td>7</td>
<td>Last date to apply for accommodation for an official examination conflict for the June, July and August examination sessions.</td>
</tr>
<tr>
<td>15</td>
<td>Last date for receipt of required documentation from students seeking admission for Fall Term to full- or part-time study, including transfer students, to ensure that an admission decision is made before the Term begins.</td>
</tr>
<tr>
<td>18,19</td>
<td>Summer Term examinations in May-June/6W1 Session classes (TENTATIVE).</td>
</tr>
<tr>
<td>26</td>
<td>Last date to drop Summer Term classes (May-July/12W Session) without academic penalty.</td>
</tr>
</tbody>
</table>

**JULY 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuition fees due in full for Summer Term classes (July-August/6W2 Session).</td>
</tr>
<tr>
<td>1</td>
<td>Canada Day (classes will not be held).</td>
</tr>
<tr>
<td>2</td>
<td>Summer Term classes begin (July-August/6W2 Session).</td>
</tr>
<tr>
<td>8</td>
<td>Students unable to register in Summer Term (July-August/6W2 Session) by this date must appeal in writing to the Office of the Associate Dean (Studies). If the appeal to register late is granted, students must pay tuition fees in full.</td>
</tr>
<tr>
<td>8</td>
<td>Last date to add Summer Term classes (July-August/6W2 Session).</td>
</tr>
<tr>
<td>8</td>
<td>Last date to drop Summer Term classes (July-August/6W2 Session) without financial penalty.</td>
</tr>
<tr>
<td>13-31</td>
<td>Summer class selection period for Fall and Winter classes (TENTATIVE).</td>
</tr>
<tr>
<td>15</td>
<td>First date to apply in SOLUS to graduate in Fall 2020 (TENTATIVE).</td>
</tr>
<tr>
<td>24</td>
<td>Summer Term classes end (May-July/12W Session).</td>
</tr>
<tr>
<td>28-31</td>
<td>Summer Term examinations in May-July/12W Session classes (TENTATIVE).</td>
</tr>
<tr>
<td>29</td>
<td>Last date to drop Summer Term classes (July-August/6W2 Session) without academic penalty.</td>
</tr>
<tr>
<td>31</td>
<td>Last date to apply for admission to the Upper-Year Program at the Bader International Study Centre for Fall Term.</td>
</tr>
</tbody>
</table>

**AUGUST 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Refer to <a href="http://www.queensu.ca/artsci_online/apply/dates-and-deadlines">http://www.queensu.ca/artsci_online/apply/dates-and-deadlines</a> for deadlines for admission to Distance Studies for the Fall Term.</td>
</tr>
<tr>
<td>3</td>
<td>Civic Holiday (classes will not be held).</td>
</tr>
<tr>
<td>10</td>
<td>Summer Term classes end (July-August/6W2 Session).</td>
</tr>
<tr>
<td>12,13</td>
<td>Summer Term examinations in July-August/6W2 Session classes (TENTATIVE).</td>
</tr>
<tr>
<td>25</td>
<td>Time period to add and drop classes (open enrolment period) begins (TENTATIVE).</td>
</tr>
<tr>
<td>31</td>
<td>Summer Term ends.</td>
</tr>
</tbody>
</table>
### SEPTEMBER 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall Term begins.</td>
</tr>
<tr>
<td>1</td>
<td>Tuition fees due in full for Fall Term classes.</td>
</tr>
<tr>
<td>5</td>
<td>Residence move-in day.</td>
</tr>
<tr>
<td>5</td>
<td>Welcoming Ceremony for new students.</td>
</tr>
<tr>
<td>7</td>
<td>Labour Day.</td>
</tr>
<tr>
<td>10</td>
<td>Fall Term classes begin.</td>
</tr>
</tbody>
</table>
Terms are generally from September 1\textsuperscript{st} to August 31\textsuperscript{st} annually for a term of three years, unless otherwise indicated.

**Curriculum Committee**

Scott-Morgan Straker (English) 2019  
Anne Foley (Classics) 2018  
Jenn Stephenson, Chair (Dan School of Drama & Music) 2020  
Paritosh Kumar (Global Development Studies) 2020  
Betsy Donald (Geography and Planning) 2020  
Valerie Kuhlmeier (Psychology) 2020  
Robert Ross (Kinesiology and Health Studies) 2020  
Natalie Cann (Chemistry) 2020

**Academic Orientation**

Jan Mennell (LLCU) 2020

**Academic Integrity**

Sidneyeve Matrix (Dan School of Drama & Music) 2020

**Awards Committee**

Heather Jamieson (Geological Sciences/Environmental Studies) 2020

**Board of Studies**

John Carran (Chemistry) 2020  
Alan Ableson (Math & Statistics) 2020
New Graduate Program Proposal

Submission Form

This template is to be used when seeking approval for new Graduate programs of study leading to a degree. New program submissions must receive the approval of the Graduate Studies Executive Council (GSEC) prior to being externally reviewed. The submission, external review, and the internal response to the review will, as a package, be submitted by GSEC to the secretary of the Senate Committee on Academic Development (SCAD). SCAD will review the proposal and make recommendations to Senate. Academic Units are strongly advised to contact the appropriate Associate Dean in the School of Graduate Studies with any questions that arise during this proposal development. Refer also to the QUQAP website for more information.

NOTE: the textboxes in this template will expand as needed.

Part A – General Summary

<table>
<thead>
<tr>
<th>Name of Proposed Program:</th>
<th>PhD in Global Development Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit(s):</td>
<td>Global Development Studies (DEVS)</td>
</tr>
<tr>
<td>Proposed Start Date:</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Information (1)</th>
<th>Contact Information (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Marcus Taylor</td>
<td>Name: Marc Epprecht</td>
</tr>
<tr>
<td>Title: Associate Professor Graduate Coordinator</td>
<td>Title: Department Head</td>
</tr>
<tr>
<td>Unit: Global Development Studies</td>
<td>Unit: Global Development Studies</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:marcus.taylor@queensu.ca">marcus.taylor@queensu.ca</a></td>
<td>E-mail: <a href="mailto:epprecht@queensu.ca">epprecht@queensu.ca</a></td>
</tr>
</tbody>
</table>
Executive Summary (1 page maximum suggested – Minimum font size 11 pp)

Briefly summarize the rationale for introducing this new program and how it fits with the academic goals of the Faculty/School and the Academic Plan and Strategic Framework of the University. Briefly describe: the educational goals and learning outcomes; internal or external collaboration required to deliver this program; how the relevant stakeholders (e.g. faculty, staff, students) were consulted in preparing the proposal; and additional resources required to deliver this program.

Development Studies is a major academic growth area within Canada and internationally. The last decade has seen a rapid expansion of development studies undergraduate programmes in Canada yet there remains an unmet demand for doctoral-level training in the field. We seek to build upon the success of our existing MA degree by launching a PhD programme to help satisfy the need for advanced graduate training in development research that exists across Canada. At a Queen’s level, the DEVS PhD would further the internationalisation of the graduate curriculum across the Faculty of Arts and Science.

In Canada, the demand for PhD training in the field of development studies is presently served by just two specialised programmes, both of which are oversubscribed (see below). We envisage that Queen’s can help meet existing unmet demand by becoming a small but high-quality PhD programme that will attract strong Canadian and international applicants. This will translate into more trained professionals in the field of international development work, with graduates having skills that are expressly valued within the fields of development work, government and public service, journalism, commerce, and academia.

The foundations for the proposed PhD programme have been established through our MA degree. The latter is built on two thematic pillars that emphasise our core faculty expertise in (a) the political economy of development; and (b) the cultural politics of development. Our two core courses (DEVS 801 and DEVS 802) reflect these central themes and we supplement this focus with a range of elective courses including fieldwork methodology and thematic areas within development studies. Importantly, the primary pedagogical themes of our graduate programming map closely onto Queen’s core research clusters of “Democracy, Economy, and Public Policy in a Global Era” and “Society, Culture, and Human Behaviour” identified within the present Queen’s Strategic Research Plan. We therefore enjoy a well-established pedagogical profile at the graduate level that gives us a clear identity within the Canadian and international context.

DEVS is particularly well placed to build on these foundations. Over the past six years, around 20 percent of our annual MA intake have chosen to transition from the one-year MA degree to a two-year degree to undertake fieldwork and write a full Masters thesis. Based on exit interviews, we anticipate that many of these students would prefer to fast track directly into a PhD programme. A survey of our 2015-16 cohort demonstrated that four of ten would in principle be interested in such an option. Other graduating students have indicated an interest in returning should we open a PhD programme. Our recent graduate survey – which assessed existing MA students across related fields at Queen’s and graduates of the DEVS MA programme – showed that exactly half of the 54 respondents said their level of interest in a DEVS PhD was in the either very or somewhat high.

This combination of an in-built applicant pool graduating through our Masters programme in addition to the national demand noted above provides a strong basis for the programme. It reflects the need for expert training in developing research that arises from two projected types of students. First, there are many students working within traditional academic disciplines who are attracted to the interdisciplinary approach and global scope of development issues. Second, there are many mid-career professionals involved in the development field that have Masters degrees who wish to take the opportunity to expand their professional training by combining their existing experiences with a research-orientated programme of study. They are, however, unwilling to enter a formal discipline given their extensive practical experience in the development field. We anticipate that both these types of students will be interested in our PhD programme and we can comfortably cater to their
respective needs.

At a faculty level, Global Development Studies possesses a strong capacity to supervise PhD students. Many of our faculty are noted leaders in the field of development studies, contributing to a vibrant and diverse research profile. At present, opportunities for our faculty to train PhD students are available only through supervising students in cognate departments. In 2013-14, for example, DEVS faculty were supervising a total of 10 PhD students in other departments and many more MA students. We are not looking to replace these mutually beneficial relationships with other departments. Rather, we anticipate supplementing these supervisions with a small, carefully chosen intake for our own PhD students who seek specifically a development studies qualification. This will allow us to recruit excellent students whose interests may otherwise fall outside the disciplinary confines of cognate departments. In this respect, a PhD programme in DEVS complements existing graduate programming across the Faculty – including Cultural Studies which is a complementary interdisciplinary programme – by adding to the globally orientated graduate training that currently exists at Queen’s. Conversations with chairs in cognate departments including Political Studies, Sociology, Cultural Studies and Geography indicate that other departments are supportive of this goal.
# Part B – Evaluation Criteria

Part B is to be completed by the Unit/Faculty.

In accordance with Queen’s University Quality Assurance Processes (QUQAP), the criteria should be regarded as the minimum criteria upon which the new program submission will be assessed. Further information can be found in Queen’s University Quality Assurance Processes.

## 1. Introduction

| 1.1 | List the objectives of the program (or programs), specify the program learning outcomes and career paths suitable for graduates holding the new credential [Refer to Graduate Degree Level Expectations (GDLEs), Appendix 1 of QUQAP] |

The overarching objective of the PhD in Global Development Studies is to provide a coherent and sequenced programme of training to help graduate students acquire a range of diverse and transferable skills. Alongside the primary academic skills of research, teaching, information management, communication, and critical analysis, the programme cultivates a broader spectrum of abilities. These include organisational skills such as project development and management, problem-solving techniques, working with partners, funding applications, and developing cross-cultural experiences. As a result, graduates will leave this programme with the knowledge and skills necessary to enter and prosper in both academic and non-academic careers.

The programme objectives can be broken down according to three mutually reinforcing aspects of our interdisciplinary graduate training:

**Fundamental Knowledge:** Our PhD students will attain a deep specialisation in the central rubrics that have shaped development studies as a field. This includes developing a close familiarity with both the political-economic and the cultural dimensions of development thinking including the ability to critically analyse debates in each. This fosters in our students an ability to think creatively by linking these two bodies of knowledge and to synthesise their analytical perspectives with case study material. Within this process, students will learn key practical skills of perceptive reading, information management and processing, oral and written communication.

**Research Design and Implementation:** Our programme requires students to thoroughly ground themselves in key analytical frameworks and methodologies for conducting research on development issues. This involves developing core skills in designing and conducting fieldwork involving human subjects. It requires deep reflection on the practices and limits to cross-cultural research and exchange alongside generating a strong degree of reflexivity on the public purposes of development research.

**Professional Skills Development:** As part of the ability to clearly communicate complex ideas in both written and oral forms, we encourage students to develop the communication skills to present research plans and finished research to an audience of both specialists and non-specialists. A close familiarity with the practices of grant applications, Ethics Board procedures, and research planning to provide transferable skills that stretch beyond the academic realm.
1.2 **Explain how the learning outcomes will be achieved (e.g. course work, teaching and research seminars, independent research, laboratory and technical training, internships, practica, major research papers, and thesis)**

The basis of our programme is rooted in the three core courses. The first two – *DEVS 801: Political Economy of Development* and *DEVS 802: Cultural Politics of Development* – cover a full spectrum of debates and analytical approaches within Development Studies. They encourage students to develop fundamental knowledge pillars in both political economy and cultural analysis. Through paper writing and seminar discussion they are trained to critically analyse, synthesise, and apply these debates and approaches. Communication skills are improved as students are helped to form and defend independent conclusions regarding the material. The classroom learning experience explicitly integrates instruction from faculty with collaborative learning among students who bring differences in experience, training, and research foci.

In addition to these core courses, students take a further course from among those offered within DEVS or cognate departments, normally a topics course associated broadly with their area of research interest, aiding their process of knowledge specialisation. This knowledge building process then culminates in the comprehensive exam. Here students must demonstrate their wide knowledge of the field and specialised knowledge of their chosen research topic. This process evidently develops not only their close familiarity with the fundamental foundations of development thought, but also their ability to critically analyse those debates and to communicate them effectively in written form. Simultaneously, it cultivates their ability to work effectively under pressure and to meet deadlines, therein building the transferable skills of time management and planning.

Students are also required to take *DEVS 803: Fieldwork Methods*. This course trains them in both the methodological and practical dimensions of planning and undertaking fieldwork, including material pertinent to students who may undertake internships in the development field. By engaging students in the study of qualitative methodologies and the practical requirements at both Queen’s and external granting agencies for funding applications, it builds a range of transferable skills related to project design, project management, ethical issues regarding fieldwork and knowledge production, grant application including the research ethics board process.

In undertaking fieldwork and/or an internship, students develop a range of skills related to organisation, self-management and perseverance. The process requires the student to identify clear goals and advance a realistic timeline for completion. Undertaking research and/or internship then requires advanced organisational skills, strong professional capacity and autonomy, and inter-cultural competence for those working in developing world contexts and/or indigenous communities.

After research is complete, the process of writing up research into a final dissertation develops time management, critical analysis, and advanced written communication skills. By encouraging students to have a chapter devoted to relaying their findings in a manner suitable for a policy, practitioner, or community audience, we encourage civic engagement, application of knowledge, and the development of a range of communication skills beyond those typical within conventional academic writing.

Finally, all graduate students have an opportunity to play a role in the pedagogical purpose of the department through TAing and potentially teaching a course as a Teaching Fellow in their fourth year. While this is an optional part of their degree, students who choose to accept TAships have an opportunity to develop new organisational and communication skills involved in expressing complex ideas to undergraduate students and take on mentoring roles that builds their leadership capacity.

1.3 **Identify and provide descriptions for any fields associated with the new program(s).**

Not Applicable
1.5 Address the appropriateness of the proposed nomenclature (e.g., MA, MSc, MEng).

The appropriate nomenclature for this programme is PhD. The programme will admit students who already possess bachelor’s and master’s-level credentials and who will pursue intensive and advanced research in the field.

2. Program Regulations

2.1 Admission Standards - Provide the program's admission standards, including degree, diploma or certificate and course requirements and any other specific standards with reference to the learning outcomes and expectations of the program. Provide the rationale for standards that are in addition to those set by the School of Graduate Studies. If applicable, indicate policies/procedures to encourage applications from qualified under-represented groups (e.g. Aboriginal people, visible minorities or persons with disabilities).

Admission Requirements

- An MA degree from a recognized university in a social science field or discipline relevant to the area of development studies. Relevant degrees include development studies, political studies, sociology, geography, economics, gender studies, environmental studies and indigenous studies. Students with a background in humanities such as history, literature and cultural studies, or business administration would also be considered provided they demonstrate the requisite degree of social science training.
- A minimum of a B+/78% average in the last two years of study.

2.2 Language Requirements - If applicable, indicate any language requirements and provide rationale for standards that exceed the minimum set by the School of Graduate Studies.

- Consistent with SGS regulations, applicants who are not Canadian citizens or permanent residents and whose native languages do not include English must obtain a minimum English language requirement of 600 or higher on the paper-based TOEFL exam.
- Minimum scores required on the TOEFL Internet-based Test (TOEFL iBT) are: Writing 24 (out of 30); Speaking 22 (out of 30); Reading 22 (out of 30); Listening 20 (out of 30), for a minimum Total Score of 88 (out of 120).
- The minimum score for the IELTS (International English Language Testing System) is 7.

3. Program Structure and Requirements

Describe the program under the following headings (where applicable)

3.1 General Program Requirements – Specify the program duration (max 24 months for Master’s; 48 months for PhD), total number of courses, and examinations (e.g. comprehensive, thesis defense, competency) required to complete the degree. Comment on requirements for progress reports, and advisory committee meetings.

The programme is designed to be completed within 48 months and is anticipated to begin in September.

Year 1:

- **Fall and Winter terms:**
  - The programme requires all students to take four courses (12 units) which will consist of four classroom-based seminars taken during the first year. This includes our core courses (DEVS 801, DEVS 802 and DEVS 803) and one optional course from within DEVS or a cognate department. Students who have already taken our core courses as part of their MA degree will either be fast tracked into the PhD or, if deemed necessary by the Graduate Chair, will find alternate topics courses to complete this requirement.

- **Spring and Summer terms:**
  - Students establish their supervisory committee, begin to prepare their comprehensive exam literature lists, and consider the first stages of building their research proposal.
Year 2:

- During their second year, students undertake three tasks:
  - First they prepare for and complete their comprehensive exams.
  - Second, as part of their comprehensive exam process, the student also submits a course syllabus that they have prepared on their chosen research topic.
  - Third, on completing the comprehensive exams, the student submits and defends a formal research proposal that provides the analytical and methodological basis for their PhD research. This is examined orally by a committee of three, including the students’ supervisor and two assessors, at least one of which will be from within DEVS. After defending their PhD proposal, the student will progress to fieldwork (if applicable).

Year 3:

- Students complete field research and/or an internship. In consultation with their supervisor and committee, they begin to write draft chapters towards their thesis.

Year 4:

- Students write up their PhD thesis, which they submit for defence, allowing a firm completion date within the stipulated 48 months from the beginning of the programme.
- Students will typically teach a fourth-year seminar course (or equivalent) as a teaching fellow.

3.2 Course Requirements – In Table 1 below, list core (required) courses (including project or thesis), optional courses (e.g. select X from the following list) and elective courses (indicate level and disciplines). Specify by field (academic plan) if appropriate. Identify those courses that are also offered to undergraduate students and are listed in the undergraduate calendar. Explain the rationale for including them in the graduate program and confirm that at least 2/3 of courses taken to fulfill degree requirements are offered exclusively at the graduate level.

Table 1. Course requirements (add additional rows as needed)

<table>
<thead>
<tr>
<th>Course/Credit (number and name)</th>
<th>(C)ore, (O)ptional or (E)lective</th>
<th>Field (if applicable)</th>
<th>Undergraduate Enrolment (Y/N)</th>
<th>Proposed Instructor(s)</th>
<th>Academic Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVS 801/3.0 Political Economy of Development</td>
<td>C</td>
<td>n/a</td>
<td>N</td>
<td>One of: S. Soederberg D. McDonald M. Taylor</td>
<td>DEVS</td>
</tr>
<tr>
<td>DEVS 802/3.0 Cultural Politics of Development</td>
<td>C</td>
<td>n/a</td>
<td>N</td>
<td>One of: R. Day M. Epprecht K. Dubinsky</td>
<td>DEVS</td>
</tr>
<tr>
<td>DEVS 803 Qualitative Research and Fieldwork</td>
<td>C</td>
<td>n/a</td>
<td>N</td>
<td>One of: M. Hostetler M. Epprecht M. Taylor</td>
<td>DEVS</td>
</tr>
<tr>
<td>DEVS 825 Special Topics in Indigenous Issues</td>
<td>E</td>
<td>n/a</td>
<td>N</td>
<td>D. Robinson</td>
<td>DEVS</td>
</tr>
<tr>
<td>DEVS 821-829 Advanced Topics in Global Development Studies</td>
<td>E</td>
<td>n/a</td>
<td>N</td>
<td>Faculty on rotation</td>
<td>DEVS</td>
</tr>
<tr>
<td>DEVS 890 Directed Reading</td>
<td>E</td>
<td>n/a</td>
<td>N</td>
<td>Individual Faculty</td>
<td>DEVS or cognate</td>
</tr>
</tbody>
</table>
### Course Descriptions

For each graduate course that is part of the proposed program, provide a calendar description and append the complete course outline including methods of evaluation; also indicate if the course currently exists.

#### Required Courses

**DEVS 801 The Political Economy of Development**  
This course provides a comprehensive introduction to the relationship between political economy and the ideas and practices of development. The course grounds students in core theories, both classical and contemporary. It then examines key themes and controversies to illustrate the relationships between political economy and development practice.

**DEVS 802 The Cultural Politics of Development**  
This course provides a comprehensive introduction to the cultural politics of development in historical and contemporary perspective. The course focuses on narratives of development and their relationship to social and political movements in the South and North. Themes include the ideas of tradition, modernity and progress; colonialism, nationalism and liberation; and the gendered and racialised politics of development.

**DEVS 803 Qualitative Research Methods and Fieldwork**  
The course will introduce graduate students to qualitative field research through a combination of coursework and fieldwork. The course will cover research design, proposal writing, research ethics, qualitative research methods - concentrating on interviewing and observation, and data analysis, in order to provide students with a grasp of important elements underlying successful fieldwork design, implementation and reporting. It also provides broad contextual skills for working productively within development organisations, therein laying the ground for potential internship positions.

#### Elective Courses

**DEVS 825 Special Topics in Indigenous Issues**  
**2016-2017 Topic: Interventions in Public Space: Unsettling Histories of Canada’s Parks**  
This course brings together two areas of focus: 1) critical examination of the establishment and use of local, Provincial and National Parks, and 2) public interventions (artworks, performances, activism) that engage with settler—colonial and Indigenous histories at a variety of public sites. We will examine a wide range of art forms including monuments, community— arts practice, sound walks, heritage markers, and site—specific performances. We will also consider a variety of non—Indigenous public artworks for the models they might provide in challenging ideas of public and “common” space. Over the course of the term students will conduct research and complete project proposals for an intervention within a park space. While the research component of the course will bring together ethnographic and historical accounts, as well as spatial analyses of particular parks, students’ written/visual proposals for a public intervention at the same park site might take many forms.

**DEVS 821-829 Advanced Topics in Global Development Studies**  
These graduate-level topics courses are circulated between DEVS faculty to teach on their core areas of expertise at the graduate level.

**DEVS 890 Directed Reading Course**  
Students whose proposed research lies outside the realm (thematic or regional) of regular course offerings may choose this option. In consultation with a willing supervisor, students must develop a unifying title, course description, and reading list of 2-4 key texts for each of 5-6 set topics leading toward an agreed upon set of assignments. There is an expectation that a minimum of one substantive written assignment will be required.
3.4 **Exam Requirements** – Describe the structure of comprehensive and Master’s/Doctoral thesis examinations and supports in place to prepare students.

The DEVS PhD programme will examine students’ qualifications for advancing to candidacy through the completion of comprehensive exams, the production of a syllabus in their specialist field, and the defence of a proposal for dissertation research.

**Comprehensive Exam:**
This is a take-home exam undertaken over the course of a working week, typically released on a Monday morning at 9am and returned at 4pm on the Friday. It consists of two questions set by the examining committee. It tests (1) the student’s understanding of the core thetics of development studies as a field, as established in our core courses DEVS 801 and DEVS 802; and (2) their chosen area of specialization. The exam is intended to demonstrate a satisfactory breadth and depth of knowledge alongside strong analytical and communication skills.

**Syllabus Preparation:**
As part of their comprehensive exam, in the period leading up to the exam the student will prepare and submit a course syllabus on their chosen area of research specialisation. The syllabus would typically be for a 400-level seminar course, although if the committee agreed an alternative pedagogical purpose (such as non-academic course for practitioners or community groups) would be accepted. This syllabus would be assessed alongside the answers to the two comprehensive exams as a means to demonstrate core competency and depth of knowledge in the field.

**Research Proposal:**
Under close supervisory guidance, the student will prepare a proposal for PhD research that demonstrates close familiarity with the scholarly literature in their proposed research area and, on that basis, develops a defensible rationale, methodology and plan for original dissertation research.

3.5 **Program Timelines** – In a table or figure, summarize the expected progress through the program by term, to degree completion.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>W</strong></td>
<td><strong>SS</strong></td>
<td><strong>W</strong></td>
</tr>
<tr>
<td>DEVS 801</td>
<td>DEVS 802</td>
<td>Establish Committee</td>
<td>Comps and Syllabus</td>
</tr>
</tbody>
</table>

3.6 **Part-Time Studies** - If the program is offered on a part-time basis describe how the delivery differs from that of the full-time program and summarize the pathway to completion.

Not Applicable

3.7 **Progress Evaluation** - Describe the frequency and method of monitoring student progress, ensuring timely achievement of milestones, and how progress evaluation will be administered.

Responsibility for monitoring students to ensure timely completion of programme requirements and milestones falls to both supervisors and the graduate chair, aided by the graduate administrator.

Supervisors are typically identified by students prior to application and are confirmed as part of the admissions process. Supervisors then work with the student when they first arrive to ensure full knowledge of key programme requirements and timelines. All incoming PhD students also meet with the graduate chair in their first weeks at Queen’s to go over programme expectations. Over the first two
terms, the graduate chair and graduate administrator monitor course enrolment and completion, as set out in the DEVS PhD ‘Grad Map’ that will clearly detail the expectations and timing of curricular milestones.

Both supervisor and the graduate coordinator ensure that students and supervisors form a supervisory committee during the Spring / Summer terms of year 1. The graduate administrator keeps a close account of the composition of committees and will identify students that have either not completed coursework or have not been able to finalise their committee composition by the Fall term of year two.

Once the committee is set, the supervisor aided by committee members will aid the student to compile their comprehensive exam lists, begin proposal writing and prepare the course syllabus. Typically, by January of the second year, a first full draft of the proposal must be given to the supervisor for review. Also by this time, the student must have completed all coursework requirements for the PhD. At the beginning of the Winter term the graduate chair will touch base with all students to ensure that this process is fully underway and that a date has been set for completion of the comps by the end of the term.

No later than the end of the spring term, year 2, the student must submit a final proposal for defence. The proposal will be evaluated on a scale of pass, referred or fail. A pass is where the committee agrees that the proposed research is well-grounded in the existing academic literature, is feasible in terms of its methods and logistics, and makes a novel contribution to the field. A referral is where the proposal shows promise towards these ends, but needs revisions to fully meet those criteria. A fail is where the proposal does cannot meet one or more of those three requirements without substantive changes.

Students who pass the defence will be advanced to candidacy. Referred students must revise the proposal for re-evaluation by the committee, but do not require a second defence. A student who fails at defence must meet with the supervisor and graduate coordinator, who will decide whether the student will be allowed to write and defend a new proposal or withdrawn from the programme. If a student is allowed to write and defend a second proposal and if it also fails, then the student will be withdrawn from the programme.

3.8 **Other - Comment on any special matters and innovative features (e.g., the program will be fully accredited by Canadian Association of Schools of Nursing).**

**Accelerated Programme for Existing MA students:**

We offer an accelerated programme for existing MA students who apply and are accepted into the PhD programme. Provided they have successfully completed our core courses (DEVS 801, DEVS 802 and DEVS 803) and three further courses during their MA, they will be fast-tracked within the PhD degree and would not be required to do more coursework (unless recommended to do so by the graduate chair or their supervisor). Rather, they would begin the first year of their PhD putting together their committee, working towards their comprehensive exams, and moving towards the full proposal at the end of their first year.

For students who had completed a DEVS Queen’s MA degree in the past and wish to return to do the PhD, we will examine them on a case-by-case basis and the graduate chair may suggest a reduced course load to accelerate them within the programme, particularly if they had already completed some or all the core courses.

**Internship Support:**

While the department is not in a position to provide students with internships, we have an experienced and connected faculty who can guide students towards securing their own internships. We would equally seek to identify any opportunities for funding through the Mitacs Accelerate programme. For students willing and able to take on an internship as part of their PhD, the department supports the integration of their PhD research with this experiential learning. We encourage students to devote a chapter of their thesis to a reflexive analysis of their internship experience.
### 4. Program Content

#### 4.1. Explain how the curriculum addresses the current state of the discipline and fields of study.

Development studies is a diverse and interdisciplinary field that demands familiarity with a wide range of academic approaches and specialist concerns. Our programme uniquely seeks to unite the political economy approaches that typically predominate within the field with a focus on cultural politics and questions of representation. This allows us to emphasise the need to think about development in a holistic and relational manner that traces out the complex connections linking socio-economic and cultural change across regions. Our approach therein underscores the interdisciplinary and issue-orientated perspective that informs our teaching and research. Our guiding intention is that, by fostering a critical understanding of the complexity of contemporary global interconnections, we can help produce informed citizens who are uniquely able to craft positive social change both in Canada and abroad.

This holistic approach to development studies as a field ties directly into the four pillars of Queen’s academic plan: (1) In combining course-based learning with close supervision, our programme provides students with key conceptual tools and broad thematic knowledge to undertake independent and critical research in a wide range of development issues. (2) It does so by explicitly encouraging interdisciplinary learning tools, prompting students to adopt a problem-solving approach by drawing on different disciplinary traditions. In particular, we encourage students to address questions of political economy and cultural politics in all aspects of their work and therefore bridge disciplinary strengths that are not always in conversation with one another. (3) With its emphasis on cross-cultural research and exchange, our program is designed to promote globalism and inclusion. (4) We ensure that all graduate students undertake mandatory equity, health and safety training as part of their programme and teaching assistantship duties and we encourage a range of faculty-student interactions on a social level to promote integration and inclusion.

#### 4.2. Identify any unique curriculum or programme innovations or creative components. If there are internships, fieldwork and/or practica comment on how this experiential component relates to the proposed programme of study, how it will be arranged and how the supply of opportunities will meet the programme demands.

The PhD in Global Development Studies is expected to be a monograph format based on a period of fieldwork, typically conducted in developing country contexts, indigenous communities, or development organisations.

For students seeking to undertake an internship component to their degree, the department encourages, supports and recognises this is an important means of generating experience and knowledge. In this respect, a research-orientated internship would be an acceptable replacement for more-standard academic research, and the student would be aided in searching for a suitable internship. Students that undertake an internship are encouraged to devote a chapter of their thesis to reflecting critically upon their experience.

#### 4.3. Academic Integrity and Intellectual Property - Explain how the program educates students on the importance and role of academic integrity and matters of intellectual property.

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see http://www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of

The programme will discuss Queen’s Academic Integrity Policy of the School of Graduate Studies, refer to expectations in course outlines, and direct the students to familiarize themselves with this policy, available at: http://www.queensu.ca/sgs/forstudents/policiesprocedures/SGSAcademicIntegrityPolicyasofFeb2012.pdf.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment or the failure of a course to the rescinding of a degree.

The School of Graduate Studies Expanding Horizons workshop “Integrity in Research and Academics,” led by senior staff at the Office of Research Services, provides graduate students with academic integrity training. Online modules on academic integrity and intellectual property in the MyGradSkills suite provide graduate students with online training in these areas. Students will be encouraged to attend the workshop and review online material available at: https://www.mygradskills.ca
5. Assessment of Teaching and Learning

5.1 Degree Level Expectations (DLE)* – In Table 3 below, summarize how the program’s structure and requirements address each DLE listed as well as any additional program-specific DLEs (Refer to Graduate Degree Learning Outcomes (GDLEs), Appendix 1 of QUQAP for more information about graduate DLEs).

Table 3. Mapping curriculum and degree level expectations (DLEs) (add rows as needed)

<table>
<thead>
<tr>
<th>DLE</th>
<th>Learning Outcomes</th>
<th>Relevant Courses, Academic Requirement</th>
<th>Indicators of Achievement</th>
<th>Transferable Skills</th>
</tr>
</thead>
</table>
| Depth and breadth of knowledge     | • A deep comprehension of the central debates that have shaped development studies as a field  
   • Close familiarity with both the political economic and the cultural dimensions of development thinking, including their interrelations  
   • Specialist knowledge in chosen focus area | • Written work and seminar discussion produced for core courses DEVS 801 and DEVS 802  
   • Comprehensive exams that demonstrate depth and breadth of understanding in the field  
   • Producing a course syllabus  
   • Formal proposal for PhD research. | • Successful completion of DEVS 801 and DEVS 802  
   • Passing comprehensive exams on both development studies as a field and the specialist area of research  
   • Producing a course syllabus for a 400-level seminar in topic of specialisation.  
   • Defending a full proposal for PhD research that indicates the contribution to the field to be made by the research. | • Textual analysis  
   • Critical thinking  
   • Ability to form and defend independent conclusions |
| Research and scholarship           | • A grounding in key analytical frameworks for conducting research on development issues  
   • The ability to synthesise different analytical perspectives with case study material | • Final papers for core and topics classes  
   • Comprehensive Exams  
   • Development of appropriate fieldwork methods within proposal  
   • Writing and defending a | • DEVS 801 and 802 provide the framework, which is then supplemented by the topics orientated courses that offer both an entry point into focused areas of research plus the introduction of new analytical perspectives.  
   • Completion of DEVS 803 | • Strong organisational abilities  
   • Project management  
   • Budget management for fieldwork |
<table>
<thead>
<tr>
<th>Professional capacity/autonomy</th>
<th>Training in designing and conducting fieldwork involving human subjects</th>
<th>thesis based on fieldwork in front of a committee of experts</th>
<th>(Fieldwork)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The capacity and autonomy to design and pursue a programme of field research</td>
<td>• Successfully passed comprehensive exams and course syllabus component</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A close familiarity with the practices of grant applications, Ethics Board procedures, and research planning</td>
<td>• Proposal accepted by thesis committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pedagogical and mentoring skills</td>
<td>• Successful completion of fieldwork and/or internship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• DEVS 803</td>
<td>• Full thesis submitted and successfully defended</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Proposal design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• GREB submission</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TAing and potentially a teaching fellowship</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Proposal accepted by thesis committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• GREB requirements met for fieldwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Successful completion of fieldwork and/or internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Complete TAships and teach a 400-level seminar course (or equivalent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Ability to clearly communicate complex ideas in both written and oral forms.</td>
<td>Seminar participation and written work</td>
<td>Completing coursework</td>
</tr>
<tr>
<td></td>
<td>• Ability to present research</td>
<td>• Oral defence of proposal and thesis</td>
<td>• Comprehensive exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Proposal defence</td>
<td>• Proposal defence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Write clearly at different levels, from abstracts to book-length manuscripts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Edit and proofread</td>
</tr>
</tbody>
</table>

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| plans and finished research | • Producing a chapter of the thesis to relate key themes to a non-specialist or non-academic audience | • Thesis defence | • Speak before large groups  
• Convey complex information to non-expert audiences |

| Awareness of limits of knowledge | • A close comprehension of the evolving nature of the world we live in, requiring continuous engagement and education  
• The possibilities and limits to cross-cultural research and exchange | • DEVS 801  
• DEVS 802  
• DEVS 803  
• Fieldwork and/or internship  
• Teaching duties | • Our courses – particularly DEVS 802 and 803 – constantly demand that students demonstrate strong reflexivity in their in-class interactions and seminar contributions  
• TAing and/or Teaching Fellowship | • Reflexivity  
• Cross-cultural learning and communication |
5.2 Describe how the proposed methods of assessing student achievement relate to the program learning outcomes and degree level expectations.

Written scholarship and oral presentations, which will assess student achievement in core and elective courses, will address learning outcomes for depth and breadth of knowledge, research and scholarship, communication skills, and awareness of the limitations of knowledge.

The supervisory committee’s assessment of a syllabus will address learning outcomes for depth and breadth of knowledge, application of knowledge, communication skills, and professional autonomy and capacity.

The faculty supervisor’s assessment of the planning, implementation and product of practicum research will address learning outcomes for research and scholarship, application of knowledge, communication skills, and professional autonomy and capacity.

The supervisory committee’s assessment of the dissertation proposal, at its defence—and the examining committee’s assessment of the dissertation, at its defence—will address all learning outcomes: depth and breadth of knowledge, research and scholarship, application of knowledge, communication skills, professional autonomy and capacity, and awareness of the limitations of knowledge.

5.3 Outline the plans for documenting and demonstrating the level of performance of students (must be consistent with the OCAV’s Graduate Degree Level Expectations). [Refer to Graduate Degree Learning Outcomes (GDLEs), Appendix 1 of QUQAP]

Student performance will be demonstrated and documented using the following procedures:

- Individual instructors grade scholarship in first-year courses
- Supervisory committees examine the comprehensive exam and associated course syllabus early in the second year
- Supervisory committees examine the dissertation research proposal at the proposal defence, held in the second term of the second year
- Examining committees (including an external and internal-external) examine the dissertation at the dissertation defence, held before the end of the fourth year
- Student and supervisor fill out a mandatory Annual Progress Report that reviews achievements to date, goals for the upcoming year and timelines for progress towards the timely completion of the degree.

6. Mode of Delivery

6.1 Explain how the proposed mode(s) of delivery meets the program learning outcomes and the degree level expectations. Comment on the relationship between mode of delivery and accessibility requirements.

The curricular mode of delivery will be classroom-based in keeping with Queen’s commitment to building an inclusive campus community with accessible spaces and services that everyone can use and that respect the dignity and independence of persons with disabilities.

6.2 If the program will be delivered online or in blended format, please fully describe the structure and describe how a learning community will be fostered and intellectual exchange opportunities within the cohort will be promoted. How will students be supported in their studies and how will they access resources, training opportunities, professional development workshops, etc...
6.3 **Distance Delivery** - Where students may take the same program or elements of it in two different modes of delivery, indicate how consistency in program requirements and standards will be assured. Describe how a learning community will be fostered among all students and how regular interactions with faculty, students, etc., will be assured, and comment on access to materials, resources, and technology.

Not Applicable

7. **Anticipated Enrolment**

7.1 Describe the recruitment strategy for the program to ensure a strong applicant pool. Indicate how many new students the program will attract to Queen’s, and how many students must be accommodated by other departments/units. Indicate which departments/units will be affected and how.

Our planned enrolment in the programme’s first year is three. At steady-state we plan to have an annual intake of three students (taking four years to finish their PhD) for a steady state of 12 PhD students.

The MA programme in Global Development Studies will admit eight to ten students annually to the one-year Master’s programme, of which approximately two will continue to the two-year thesis programme.

Target markets include:
- MA students in global development studies or cognate fields who wish to develop their expertise in the field with a view to enter either academia or non-academic professional careers
- Mid-career practitioners in development fields who hold an MA or have extensive, relevant experience, and require a PhD to advance to the next level of their career.

7.2 In Table 4 below, summarize the projected intake and enrolments by year (by degree level and field as appropriate) until steady-state is reached.

**Table 4. Intake and enrolment in DEVS Master’s and Doctoral Programs**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intake</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Enrolment</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intake</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Enrolment</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>17</td>
<td>19</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Enrolment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Resources

Provide evidence that the Academic Unit(s) has the necessary resources to implement and deliver the proposed new program under the following headings (where applicable). A budget module and template (located on the QUQAP website) must be completed.

8.1 Faculty - Comment on the adequacy of the faculty complement to teach and/or supervise in the program and by field as appropriate AND complete Table 5 below. Submit CVs for all faculty listed, following the CV guidelines located on the QUQAP website.

Table 5. Faculty associated with the proposed Program (add rows as needed)

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Rank/Status</th>
<th>Home Unit</th>
<th>Total Undergraduate Teaching</th>
<th>Total Grad Teaching (incl new Program)</th>
<th>Supervisory Privileges in New Program</th>
<th>Total Theses Supervised (M/D)</th>
<th>Current Theses Supervised (M/D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Day</td>
<td>Tenured</td>
<td>DEVS / SOC</td>
<td>DEVS 492</td>
<td>DEVSS 802</td>
<td>Sole supervision</td>
<td>MA: 12 PhD: 8</td>
<td>MA: 3 PhD: 3</td>
</tr>
<tr>
<td>Michael Doxtater</td>
<td>Tenured</td>
<td>DEVS / LLCU</td>
<td>DEVS 492</td>
<td>DEVSS 305</td>
<td>Sole supervision</td>
<td>MA: 2 PhD: 1</td>
<td>N/A</td>
</tr>
<tr>
<td>Karen Dubinsky</td>
<td>Tenured</td>
<td>DEVS / HIST</td>
<td>DEVS 100B DEVS 305</td>
<td>DEVSS 802</td>
<td>Sole supervision</td>
<td>MA: 25 + 6co PhD: 7 + 8 co</td>
<td>MA: 1 PhD: 1 +3co</td>
</tr>
<tr>
<td>Marc Epprecht</td>
<td>Tenured</td>
<td>DEVS</td>
<td>DEVS 240 DEVS 320</td>
<td>DEVSS 801</td>
<td>Sole supervision</td>
<td>MA: 15 + 2co PhD: 1 + 2co</td>
<td>MA: 6 PhD: 1+1co</td>
</tr>
<tr>
<td>David McDonald</td>
<td>Tenured</td>
<td>DEVS</td>
<td>DEVS 100A</td>
<td>DEVSS 801</td>
<td>Sole supervision</td>
<td>MA: 14 PhD: 5</td>
<td>MA: 1 PhD: 3</td>
</tr>
<tr>
<td>Susanne Soederberg</td>
<td>Tenured</td>
<td>DEVS</td>
<td>DEVS 230 DEVS 333 DEVS 492 x 2</td>
<td>DEVSS 801</td>
<td>Sole supervision</td>
<td>MA: 13 PhD : 2</td>
<td>MA: 3 PhD: 5</td>
</tr>
<tr>
<td>Marcus Taylor</td>
<td>Tenured</td>
<td>DEVS</td>
<td>DEVS 250 DEVS 311 DEVS 492</td>
<td>DEVSS 801</td>
<td>Sole supervision</td>
<td>MA: 11 PhD : 1</td>
<td>MA: 2 PhD: 1</td>
</tr>
<tr>
<td>Robert Lovelace</td>
<td>Continuing Adjunct</td>
<td>DEVS</td>
<td>DEVS 220 DEVS 221 DEVS 220 CDS</td>
<td>DEVSS 801</td>
<td>Co-supervision, committee member</td>
<td></td>
<td>PhD: 3</td>
</tr>
</tbody>
</table>
At a faculty level, Global Development Studies has strong capacity to supervise PhD students. Many of our faculty are noted leaders in their sub-fields of development studies, contributing to a vibrant and diverse research profile. At present, however, the ability of our faculty to train PhD students is met only through supervising students in cognate departments. We do so willingly. In 2013-14, for example, DEVS faculty were supervising a total of 10.5 PhD students in other departments and many more MA students. We are not looking to replace these mutually beneficial supervisory relationships with other departments. Rather, we anticipate supplementing these supervisions with a small intake for our own PhD programme that will allow us to recruit excellent students whose interests can otherwise fall outside the disciplinary confines of cognate departments. In short, a PhD programme in DEVS complements existing graduate programming across the Faculty, adding to the rich programme of internationalisation and globally orientated graduate training that currently exists at Queen’s.

We believe that we presently possess the needed administrative resources to adequately integrate the PhD programme into the department. If, by Year 3, we need to increase the weekly administrative workload, then the revenue generated by the programme will more than cover the necessary extra salary expenses.
8.3 **Space Requirements** - Describe the work space, laboratory space, office, classroom and equipment needed to support students’ scholarship and research activities.

For the first two years, no additional office space will be required to mount the DEVS PhD programme. As the programme matures and reaches the desired steady state, some office reconfiguration/additional office space may be required to house upper-year PhD students.

8.4 **Information Technology** - Describe the information technology needed to support students’ scholarship and research activities. Indicate the resource implications for hardware, software/internet, audio-visual, telecommunications, etc.

It is anticipated that very little IT support will be required to support this programme.

8.5 **Library** - Provide information about library support holdings, availability of and access to library resources relevant to the proposed program(s).

Department faculty work closely with the liaison librarian for Global Development Studies to ensure that faculty and undergraduate and graduate students can access the important and ever-growing scholarship in their field. Existing library holdings currently support the department at the Master’s level and should be sufficient to support the proposed PhD programme. The library subscribes to the major citation indexes in the field (World Development, Progress in Development Studies, Development and Change, Third World Quarterly, etc) and has a strong collection of journals and monographs (print and online) in the established literatures in development studies. The library also subscribes to Sage Research Methods Online, a full text electronic research methods database, and has substantial collections pertaining to social science data. As Global Development Studies is an interdisciplinary field, researchers may draw upon the library’s other strong graduate-level collections in related disciplines, such as Political Studies, Sociology, History, Geography and Environmental Studies.

*Indicate what new library resources will be needed (e.g. journals, print monographs, audio-visual material, historical documents, electronic databases, statistical/geospatial data)*

No new resources are anticipated beyond maintaining existing journal subscriptions and monograph acquisitions.

*Indicate the likelihood of the program having an impact on the Library staffing. Provide date that consultation with the Library staff took place.*

There should be a minimal impact on Library staffing as Queen's University Library has a librarian who provides research, teaching and collection services to the Department of Global Development Studies and who will be available to provide these services for students in the proposed PhD programme.

Consultation: Heather McMullen, September 1, 2017

8.6 **Research Funding** - Provide evidence of adequate research funding to sustain the research activities of faculty and graduate students AND complete Table 6 (below).

The proposed DEVs PhD is not reliant on external research funding for its operation. However, four of our core faculty are currently principal investigators on SSHRC grants, therein providing a strong soft funding foundation to support the research activities of incoming PhDs.

*Table 6. Research funding (operating) by source (do not include conference grants, SSHRC minor grants or equipment grants). Include last 3 years only. [add additional rows as needed]*
8.7 Student Funding - Indicate if graduate students in the new program will receive funding packages. If yes, state the minimum annual funding support (by degree level) and describe how the funding commitments will be met.

The Department of Global Development Studies will utilize existing resources to fund graduate students with a combination of awards and employment. Our department currently is able to award graduate students funding that includes Queen’s Graduate Awards, the International Tuition Award, and various university awards (McLaughlin Scholarship, Graduate Entrance Tuition Award). Additional Queen’s Graduate Award funds will be made available to domestic enrolled PhD students. The department also will be eligible to offer the PhD International Tuition Award.

At a Masters level, Global Development Studies graduate students regularly receive competitive fellowships, both external (SSHRC, CGS-M, OGS) and internal (such as the Academic Excellence...
Award, Robert Sutherland Scholarship, Morgan Brown Scholarship, and Robert Charles Wallace Award). We expect this success to translate to the Doctoral level. In the current academic year (2016/17) one MA student holds CGS-M, one holds the Academic Excellence Award, and one holds the OGS.

In Table 7 below, summarize the approximate dollar amounts associated with each source of funding as well as Tri-council scholarships for which students may apply.

<table>
<thead>
<tr>
<th>Table 7. Projected financial support for students at program launch</th>
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<tbody>
<tr>
<td><strong>Tri-council</strong></td>
</tr>
<tr>
<td>Master’s</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
</tbody>
</table>

8.8 Describe any additional resources required that are not currently available. Provide evidence of institutional commitment to supplement existing resources as needed (See Budget module).

Revenue for the proposed programme will come primarily from new tuition fees and government grants. We anticipate that the programme will grow steadily and will reach a steady state of 12 funding-eligible students, based on an intake of three students annually. The programme has been designed to best utilize existing staff and faculty resources. Under the activity based budget model, the PhD programme is self-sustaining within Global Development Studies and would provide an inflow of financial resources to the department and the Faculty in general. While the programme would require student funding including TAship employment and merit-based awards, these resources are covered by the increased departmental revenue flows in addition to diverting money currently spent on TAs towards our new PhD students. DEVS currently relies on hiring a large number of post-funding eligible TAs from other departments to meet the needs of its expanding undergraduate programme. Student support money will flow from the School of Graduate Studies to support the department in formulating funding packages in light of the university’s minimum funding guarantee of $18k per annum in year 1 to 4 of study. With this considered, using the current Faculty budget template, the proposed PhD programme would generate revenues for both faculty and department from its first year of operation (see attached budget template).

9. Other Matters

9.1 Provide evidence of student demand for the program (e.g. number of applications/registrations in similar programs offered elsewhere (specify domestic and international); survey of prospective students) Describe how the information was obtained and the expected duration of the demand (e.g. is it a growing area?).

The PhD programme in Global Development Studies at Queen’s plans to admit three students annually and to enrol 12 at steady state. This enrolment would be met through a combination of transitioning current MA students into PhD students and through demand from outside Queen’s.

At present there are only two other stand-alone PhD programmes in Development Studies in Canada – at the University of Ottawa and St. Mary’s University respectively. Programmes at Dalhousie...
University and the University of Guelph offer a joint degree that is part Development Studies in combination with a formal discipline. Given the strength of our faculty and Queen’s strong reputation nationally, we believe our proposed programme would immediately become a primary PhD programme in development studies within Canada and would help to raise Queen’s reputation as a leading centre for development studies nationally.

In the last two academic years, our colleagues indicate that both the Ottawa and St. Mary’s programmes have been fully subscribed. The Ottawa programme – which is by far the largest and most prestigious programme presently in Canada – received over 70 applications for eight places in each of the past two years, including 72 applications for the 2015 cycle. This means that they receive nine applicants for each spot in the programme, suggesting that there is a significant unmet pool of students and there would be substantial demand for our own programme. This over-demand parallels the rise of development studies as a field for undergraduate study and there is no reason to believe that Queen’s would not tap into this same pool of applicants.

Additionally, a significant number of our graduating MA students have gone on to do PhDs in the subject at either Ottawa or in the UK. Many of these would have been interested in a Queen’s PhD had it existed. Exit interviews suggest that the prospect of transitioning directly into the PhD programme from the MA stream – a trajectory that works well in cognate departments such as Environmental Studies – would be well received. We offer an accelerated PhD for such students, who are not required to repeat their coursework presuming they have successfully completed DEVS 801, DEVS 802 and DEVS 803 plus three options courses as part of their MA. A survey of our 2015-16 cohort demonstrated that four of ten would be, in principle, interested in such an option. Other graduating students have indicated an interest in returning should we open a PhD programme. In short, our own MA students could well form a significant component of our projected yearly intake of three PhD students.

Additionally, our survey of MA students across related fields at Queen’s (Political Studies, Environmental Studies, Sociology, and Gender Studies) showed half of the 54 respondents responding in the ‘fairly high’ or ‘extremely high’ range of interest in our programme. This interest reflects the need for expert training in developing research that arises from two projected types of students. Both were represented in our survey. First, there are many students working through a ‘traditional’ academic trajectory that are attracted by the interdisciplinary nature and global importance of researching development issues. Over forty percent of respondents indicated that a PhD in DEVS would be of interest as a potential route into academia or research careers. Second, there are early or mid-career professionals involved in the development field that have Masters degrees who wish to take the opportunity to expand their professional training by combining their existing experiences with a research-orientated programme of study. They are, however, unwilling to enter a formal discipline given their extensive practical experience in the development field. In this respect, fifty four percent of survey respondents suggested that the DEVS PhD would advance their career prospects both prior to and once they had a job in a related field.

9.2 Explain how the program will fulfill societal need. Comment on similar programs offered elsewhere and why the proposed program will be attractive to applicants (include any unique or innovative elements/features). Comment on the need for graduates of the proposed program (e.g. labour market need, expected employment rates based on federal, provincial or sector reports where available, survey of prospective employers, ...)

The PhD in Global Development Studies will prepare students to apply advanced research and teaching to a rapidly changing society and world. As part of Canada’s global engagement, there is a significant need to produce highly trained individuals with extensive knowledge of development challenges, advanced fieldwork skills, and a strong grasp of the ethical dimensions of cross-cultural exchange and development issues.
The proposed programme is designed to prepare graduates to apply advanced research and teaching to sites within and beyond the academy. Graduates will be ready to succeed in applying their PhD to public and private sector careers, such as the aid industry, governmental positions, policy analysts, social services, human resources, journalism, public administration, and non-governmental organizations, applied social research, community organizing, activism and education inclusive of research-intensive academic positions.

According to the Ontario Government’s Labour Market Outlook (https://www.app.tcu.gov.on.ca/eng/labourmarket/ojf/findoccupation.asp) careers within several of these fields are rated as average to above average through 2017. These ratings focus on the recent labour market conditions and projections of demand for new workers. The employment prospect ratings are developed for Ontario as a whole. “Above Average” labour market conditions usually mean that, relative to the employment situation overall, there is a better likelihood of finding stable work in this occupation, and employment prospects are attractive or improving. “Average” labour market conditions indicate that jobs are expected to be more difficult to find; the probability of unemployment is higher; and wages and salaries have recently increased at a slower pace than those occupations rated as ”Above Average.” On the other hand, jobs are easier to find; unemployment is less likely; and wages and salaries have recently increased at a faster pace than in those occupations rated “Below Average.”

Our programme will focus on preparing graduates to enter non-academic and academic careers and will enable graduates who pursue research-intensive academic careers to provide leadership in facilitating the continued academic and non-academic applications of global development studies. According to a report from the Canadian Association of Career Educators and Employers (CACEE), employers’ most-valued skillsets among applicants are a combination of “hard skills,” such as data management, analytics and critical thinking, and “soft skills” such as effective communication and articulate intellectual literacy. Employers seek graduates who possess experience with inquiry-based learning, an interest in social and strategic decision-making, and an ability to engage and communicate. The interdisciplinary nature of this programme offers students the opportunity to acquire this valued combination of skills and tools.

9.3 For new professional programs, provide evidence that the program is congruent with the regulatory requirements of the profession and that experiential opportunities will be available to meet the program needs (if appropriate).

Not Applicable

9.4 For research-focused graduate programs, provide a clear indication of the nature and appropriateness of the major research requirements for program completion.

Major research requirements for programme completion are the development of a specialist field of research for the comprehensive exam and proposal, which translates into original research using fieldwork and/or an internship for the dissertation.

These research requirements are appropriate for programme completion for two reasons. (1) They build from students’ prior deep instruction in the core courses in both analytical approaches and methodological issues. This helps translate first-year classroom learning directly into a focused research application at the start of the second year. (2) The fieldwork and/or internship requirement helps consolidate the experiential skills and provides core experience of operating and/or working in a development context. This is key to building a wider set of transferable skills for post-graduation employability.
10. Equity, Diversity and Accessibility

10.1 Describe how the proposed new program will address equity considerations, including (but not limited to) issues of particular concern for the groups identified in the University’s various equity programs.

We are proud of the role that DEVS has historically played in expanding the definition of communities at Queen’s, and seek to remain a voice of conscience on equity issues in our interactions with other departments and the Faculty Office through our PhD programme. Every course in the DEVS undergraduate and MA programme curriculum focuses on some aspect of equity issues. In particular, a core aspect of our curriculum is to foster respect for Indigenous Nations’ knowledge, languages, and cultures. The PhD programme will sustain the department’s current profile for and commitment to addressing equity by applying these concerns to doctoral training.

10.2 Provide information about the representation rates of members of designated groups within the faculty and identify gaps in representation as compared to the appropriate Canadian workforce population.

The Department of Global Development Studies seeks to meet and exceed the University Equity Goals as obligated in the Federal Contractor’s Programme and as outlined in the Queen’s University Academic Plan, 2011. We fully commit to hiring, promoting and retaining people associated with these four equity groups: women, visible minorities, Aboriginal peoples, and persons with disabilities. According to our Designated Group Profile, women are our most under-represented equity seeking group. In part this reflects circumstances somewhat out of our control: people we had originally hired as term adjuncts (all men, originally hired before the collective agreement established the process of conversion to continuing status) now count towards our profile (nearly a third of our faculty complement). Counting only tenured positions for which a regular search was conducted, women are only slightly below the national workforce average and well above our closest cognate departments in Canada (43% vs 48% in the national workforce, and 43% vs 29% in similar departments such as geography across the country). Among core faculty, visible minorities and people with disabilities are well above national and cognate department averages. We lack a person of aboriginal background among our core tenured faculty, but this is not surprising given the extremely small pool of qualified scholars (0% of total doctorates earned in Global Studies in 2011 identified as Aboriginal, for example). We more than compensate for that lack, however, in that one of our Continuing Adjuncts is Aboriginal, and we are proud to have made every effort to hasten his progress to continuing status. We were also at the forefront of bringing an Aboriginal scholar to Queen’s as the Canada Research Chair in Indigenous Arts (who is cross-appointed to DEVS).

11. Quality and Other Indicators

11.1 Provide evidence of the quality of the faculty and their collective breadth and scope to deliver the program (e.g. qualifications, teaching effectiveness, supervisory/mentorship ability, research impact, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).

According to our external reviewers in 2016 “DEVS has had, historically, and continues to have, in the present, an exceptional cadre of scholars attached to it”. In this review, they noted that the department currently has at least four tenured faculty have h-indices of more than 10; this is far higher than at comparable institutions across the country, and indicates the extent to which the Department brings together academics with outstanding records of research and scholarship. Our small but dedicated faculty provide an excellent resource for graduate students. In the last 10 years, almost every faculty member applied for external funding, with mostly SSHRC and IDRC-supported projects ranging in size from multi-partner, multi-national collaborations worth up to half a million dollars, to small research initiatives for international conferences. Total funding, including from Queen’s sources, totalled more than two million dollars since the previous cyclical review and three core faculty have been successful in federally-funded research competitions over the past year (see table 6). Almost all of these projects included significant portions devoted to student research assistance.
11.2 Comment on the program structure and faculty attributes (including research activity) that will ensure the intellectual quality of the student experience.

Faculty research activity and strong pedagogical commitment will support the programme structure and ensure the intellectual quality of the student experience. Graduate students will gain research experience with faculty mentors who have active research programmes, prior to and concurrent with conducting their dissertation research. All core faculty holding research grants have hired, and will continue to hire graduate students as Research Assistants or during their grant tenure.

Supporting documentation

Embed relevant documents supporting the proposal (e.g. letters of support from deans, department heads, collaborators, external agencies, etc.) by inserting the letters as Word Documents. If the letters are .pdf documents, it is essential that they are first converted to Word documents using Adobe Acrobat Software to avoid loss of resolution and formatting. If you do not have Adobe Acrobat, please consult your faculty office.

- faculty CVs - Appendix D
- budget template - Appendix C
- student demand survey results - Appendix B
- course outlines - Appendix A
Part C is to be completed by the Department/Faculty in consultation with the Office of the University Registrar and the School of Graduate Studies.

12. Information for and/or from the Office of the University Registrar and the School of Graduate Studies Registrar

12.1. Academic Administration

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>GRAD</th>
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Department(s)

Global Development Studies

<table>
<thead>
<tr>
<th>Proposed Start Date</th>
<th>09/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>mm/yyyy</td>
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Programme duration 4 years

Expected enrolment

<table>
<thead>
<tr>
<th>Initial Year</th>
<th>3</th>
</tr>
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<tbody>
<tr>
<td>Steady State</td>
<td>12</td>
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</tbody>
</table>

Program Name: Degree Description (max 50 characters) (e.g. Master of Applied Science)

Degree Code (max 5 characters) (e.g., MASC)

PhD in Global Development Studies

<table>
<thead>
<tr>
<th>Academic Plan Description (e.g. Chemical Engineering)</th>
<th>Academic Plan Code (e.g. CHEE-R-MAS)</th>
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</table>

Global Development Studies

<table>
<thead>
<tr>
<th>Academic Sub-Plan Description (e.g. Specialization in Collaborative Biomedical Engineering)</th>
<th>Academic Sub-Plan Code (e.g. CBME-P-1)</th>
</tr>
</thead>
</table>

Collaborative Program Sub-Plan (only complete if part of a new graduate degree program)

List all departments/plans that may admit students into the Collaborative Sub-Plan. Indicated department with primary responsibility for Sub-Plan (underline)

Pattern of Study (Master’s programs only; choices: Pattern I, II, III)

<table>
<thead>
<tr>
<th>12.2. Complete the following:</th>
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<tbody>
<tr>
<td>Will students be admitted part-time?</td>
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<tr>
<td>Will all or part of the programme be offered at the BISC campus?</td>
</tr>
<tr>
<td>Will all or part of this programme be offered via distance learning (e.g. online or blended learning?)</td>
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</tbody>
</table>
13. Course Information

New Courses with new subject code required?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If yes, suggested Subject Code

Subject Code Description:
(max 23 characters)

Subject Owner:
(e.g. Chemical Engineering Dept)

14a. Proposed Tuition Fees (See also section 17 below. Consult with School of Graduate Studies)

<table>
<thead>
<tr>
<th>Tuition Fee (exclusive of activity fees)</th>
<th>$6,414 Domestic, $12,927 International</th>
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</thead>
<tbody>
<tr>
<td>Fee Assessment Protocol (Annual? Per term or per course?)</td>
<td>Per Term</td>
</tr>
<tr>
<td>Non-Tuition Fees (specify)</td>
<td>None Pertaining to Program Specifically</td>
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</tbody>
</table>

14b. Government Reporting

<table>
<thead>
<tr>
<th>Proposed FORPOS</th>
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<td></td>
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<table>
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<tr>
<th>Program Weight (BIUs)</th>
<th>2/term (6 annually)</th>
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</thead>
<tbody>
<tr>
<td>Proposed CIP Code</td>
<td>30.2002 (International/global studies)</td>
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</tbody>
</table>

Part D – Government Reporting Information

Part D is to be completed by the Unit/Faculty

15. Describe how the program is consistent with an area of strength and/or growth identified in the Strategic Mandate Agreement (SMA). If not aligned, describe how the program is consistent with the mission, aims, objectives and existing strengths of the university.

The proposed program aligns with the Section 5 of the University’s Strategic Mandate Agreement with the Ontario Ministry of Advanced Education and Skills Development - institutional strength in program offering, Arts and Science, Humanities and Social Sciences.

The proposed PhD program also captures institutional strength in program delivery methods that expand learning options for students and improve the learning experience and career preparedness. Queen’s supports teaching and learning by focusing on technology-enhanced learning, improving student learning outcomes/experiences, and providing experiential learning opportunities.
16. **Explain how the proposed program fits with Queen’s current program offerings and the university’s capacity to deliver the proposed program.**

At Queen’s, our focus is on enhancing the student learning experience. The student learning experience is separated into two related, yet distinct, subcategories of student engagement and skill development. Our Academic Plan identifies the centrality of Fundamental Academic Skills, and the University’s proposed Mandate Statement submitted to Ministry, commits to developing new opportunities for expanded credentials and increased opportunities for experiential and entrepreneurial learning. It is the combination of 21st century learning skills and experiential and entrepreneurial opportunities that our students need to be successful. If we help our students develop general and specific skills that meet their needs, this will also help address society’s needs by preparing them appropriately for careers or additional credentials they will pursue after leaving Queen’s. The proposed plan is very much aligned with this philosophy and thus, is a priority program for the University.

17. **Provide at least two external sector comparator programs used to derive the proposed tuition fee (program name, university and most recent tuition fee exclusive of additional fees). Comparators should ideally be similar credentials and/or programs in Ontario or Canada if none in Ontario. Justify reasoning for proposed tuition; if higher than comparators how will the impact on accessibility be mitigated?**

At present there are only two other dedicated PhD programmes in Development Studies in Canada – at the University of Ottawa and St. Mary’s University respectively.

**University of Ottawa:** Tuition for Fall 2016-2017 term for the PhD program was $2357.99. The University bills for Fall and Winter terms separately. [https://www.uottawa.ca/university-fees/tuition-fees](https://www.uottawa.ca/university-fees/tuition-fees).

**St. Mary’s University:** Tuition 2016-2017 for out of province students is $6824. For residents of Nova Scotia, tuition is $5541. Program is 3 years in length. [http://www.smu.ca/webfiles/20160705GradProgramFeeTable2016-2017.pdf](http://www.smu.ca/webfiles/20160705GradProgramFeeTable2016-2017.pdf)

18 (a) **Justify the duplication with comparator programs and others (list programs, why is adding a new programme justifiable, evidence of consultation, evidence that there is sufficient demand, sufficient opportunities for experiential learning)**

In the last two academic years, our colleagues indicate that both the Ottawa and St. Mary’s programmes have been fully subscribed. The Ottawa programme – which is by far the largest and most prestigious programme presently in Canada – received over 70 applications for eight places in each of the past two years, including 72 applications for the 2015 cycle. This means that they receive nine applicants for each spot in the programme, suggesting that there is a significant unmet pool of students and there would be substantial demand for our own programme. This over-demand parallels the rise of development studies as a field for undergraduate study and there is no reason to believe that Queen’s would not tap into this same pool of applicants.

Given the strength of our faculty and Queen’s strong reputation nationally, we believe our proposed programme would immediately become a primary PhD programme in development studies within Canada and would help to raise Queen’s reputation as a leading centre for development studies nationally.

18 (b) **Comment on any differences between the proposed program and comparators (number of credits/courses, structure, …)**

**St. Mary’s University, PhD in International Development Studies (IDS):** The Doctor of Philosophy in International Development Studies, Canada’s first dedicated interdisciplinary doctoral degree program in international development studies, accepts students with a masters degree from disciplinary backgrounds related to IDS. The general focus of all PhD in IDS dissertation research must be in the area of the political economy of development, with sub-specialization in gender, environment, trade, labour, education, or another sub-area.

There are two seminars—one on theory, one on methods—in the first year, at the end of which the student must publicly defend a comprehensive thesis proposal before being allowed to continue into the second, dissertation research year. The minimum time to completion is three years. Substantial financial support is available to
entering students.

**University of Ottawa, PhD in International Development:** The School of International Development and Global Studies offers an interdisciplinary PhD program in International Development. Located in Canada's capital city, the school has strong linkages to federal government departments, research institutes, policy think tanks, and a wide array of non-governmental organizations. Students come from diverse academic and professional backgrounds and are conducting advanced research on a variety of topics in the field of international development. This unique program features include: a curriculum designed to meet the needs of both young scholars continuing their academic training and career professionals motivated to deepen their expertise, a large faculty drawn from several academic disciplines, with exciting research agendas and extensive experience in international development. The program is also offered in both English and French. Two fields are offered in the PhD program: Development Theory and Critique and Development Policy and Practice.

**Queen’s University, PhD in Global Development Studies:** The foundations for the proposed PhD programme have been established through our MA degree. The latter is built on two thematic pillars that emphasise our core faculty expertise in (a) the political economy of development; and (b) the cultural politics of development. Our two core courses (DEVS 801 and DEVS 802) reflect these central themes and we supplement this focus with a range of elective courses including fieldwork methodology and thematic areas within development studies. Importantly, the primary pedagogical themes of our graduate programming map closely onto Queen’s core research clusters of “Democracy, Economy, and Public Policy in a Global Era” and “Society, Culture, and Human Behaviour” identified within the present Queen’s Strategic Research Plan. We therefore enjoy a well-established pedagogical profile at the graduate level that gives us a clear identity within the Canadian and international context.
### Part E – Authorizations

Part E a-d is to be completed prior to GSEC approval.

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<tbody>
<tr>
<td><strong>a. Department Head(s)</strong></td>
<td>[Signature]</td>
<td>[Sep. 5, 2017]</td>
</tr>
<tr>
<td><strong>b. Faculty Dean(s) or delegate(s)</strong></td>
<td>[Signature]</td>
<td>[Sep. 5, 2019]</td>
</tr>
<tr>
<td><strong>c. Date approved by Faculty Graduate Council/Committee</strong></td>
<td>September 12th, 2017</td>
<td></td>
</tr>
<tr>
<td><strong>d. Date approved by Faculty Board(s) if required as per Faculty Graduate Council/Committee regulations</strong></td>
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<tr>
<td><strong>e. Date Approved by GSEC</strong></td>
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<tr>
<td><strong>f. Vice-Provost and University Librarian</strong></td>
<td>[Signature]</td>
<td>[Date]</td>
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<tr>
<td><strong>g. University Registrar</strong></td>
<td>[Signature]</td>
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<tr>
<td><strong>h. Associate Vice-Principal (Planning &amp; Budgeting)</strong></td>
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<tr>
<td><strong>i. Vice-Provost and Dean, School of Graduate Studies</strong></td>
<td>[Signature]</td>
<td>[Date]</td>
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<tr>
<td><strong>j. Provost and Vice-Principal (Academic)</strong></td>
<td>[Signature]</td>
<td>[Date]</td>
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APPENDIX A

COURSE OUTLINES
COURSE DESCRIPTION

My goal is to demystify qualitative research and the field experience by introducing you to qualitative field research through a combination of course work, guest presentations and field work. The course will cover research design, proposal writing, research ethics, qualitative research methods – concentrating on interviewing and observation, and data analysis, in order to provide you with a grasp of important elements underlying fieldwork planning, design, implementation, and reporting and to help you develop research and fieldwork skills. The class will be divided into groups that will each set a research question, design a research project, gain ethical clearance for this project (in class), undertake the research, and analyze and present the results and lessons learned in a scholarly report.

The course goals are: (a) To familiarize you with the concepts, issues and processes in fieldwork; and to the epistemological issues at the root of field work processes; (b) To introduce you to the pragmatic aspects of research through the hands-on experience of designing, and implementing a research project; (c) To introduce you to team-based research work. This is a cornerstone of development research and work; (d) To develop problem-solving skills in research, teamwork skills, writing proficiency and oral communication skills, through group work, individual work and presentations; (e) To develop skills and practices that will enable you to do more effective research in the future; (f) To provide a good ‘toolbox’ of readings and resources for conducting effective qualitative research.

ASSIGNMENTS AND ASSESSMENT:

Group Research Project 50%
Research Journals: To be handed in with the Final Project 20%
Reading Reflections: To be handed in as a hard copy, each week 15%
CORE Ethics Tutorial Due with the proposal in Week 05 (P/F) 15%
Class Participation: Participation marks reflect attendance and participation (i.e. participation mark x number of classes attended.) 15%

A. TEXTS:

Course readings as E-readings -available through ARES on the course Moodle site (listed in the syllabus by week).

B. ADDITIONAL RESOURCES AND SUGGESTED READINGS:
SAGE Research Methods online:
https://qcat-library-queensu-ca.proxy.queensu.ca/vwebv/holdingsInfo?bibId=3560448
Other Books and Articles on Reserve in Stauffer and on E-Reserves through Moodle (List at the end of this syllabus)
1) ALL READINGS LISTED IN COURSE OUTLINE SECTION ARE REQUIRED READINGS.
2) Class attendance is mandatory. Only students with a clear demonstrated need (medical or social reasons for which documentation is provided) will be excused. "Social reasons" represent religious events or holidays not on the university calendar (for example, Eid, Yom Kippur, Passover, Diwali) tragic life events, or a trauma of some sort. University sponsored activities are also acceptable as "social reasons," but must be verifiable. Tragic events that may not be covered as "medical reasons;" for example, a violent attack, the death or serious illness of a parent or sibling or the funeral of a close family member, or some other event of that magnitude that would make it hard for you to meet a deadline or to attend class. These should be documented by someone in an official capacity (for example, a religious official or medical professional), a newspaper announcement or by a counselor. If you have a medical reason for exemption or there has been an attack or some trauma, I do not ask for ANY details, just a note from a counselor saying that they have been made aware of the situation and the accommodation that they deem necessary. Ie do not wish to add to any trauma by asking any student to discuss the event with me! It is your choice to attend social events, such as weddings or family gatherings, or to volunteer for non-university reasons; these are NOT acceptable social reasons for which I need to make accommodations.
3) If you have told me something in class which needs me to follow-up, I expect you to follow-up with an email. If I do not receive an email with details of our conversation, then I will not follow it up and feel no obligation to remember the conversation.
4) Any request for a change in grade must be submitted in writing with a full explanation for the reasons that the mark is being disputed or questioned within 7 days of the return of the assignment. Marks may go up or down.
5) Papers suspected of plagiarism will be dealt with under university guidelines found at http://www.queensu.ca/secretariat/senate/policies/AIprocedures.pdf the student is responsible for reading the definition of plagiarism.
6) Class Readings and Reading Notes: Always bring the readings and all of your notes on the readings to class. Classes will make reference to previous readings and the student should be able to answer or discuss earlier readings in relation to the current class.
7) Special Needs: Students with a disability that requires academic accommodations come and discuss this with me, bringing the appropriate documentation. The student must contact me before the first assignment is due or before a computer or recording device is used.

EVALUATION CRITERIA:
A+ (4.3): Exceptional work, meeting and exceeding all course specifications. Original, insightful and clearly showing a mastery of the subject and course material. Superb grammar, spelling citation, and proofreading.
A, A- (3.7-4.0): Consistently excellent work - above excellent ability to integrate and analyze material, with a capacity to go beyond the material and provide original insights into the issue under discussion. Readings always done and original insights offered on them. Active and vocal in discussions.
B+, B, B- (3.3-2.7): Very Good work - competent overall performance, above average grasp of the material, with above average ability to integrate and analyze material. Readings clearly done and regular good quality class participation.
C+ C, C- (2-3-1.7): Average performance -expectations met adequately. Some readings done but inconsistent. Some class participation.
D+, D, D- (1.3-0.7): Below average, marginally acceptable. Some readings done but inconsistent. Some class participation.
F (0): Assignments and Participation: Unable to demonstrate minimum competence in writing or on material, no participation and readings not done. Failure.

Grades for class work and participation will be expressed as a fraction of the classes attended
GROUP RESEARCH ASSIGNMENT

PART I. RESEARCH PROJECT (50%)

Description:
The class will be divided into groups by the professor. Each group will be asked to develop a research project, gain ethics clearance, do data collection and analysis, and then present the results and reflections as a report. The project should be very restricted in scope and reflect the amount of work that can be reasonably done by a small group of researchers in a short period of time (15 weeks).

Purpose:
(a) To familiarize you with the concepts, issues and processes in fieldwork;
(b) To introduce you to the pragmatic aspects of research through the hands-on experience of designing, and implementing a research project;
(c) To introduce you to team-based research work, this is a cornerstone of development research and work;
(d) To develop problem-solving skills, writing proficiency and oral communication skills, through group problems solving, individual work and presentations.
(e) To develop skills and practices that will enable the you to do more effective research in the future.

A. RESEARCH QUESTION AND LITERATURE REVIEW (CLASS 03)
The Presentation will be done as a power point presentation and handed in as a document. It must include, (a) outline the research question with (b) a literature review.

B. RESEARCH INSTRUMENTS (CLASS 05)
This section will be handed in as a document and (a) discuss sampling; (b) the research instrument (interview guides and observation protocols). The project must have interviewing and observation components, and each student must do a minimum of one interview and one observation each.

C. ETHICAL CONSIDERATIONS AND GREB APPLICATION AND DOCUMENTS (WEEK 06)
This will cover (a) Ethical Considerations, (b) Ethics Board Application (including Letters of Information and Consent and (c) the Core certificates for each team member

D. FIELDWORK (ON-GOING AFTER WEEK 06):
Every student will be expected to
- have been the lead interviewer in one or more interviews,
- have done at least one observation, participant or non-participant.
Teams may transcribe fieldnotes and do coding and data analysis as a team or with subgroups, but it must be clear that all members worked on the project and who produced the other documents.

E. FINAL REPORT (DUE WEEK 15)
Naming: ProjectTitle-892-15F.doc
The Final Report will cover the research question and literature review on the research topic, discussion and rationale for the research design; discussion of the findings; conclusions; and team reflections on the research process. The Final Report must be a seamless professional group report not a compendium of individual sections. This means that it should have a consistent style and be proofread.
The Research Instruments, CORE Certificates of the team members and Ethical Considerations should be attached as appendices. The discussion in this document must conform with GREB requirements for anonymity if that is required by the nature of the research question and if informants have been promised anonymity.
Along with the Final Report, the team will submit the Fieldnotes; the Data Transformation (ie. Coding and Memoing); the Data Analysis as separate documents, identifying who has/have been the author/s of these documents.

The project will be evaluated as a process which will include the benchmark products detailed below and in the quality of class work and not only on the end product. The rationale behind this evaluation strategy is that such a new undertaking may meet roadblocks and require refining to produce a good project.

Part of the appraisal will include the interactions between the groups and the ongoing support that you provide each other, as well as, the lessons learned and difficulties overcome in the research process.

The group project benchmarks will be based on written and verbal documents and reports. The group work will be assessed on the research proposal, the ethics clearance documents and process, the choice of research methods and sampling strategy, the research design, the field notes, coding and codebook, the analysis of the data and the final report, and research process.

In addition each student will keep a journal (see below) on the research process and provide the professor their individual raw notes and jottings.
PART II: CORE Ethics Tutorial (P/F) (DUE WEEK 06)
This must be completed before the proposal is submitted or the student will fail the course. If you have completed
A. RATIONALE: No research may be undertaken or proposal submitted at Queen’s until this tutorial is complete. 
B. EVALUATION: Pass / Fail 
C. ASSESSMENT: Completion Certificate (pdf) must be handed in on Moodle & attached to the GREB form & final project

PART III: Reading Reflections (15%): 
Hand in as a hard copy each week in class.
• Note ideas from reading and the particular information you learn; 
• Reflect on links between what you are reading, hearing and seeing; 
• Record insights/ reflections/ critical reflections; 
• Have you read and understood the readings? 
• How well have you used the material? 
• Have main points (noted above) been covered? 
• Raise questions that are left unanswered by reading and research.

PART IV: RESEARCH JOURNAL (20%): 
Submit as a WORD document. 
File Naming for RJ: LastName_FirstName_821-15F_RJ ex. 01_Smith_Mary_821-15F_RJ.docx
I expect 1 or more journal entries for each week of the course and research activity, and something central on the reading
Due with the final project on Week 15. In this journal you should record thoughts, personal reflections or ideas; record research activities, personal impressions and reactions as you undertake the research as well as document progress; note ideas from readings and the particular information you learn; record insights/ reflections/ critical reflections. You must also reflect on all of the readings, preferably by highlighting similarities and differences and not a book review of each reading. Be prepared to discuss the readings in class using your notes.
A. PURPOSE: 
To develop skills and practices that will enable the you to do more effective research in the future
B. RATIONALE: 
In Qualitative research the research journal is a critical research tool. A good journal helps illustrate your increasing understanding of the field and also documents spontaneous ideas and thoughts, quick reading notes, impressions, thoughts, data interpretation, the research process, research accomplishments, and reflections on everything related to your research. When it is used as a reflective tool and notebook, it allows you to gain new understandings. It permits you to note insights and ideas. As you write and think about the research a thought or an idea can pop into your mind - this may be a critical insight that can be caught or lost. It also lets you see the evolution of your thinking during the process. The journal records your research process which can be very useful for later reference when the details of time, place and your immediate impressions may have faded. Your journal can document your reflections and that can become a part of the research. Finally it can help you retain your focus.
C. EXPECTATIONS: 
It should be organized chronologically, with each entry documenting the date and, if applicable the place. In it you should:
• record thoughts, personal reflections or ideas; 
• record research activities, personal impressions and reactions as you undertake the research as well as document progress; 
It is a good idea to finish each journal entry with a summary of what you have accomplished and how you feel about what you accomplished (optional):
• If you feel that you have gone in a good direction, reflect on where you think it is going. 
• If you feel you are heading in the wrong direction, write a couple of suggestions that will take you in a better direction. Include a paragraph or two that explains why your current research will not take you in the direction you need to go. 
D. TIPS: 
The style you use is up to you, but you should write clearly and with as many details as you can. A research journal should be rich in detail. Copious documentation is the key to successful journal entries.
# General Research Ethics Board (GREB)

## Research Ethics Application SHORT Form For Course-Based Student Research

| 1. Name of Student:  
Student Number: |
|-----------------|
| 2. Name of Course:  
Professor: |
| 3. Title: of Study:  
Purpose of Study: |
| 4. Method of Collecting Data: (if applicable, attach sample of questionnaire or other data collection instruments) |
| 5. How many research participants?  
Who are the research participants? |
| 6. How will you protect the participants’ confidentiality or privacy? |
| 7. How will you guarantee the participants’ free and informed consent and ensure that the participants can stop at any time? |
| 8. Where will the data be collected and stored? |
| 9. What are the risks and benefits to the participants? |

Attach: 1) Letter of Information and Consent Form, 2) Questionnaires or data collection materials, 3) Recruitment notice, 4) CORE Certificate (for PSYC 501 and SURP planning courses)

[http://www.queensu.ca/ors/researchethics/GeneralREB/forms.html](http://www.queensu.ca/ors/researchethics/GeneralREB/forms.html)

1. Generic Sample LOI and CF  
2. Invitation Letter to Students for Web Survey  
3. Letter of Information for online survey  
4. LOI and CF Checklist  
5. LOI and CF for Artist Interview  
6. Sample LOI/CF with options  
7. Sample of LOI and CF for students in Psychology Lab  
8. Sample LOI for UN officials  
9. Generic LOI sample  
10. Sample of Combined LOI and CF  
11. Telephone script

### Subject Recruitment Procedures

Letter of Intent (LOI) Consent Form (CF) Subject Recruitment procedures (see notice and check list)  
Make sure you fill out the Checklist (4. Above)

*This page is linked to the requirements of the GREB at Queen’s University*
METHODS AND FIELDWORK-COURSE OUTLINE

CLASS 01 Introduction to the Course & Asking Research Questions and Designing Research Projects

Research Design:

Planning:
    Excerpt: The Researcher; Epistemology. 22-23.
    Excerpt: Project Calendar and Schedule. 80-81.
    Excerpt: Pattern Construction, Category Construction, Interelationships. 90-93

CLASS 02 Research Ethics & Sampling

Project Activity: Designation of Groups and Brainstorming

Ethics:

Sampling:

CLASS 03 Observation and Interviewing


CLASS 04 Observation and Interviewing

Project Activity: Presentation of Research Question and Justification, including a list relevant literature

CLASS 05 Project Submission on the Sunday of this week. NO SEMINAR THIS WEEK. I will be away.

Project Activity: Hand in Research Question, Literature Review, Research Instruments GREB Applications and CORE Certificates ON-LINE
**CLASS 06 Participatory Research**

- How does theory affect research? How does theory affect the definition of participation and empowerment, and the participatory subject? What is obscured? What other factors influence participatory development? Can research be truly participatory? How?


**CLASS 07 Fieldwork Logistics, Dilemmas and Challenges** *(Don’t Panic! Most of the readings are short)*

**Entering the Field and Culture Shock (25pgs of readings) (1 question or comment):**


**Translators and Assistants (9pgs of readings) (1 question or comment):**


**Positionality and Reflexivity (41pages of readings) (1 question or comment each):**


**CLASS 08 Fieldnotes & Managing Data**

**Guest Presentation?**


**Class 09 Data Analysis - Introduction I**


**Validity and Reliability vs. Credibility and Trustworthiness**


**Class 10 Analysis – Data Analysis - Introduction II**


**Class 11: Analysis – Drawing Conclusions**


**Class 12 Last Class**
RESOURCE LIST


**ONLINE materials:**
- *SAGE research methods online* [https://qcat.library.queensu.ca/vwebv/holdingsInfo?bibId=3560448](https://qcat.library.queensu.ca/vwebv/holdingsInfo?bibId=3560448) (you have to be logged in or on campus to access this data base.)
- *Computer Assisted Qualitative Data Analysis Networking Project*  
  [http://www.surrey.ac.uk/sociology/research/researchcentres/caqdas/resources/workingpapers/index.htm](http://www.surrey.ac.uk/sociology/research/researchcentres/caqdas/resources/workingpapers/index.htm)
TIMES AND PLACES

Place: Mac Corry A416
Time: Tuesday 11:30 – 2:30

Instructor: R. Day
Email: richard.day@queensu.ca
Office: Mac Corry B413 (across from DEVS main office)
Hours: TBA

OVERVIEW OF WHAT WE’LL DO IN THE SEMINAR

What we will do in this seminar

In this seminar, we will read books. That may sound like a pretty normal thing to do at a university, but actually it has become quite rare. Generally, these days, we read articles, or first chapters of books, or interviews with the authors of books, or watch youtube videos about the things the books are about... But if you want to be a professional intellectual, or a relatively well informed member of the global bureaucracy (UN, NGO, IMF), then it’s a great thing to be able to sit down long enough to immerse yourself in a monograph, to find out who wrote it, when, why, where, and most importantly of all, to come to understand for whom the book was written.

In order to do these things, one must have an awareness of the play of historical narratives, political powers, economic exigencies, intellectual trends and allegiances. That is, one must have some familiarity with the backgrounds alongside, and against which, a book was written. For no book stands alone – such a gesture would simply fail to signify (at least for a while).

So we’ll read books in their contexts, and also track how the books we’re reading relate to each other. More particularly, we’ll read books written by people engaged in the cultural politics of development (and decolonization), with a focus on those written in some way(s) against the currently dominant order of the heteronormative patriarchal Eurocentric (etc.) global neoliberal capitalist system of nation states – what I call the CDO. That is to say, we won’t read any Dead White Guys in this class, at least not as our primary sources. Many DWGs still matter; their work often provides a backdrop, sometimes an indispensable resource, for writing back against the very systems out of which they have emerged.

In an ideal class on global cultural politics, we would read books that covered all possible ‘locations’ outside of the CDO, in identity space, geographical space, virtual space, etc. But we have only 12 weeks, and so I have tried to cover as many identifications and axes of oppression and autonomy as possible, and to bring in writers speaking from, and concerned with, as many ‘places’ as possible, including global spaces of social-democratic cosmopolitanism. At very least, I think I have achieved a
reasonable coverage of the continents where people live, a decent gender/sexual balance (including queer & LGBT…), and we will be engaging with race, class, colonialism and decolonization, and indigenous struggles. There is no direct engagement with disability studies or ageism in the books we’re reading; as Judith Butler says, there will always be a place given to the ‘embarrassing etc.’, an axis of subordination that has ‘not yet’ been converted into an antagonism in a particular space of enunciation. As the facilitator of the seminar, I am committed to ensuring that whatever seems left out, to any of you, can and will be brought in as part of our discussions. This is, after all, a course on cultural politics!

**How we will do it.**

All of these assignments, except the major paper, are anchored by the process of reading books together. We will use a semi-formal four-step approach that will act as a kind of on-the-job training.

There will be two weeks to discuss each book; 2-3 students will take on a specific task for each book (leading the seminar); everyone will be expected to make contributions to the general discussion.

**Step 1: Context**

At the end of the week previous to the one in which we first discuss a particular book, I will provide a general intellectual and political background and context for the book. I’ll talk about the author, their intellectual and political commitments, the environment within which the work was produced, the other authors they tend to cite, the paradigms they deploy, as well as current readings and relevance. Comments, interventions, questions, and discussion will be welcomed from all.

**Step 2: Friendly reading**

In the first class the following week, one student will present a ‘friendly reading’ of the text, setting out its main arguments, talking about how it supports them, generally standing in for the writer.

**Step 3: Critical Analysis**

After that, 1-2 students will do a critical analysis of the text, self-consciously using the methods we have discussed in Week 1, and for which resources will have been provided in the first two weeks of the class. If two students are involved, they will need to collaborate enough to ensure that each has their own take, i.e. they don’t duplicate.

**Step 4: General discussion**

At this stage, everyone else will bring in their questions, concerns, critiques, comments, regarding the book, its contexts, the friendly reading, the critique(s) we’ve just heard. We’ll do a round and it will be expected that everyone will have something to contribute.

Bring a bunch of things to contribute, in case yours get ‘taken’ by someone else! But then, there is always jazz, and it’s the best approach anyway.
READINGS

Primary texts

We will read five books, and I will do a demonstration analysis of a sixth book that I don’t expect you to necessarily have read. Three of the required texts are available (legally) for free as a PDF file. You will need to make your own ethical and technical decisions about how to acquire the other two. The books, in order that we’ll read them, are:

0. In my demonstration (Week 2) of what it means to do a friendly reading, critical analysis, etc. I will refer to Michel Foucault’s *The History of Sexuality v. 1*. I don’t expect you to have read this book, but if you have, that will be helpful.

Available widely in new and used bookstores, and online for free via Queen’s library.

Note that this is the translation by Richard Philcox. If you have a different translation, you won’t be in synch with the rest of the class, w.r.t. terms used, page numbers, and so on, and that will be very disruptive both to you and everyone else.

Available from booksellers.

Available from booksellers.

Available now in Spanish from Tinta Limon or their distributors.

English translation available (free PDF) on OnQ

Available from the publisher in PDF, via Queen’s library and from booksellers.

Available from booksellers.

Secondary sources

References will be posted on OnQ. Since there are so many, and I do appreciate that not too many members of the seminar will be able to take the time to read them, in most cases I’ll just name them in a quick citation. When I can, I will also put up PDFs or links. You’ll be responsible for finding the rest, like in the old days, except that you probably won’t have to use a card catalogue.
ASSIGNMENTS AND GRADING

Outline of Assignments and Due Dates

For details on expectations for all assignments, please see OnQ.

Please also note that course relevance is the main criterion for all assignments: you will want to emphasize the explicit use of materials from this course in all of your work, rather than materials from other courses with related themes.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates:</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading the seminar on a friendly reading or critique</td>
<td>To be allocated by seminar members.</td>
<td>20%</td>
</tr>
<tr>
<td>Approximately 45 minutes that is taken up primarily by you presenting your work – no power point or videos, please; questions / interventions may occur during that time; discussion may follow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class engagement</td>
<td>Every week</td>
<td>20%</td>
</tr>
<tr>
<td>Come to class prepared with discussion points, and ready to engage with the points that others raise.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come to my office hours to talk about materials, assignments, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written, critical discussion of one or more background readings (do two of these papers)</td>
<td>One must be handed in by the end of Week 5, on one of the books addressed in Weeks 3-6; one by the end of Week 11, on one of the books addressed weeks 7-12.</td>
<td>15%</td>
</tr>
<tr>
<td>1800 words each (approx. 5-7 pages, typed, 12 point font, double spaced, 1” margins)</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>NOTE: You are expected to write your background papers on a different week from the week that you take on a role in leading the seminar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Paper Proposal</td>
<td>Due date: end of Week 9.</td>
<td>5%</td>
</tr>
<tr>
<td>Download and fill in Proposal Form via OnQ, just a few sentences.</td>
<td>NOTE: You must submit a proposal, and have it</td>
<td></td>
</tr>
<tr>
<td>Major Paper</td>
<td>Due date to be decided by members of the seminar.</td>
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<td>-------------</td>
<td>-------------------------------------------------</td>
<td></td>
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<tr>
<td>6000 words (approx. 18-22 pages, typed, 12 point font, double spaced, 1&quot; margins)</td>
<td>NOTE the final paper/project is expected to be <strong>something other than a reworking</strong> of your background papers or what you did in leading the seminar.</td>
<td>25%</td>
</tr>
</tbody>
</table>

**How to Submit Assignments**

Assignments are to be submitted via OnQ on the date indicated/negotiated. Please don’t email assignments to me, give pieces of paper to me, put pieces of paper under my door, in the DEVS assignment box, or use any method other than submission via OnQ. I can’t guarantee that I’ll be able to keep track of so many items in so many different media, so I can’t accept them.

You will have three chances to submit an assignment via OnQ, in case you change your mind and want to re-submit it. An assignment will be deemed to have been submitted on the latest date when the OnQ log shows it was(re) submitted. Please be sure that you **fully complete** the submission process!

**Late Policy**

An assignment will be deemed to have been submitted on the latest date when the OnQ log shows it was(re) submitted. Please be sure that you **fully complete** the submission process!

Late assignments should be submitted in the same way as assignments that are on time, i.e. via OnQ and only via OnQ. A moderate **late fee of 3% per day**, including weekends, will be assessed, in order to allow you to make decisions about how to allocate your time when you are feeling busy or having a hard time meeting deadlines for any other reason that does not qualify as meriting accommodation.

**What should you do if you find yourself struggling to hand in your work on time?**

I believe in being true to ourselves and treating each other well, even if we find ourselves in an increasingly anxiety-ridden, legalistic, bureaucratic, authoritarian, impersonal, and corporate setting. So, if you find yourself in a situation that makes it difficult for you to meet your deadlines, such as a personal crisis, or serious illness or death in your family, please talk to me about your situation (and come prepared with some kind of documentation). I would much rather deal with problems this way, than through complex & unpleasant disciplinary mechanisms (please see Policy on Academic Integrity below)
Queen’s Policy on ‘Academic Integrity’

“Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see theSenate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.”

My Policy on ‘Academic Integrity’

What kinds of occurrences tend to arise?

In recent years, increasing access to the World Wide Web and changes in the way in which university teaching is structured have led to an increase in certain modes of appearance of that which could be deemed to violate academic integrity. The most common of these is to fail to cite portions of the work of others that can easily be found on the internet. This can range from (a) one or two occurrences that can be reasonably represented as simple citation failures, to (b) the ‘partial download’, in which the number of copied passages increases to the point that it starts to seem like there is an intention to mislead, to (c) the ‘full download’, in which the entire paper is apparently the work of someone else.

The ‘recycle’ (handing in work already done for Course A for Course B as well) is also becoming more common, especially in the form of the ‘bolt-on’ (modifying the assignment for Course A slightly, to give the appearance of relevance for Course B).

How do I, as an instructor, try to ward off these occurrences?

First of all, the assignments I give involve taking positions/positioning yourself rather than attempting to present some sort of performance of ‘objectivity’. What you do in your writing and work in class will not only show your skills in critical thought; it will speak to your degree of engagement with intellectual life in general, and with this class in particular. Ideally, it will be obvious that only you could have written a given assignment, because it sounds so much like you.

The assignments are also relatively non-generic, that is, you will be choosing your own topic rather than being assigned a topic.
Finally, since course relevance is the main criterion for all assignments, you will need to be making explicit use of materials from this course in all of your work, rather than materials from other courses with related themes.

What should you do if you find yourself in a situation where what you are producing/may produce seems as though it may be read in one or more of the ways discussed above as potentially lacking an adequate degree of academic integrity?

I believe in being true to ourselves and treating each other well, even if we find ourselves in an increasingly anxiety-ridden, legalistic, bureaucratic, authoritarian, impersonal, and corporate setting. So, if you find yourself in a situation that makes it difficult for you to meet your deadlines, such as a personal crisis, or serious illness or death in your family, please talk to me about your situation (and come prepared with some kind of documentation). I would much rather deal with problems this way, than through complex & unpleasant disciplinary mechanisms (please see Policy on Academic Integrity above)

How Grades are Formed

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
<td>63-66</td>
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<tr>
<td>C-</td>
<td>60-62</td>
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<tr>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>D</td>
<td>53-56</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>
OTHER POLICIES AND STATEMENTS

Accommodations Statement from Queen’s Equity Office

Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/

Copyright of Course Materials

In the spirit of free exchange of ideas among people who are paid to be public intellectuals, I waive any ‘right’ to treat this outline as a form of ‘intellectual property’. Anyone can use it or reproduce it, in whatever way they like, to do anything at all. If you really think my work has been helpful to you, it’s nice if you can take the time to thank me for it.

Holidays

According to the Queen’s Arts and Science Sessional Dates for 2016-17, no university holidays fall on the day of our seminar, other than Monday Feb 20 (Family Day), which is part of Reading Week (all classes cancelled).

Please note that the Monday after reading week is an official day of classes. Our class will be running, as usual, and that day will be as important as any other day of classes.

WEEKLY SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Jan 10)</td>
<td>Introduction and Course Overview</td>
<td></td>
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<tr>
<td>2 (Jan 17)</td>
<td>Model Seminar</td>
<td>Foucault, History of Sexuality 1</td>
</tr>
<tr>
<td>3-4 (Jan 24/31)</td>
<td>Frantz Fanon</td>
<td>Wretched of the Earth</td>
</tr>
<tr>
<td>5-6 (Feb 7/14)</td>
<td>Glen Coulthard</td>
<td>Red Skin, White Masks</td>
</tr>
<tr>
<td>Feb 20-24</td>
<td>READING WEEK</td>
<td>NONE</td>
</tr>
<tr>
<td>7-8 (Feb 28/Mar 7)</td>
<td>Silvia Rivera Cuisanqui</td>
<td>Ch’ixinakax utxiwa</td>
</tr>
<tr>
<td>9-10 (Mar 14/21)</td>
<td>Jasbir Puar</td>
<td>Terrorist Assemblages</td>
</tr>
<tr>
<td>11-12 (Mar 28/Apr 4)</td>
<td>Leslie T. Chang</td>
<td>Factory Girls</td>
</tr>
</tbody>
</table>
Week 1 (Jan 10): Introduction(s)

1. Introduce ourselves
2. What we will do in this seminar
3. The books we will read.
4. What is cultural politics of development?
5. Writing styles in cultural politics.
6. Course requirements, policies, and resources.

Week 2 (Jan 17): Model Seminar

1. What is Critical Analysis?
2. RD will do context, friendly reading, and critical analysis of Michel Foucault, *History of Sexuality v. 1.*
3. Setting the context for reading Fanon, *Wretched.*

Weeks 3-4 (Jan 24/31): Frantz Fanon, *Wretched of the Earth (Philcox translation, 2004)*

Friendly reading, critical analysis, and general discussion.
References for background readings available on OnQ.

Weeks 5-6 (Feb 7/14): Glen Coulthard, *Red Skin White Masks*

Friendly reading, critical analysis, and general discussion.
References for background readings available on OnQ.

Reading Week (Feb 20-24) NO CLASSES


Friendly reading, critical analysis, and general discussion.
References for background readings available on OnQ.

Weeks 9-10 (March 14/21): Jasbir Puar, *Terrorist Assemblages*

Friendly reading, critical analysis, and general discussion.
References for background readings available on OnQ.
Weeks 11-12 (March 28/Apr 4): Leslie T. Chang, *Factory Girls*

Friendly reading, critical analysis, and general discussion.

References for background readings available on OnQ.
DEVS 801

POLITICAL ECONOMY OF DEVELOPMENT

Fall 2017

<table>
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<tr>
<th>Instructor</th>
<th>Professor Soederberg</th>
<th>Office</th>
<th>Mackintosh-Corry Hall, A-406</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Time</td>
<td>Thursdays, 11:30-2:30</td>
<td>Office Hours</td>
<td>Thursdays immediately following our seminar, or by appointment.</td>
</tr>
<tr>
<td>Seminar Room</td>
<td>Watson Hall 207</td>
<td>E-mail*</td>
<td><a href="mailto:politicizingeconomics@gmail.com">politicizingeconomics@gmail.com</a></td>
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</tbody>
</table>

* Should you wish to contact me outside of term time, please use: soederberg@queensu.ca

Course Description and Objectives:

This course is designed to familiarise students with various meanings and framings of political economy. The latter entails many different traditions, including: Marxism, post-structuralist, post-Keynesianist, institutionalist, and so forth. Political economy also refers to a specific group of heterodox economists, or to a cohort of political scientists (international political economy or comparative political economy), or a sub-field in geography (economic geography. The distinguishing feature of all these different strands of political economy is their commitment to analyse the economy within its social, history and political context rather than seeing it as a distinct entity driven by its own set of rules based on rational and highly individualised forms of self-interest (Mackinnon and Cumbers, 2007: 14).

In adopting this above understanding of political economy, we explore core questions of political economy, notably: who benefits and why? How and why is power articulated? What are the sources of power? And, how do political and economic realms (or, states and markets) interact to produce particular outcomes in different geographical and historical contexts? These queries will span across a wide range of disciplines such as: political science, geography, sociology, gender and environmental studies. To facilitate a wide-ranging understanding of political economy, we will survey an assortment of perspectives and themes in contemporary capitalism ranging from financial crises to evictions to social reproduction to political ecology and risk management. While it is impossible to investigate all topics and political economy framings, it is hoped that the themes covered will provide a solid foundation of what political economy means and how it can enhance your core research interests.

Having said that, this course has two core aims. First, it offers a wide range of theoretical perspectives, analytical tools, and ideological inclinations within the interdisciplinary terrain of political economy. Second, the format of the course has been designed to develop advanced level writing and reading skills. You will learn to read effectively by identifying core arguments and premises of each reading. You will learn to synthesize analytical insights across the various required
theoretical readings as well as apply them to non-academic insights, drawn from the media, policy documents, reports issued by government and non-government agencies.

Specific learning outcomes include:

1. A close familiarity with the political-economic dimensions of contemporary capitalism.
2. The ability to synthesize different analytical perspectives with case study material.
3. The ability to clearly communicate complex ideas in both written and oral forms.

COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date &amp; Instructions</th>
<th>Weight</th>
</tr>
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</table>
| Seminar Participation  | 13 October 2017  
You will be evaluated each week on how well you have prepared and attempted to understand the readings. See ‘Seminar Participation and Preparation’ below for further details. Interim self-assessment of class participation due on 13 October 2017. Please send the self-assessment to the class Gmail account, with ‘Surname + Self-Assessment’ in the header). | 30%    |
| Policy Reflection Paper| 27 October 2017  
Please submit this assignment (MS Word) on the OnQ site no later than 8:00pm on 27 October. In addition to this, you should also send me a copy to the class Gmail account.                                                   | 20%    |
| Interim Report         | 11 November 2017  
Reports should be submitted electronically (MS Word) are due no later than 8:00 pm on 11 November. Please post your papers on the OnQ ‘assignment section’ and as an attachment to the class Gmail account with ‘Surname + Interim Report’ in the header. | 10%    |
| Term Paper             | 8 December 2017  
Papers are due no later than 8:00 pm on 8 December. Please post your papers (MS Word) on the ‘assignment section’ in OnQ and as an email attachment to the class Gmail account (with ‘Surname + Term Paper’ in the header). | 40%    |
**PARTICIPATION (30%) – EXPECTATIONS, PREPARATION & GRADING SCALE:**

Interim Participation Grade (Self-Assessment): You will be asked to submit an interim grade email: politicizingeconomics@gmail.com. Make sure this grade is calculated in percentage form (see below) and is accompanied by a few sentences justifying your grade. If there is a major discrepancy between our grades, we will discuss this during my office hours.

**Two-Step Guide to Effective and Meaningful Seminar Participation:**

The following checklists will help you to engage with the literature and with each other more effectively. Please note that you will be evaluated on your ability to answer these questions during the seminar. We will work on this together for the first couple of weeks, so you know what is expected of you.

**Step I: Seminar Preparation**

While reading the literature you should think about the following, with regard to the ‘required scholarly readings’ (note: policy readings lack many of the following features and thus do not explain, rather tend to describe and prescribe phenomenon. They are nonetheless powerful, given their ability to guide public and private strategies):

1. What is the main thesis (argument) of the reading?
2. How does this reading further our understanding of political economy?
3. What is/are the key assumption(s) made by the author?
4. What are the main concepts used by the author to develop her/his argument? How do these concepts help the author develop her/his argument? Are these concepts clearly defined and justified (i.e., do they help the author develop her/his argument in a convincing manner)?

   **Note:** concepts are abstract ideas to help explain the complex social world in which we live. Power, neoliberalism, governance, access, states, capital, etc. are concepts, which are defined differently, given the wider theoretical framework used by an author.

5. What are the main weakness(es) and strength(s) of the reading? Can I justify my points drawing on direct examples from the reading(s)?
6. How does this reading (that is, its main argument, presuppositions, concepts) either contradict or complement other required scholarly and policy readings covered in the course thus far? Note: this exercise is referred to as ‘synthesizing’ the material. Getting into the habit of ‘back-reading’ (connecting the readings covered from previous weeks) will help you hone your skills at synthesizing.
7. Why do you either reject or support the argument made by the author? Keep in mind that you should be able to substantiate your position in the seminar by
identifying empirical and/or analytical weaknesses/contradictions of the class readings not personal opinions or anecdotes or readings from other classes. While the latter can be useful in illustrating a point or argument, they do not replace formal, scholarly inquiry, and thus will not count toward your participation grade.

8. Am I able to go beyond a description or reiteration of the main ideas and argument of the text by critically engaging with the author by evaluating her/his analysis and connecting his/her ideas with those of other authors covered in the course (synthesis!)?

Step II: Participation
During the seminar you should ensure that you are able to answer ‘yes’ to the following four points:

1. Is my intervention informed by the tips provided in Step I (see above)?

2. Have I prepared at least one discussion question per reading?

3. Have I attempted to engage with the question/problematic raised by other students in the seminar?

4. Have I attempted to view the reading through the lens of other authors discussed thus far?

5. Am I keeping an open mind to arguments and interpretations that differ from mine?

Remember: anyone can have opinions; but not everyone can provide an effective analytical intervention. Our task is to ensure that you develop the latter academic skill-set.

Failing to ground your comments in the argument and analytical frame (e.g., key concepts used to explain key issues) presented in the required scholarly readings will incur a low participation grade. To avoid this, please ensure that your interventions explicitly draw on the required readings and are formulated in such a manner so as to engage with the ideas and arguments presented by fellow seminar participants.

Grading Guideline for Seminar Participation:

80%+ (‘A range’ grades): Students falling into this grade range have prepared extremely well for each seminar, e.g. s/he has followed the seminar preparation and participation guidelines on a consistent basis. In so doing, s/he is demonstrating the ability to ‘back-read’ (discuss the significance of past readings) and draw analytical connections between the various texts. S/he is able to synthesize (apply theoretical frameworks and concepts) to critically examine the non-scholarly readings. The student’s discussion questions are critically complex and thought provoking. S/he is able to answer and expand upon the instructor’s opening questions (see below).
70-79% (‘B range’ grades): Students falling into this grading range have met the above requirements during the seminar, e.g., her/his discussion questions and s/he has generally followed the seminar preparation and participation guidelines below. S/he is usually well prepared, has a good grasp of the readings and has attempted to draw analytical connections. The student has done either limited back-reading and/or has failed to draw meaningful connections between relevant readings. S/he is able to adequately answer the instructor’s opening questions (see below). S/he contributes to each reading in the seminar.

60-69% (‘C range’): Students falling into this grading range have not prepared well for seminars. Specifically, this student is partially meeting the seminar participation and preparation guidelines detailed above. S/he does not have good grasp of the readings and has not attempted to draw analytical connections or has done so in an unsatisfactory manner. S/he does not contribute to each reading in the seminar in a consistent manner.

59% and under: Students failing to actively contribute in class. Please note that attendance is a basic requirement, not a basis on which grades will be allocated.

The above grading scheme is based on the Queen’s Official Grade Conversion, which will be employed for the Policy Reflection Paper (20%), Interim Report (10%) and Major Research Paper (40%).

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<td>F</td>
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</table>
**POLICY REFLECTION PAPER (20%)**:  

Students will be required to write a critical reflection paper that uses one or (maximum) two required scholarly readings to critically assess one of the policy readings listed below. For instance, your selection will more than likely involve the required scholarly readings and required policy reading of a specific week, e.g., Peck and Tickell (2002) and OECD (2001) from Week 4. All policy readings are available either on the OnQ site or online, as indicated below.

The length of your intervention should be **between 2,200 to 2,400 words**, excluding references and footnotes. Please note that the reflection paper is not a review essay (a description of what the various authors have said). Instead, the point of this exercise is explanatory analysis. This means that you are required (a) to formulate an argument based, for instance, on an assumption made in the policy document or its particular strengths and weaknesses, etc. and (b) to use conceptual tools and/or analytical framings from the scholarly reading to develop and demonstrate your argument.

**INTERIM REPORT FOR RESEARCH PAPER (10%)**:  

The objective of this exercise is to help students organise their research papers, as well as to provide feedback on the paper prior to its submission. Interim reports should be between 1,500 and 2,000 words in length, excluding bibliography and notes (if you chose to include the latter), and should be organized to include the following information (please use the recommended sub-headings listed below):

- **Topic of paper.** Briefly describe ‘what’ you are examining and ‘why’ it is relevant to political economy.

- **Research question.** This is the most important (as well as the most difficult and time-consuming) part of your interim report, which can only be completed in conjunction with the next step (literature review).

- **Contribution to the existing scholarly debates (aka ‘literature review’).** To which sets of debates and/or discipline does your research question attempt to add knowledge. Start creating a research library of all the various studies on your chosen topic, drawing on the bibliographies and other references used in these scholarly investigations.

- **Theoretical framework.** What analytical framework(s) and/or conceptual tools will you use to explain your argument and why it is the best approach to explain and develop your research question?

- **Projected outline of the paper** Breaking down your argument into several coherent sections helps the flow, structure and readability of a paper. What I would like you to do here is to list what you have in mind, thus far, with regard to the organization of your paper, e.g., Section I: Introduction; Section II: Theoretical Approach; Section III: Argentine Policies Prior to the Default; Section IV: The Role of the IMF; Section V: Conclusion.
Annotated Bibliography  Provide a few sentences describing the theoretical and/or empirical relevance of each of the minimum 12 key and relevant scholarly books and/or journal articles. The latter does not include primary sources (e.g., government documents/policy papers) and popular sources (media, documentaries, etc.), although you are welcome – even encouraged – to use these sources in your research paper to support your analysis. Some of the 12 minimum references may include any of the (i.e., academic not media sources) required readings appearing in this syllabus. All items listed in your bibliography should be incorporated into the text of your interim report via citations (see last point).

Tips: Keep in mind that you must define all key concepts and terms in both your interim report and term paper (see last point). As this is a formal assignment, you are required to provide proper citations. You are free to choose which citation style you prefer (e.g., Harvard or Chicago style), just be consistent in your usage.

MAJOR RESEARCH PAPER (40%):

Students will be required to write a substantial paper (between 4,800 to 5,000 words), excluding references and footnotes) on a research topic (of their choice) but are required to employ a theoretical framework that speaks directly to the political economy. You are encouraged to begin the process of identifying a topic as soon as possible in consultation with the instructor.

Further Resources for Major Research Paper:


POLICY ON DEADLINES

All assignments will receive a late penalty of 10 percent per day unless accompanied by certified medical documentation. If your reason for missing classes, submitting assignments late, and so forth is non-medical in nature, you will still need to provide certification/official documentation, e.g., Queen’s Counselling Services. If students require any special accommodations because of physical or mental disabilities, they need to make the instructor aware of this in advance and should not wait until due dates have passed, etc.
ACADEMIC INTEGRITY

This course adheres fully to the following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the following core values of academic integrity.

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions, which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Please be aware, the penalties for violating the Queen’s policy on academic integrity are severe and they will be strictly enforced in this class. Ignorance is no excuse.

STATEMENT ON COPYRIGHT FOR INCLUSION ON ALL COURSE MATERIALS

Websites/OnQ:

The material on this website is copyrighted and is for the sole use of students registered in DEVS 801 at Queen’s University, Canada. The material on this website may be downloaded for a registered DEVS 801 student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in DEVS 801. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.
WEEKLY TOPICS & READINGS#

Week 1
14 September 2016
Introduction: Objectives and Expectations

Required Websites:
International Political Economy of Everyday Life http://i-peel.org/

Week 2
21 September 2016
Theorizing Political Economy

Required Readings:


Warm-up Exercise:
Try to employ concepts and analysis from the above four required readings (including the Taylor and Rioux reading from Week 1) to make sense of and/or deepen a topic from the i-peel.org website (Week 1).

Further Readings


# Required readings from scholarly journals are available on-line at Stauffer Library.
Week 3
28 September 2017
Making Sense of Global Capitalist Political Economy

Required Readings and Webcast:


Policy Reading & Webcast:


Further Readings:


Week 4
5 October 2017
The Political Economy of Neoliberalism

Required Readings/Webcast:


Policy Documents / Webcast / Media:


Further Readings:


**Week 5**
12 October 2017

*The Making of Market Subjects in Political Economy*

**Required Readings:**


**Policy Readings/Media Articles:**


**Further Readings:**


Week 6
19 October 2017

The Political Economy of Social Reproduction

Required Readings:


Policy Reading/Webcast:


Further Readings:


Week 7
26 October 2017

The Political Economy of Surplus Populations

Required Readings:


Policy and Media Readings:


Further Readings:


**Week 8**  
2 November 2017  
*The Political Economy of Financial Capitalism: Speculation & Expulsions*

**Required Readings:**  


**Policy Papers:**  

**Further Readings:**  


Week 9
9 November 2017

Political Economy of Urban Marginality & Territorial Stigmatization

Required Readings


Required Policy/Media Readings:
‘Housing crisis threatens a million families with eviction by 2020,’ The Observer, 24 June 2017. Available at: https://www.theguardian.com/society/2017/jun/24/social-housing-poverty-homeless-shelter-rent


Further Readings:


Week 10  
16 November 2017  
*The Political Economy of Land and Access*

**Required Readings:**


**Policy Reading:**

**Further Readings:**


Week 11  
23 November 2017  
*Global Political Ecology and Risks*

**Required Readings:**


**Policy Reading:**

**Further Readings:**


**Week 12**
30 November 2017
*Research Week. Seminar Cancelled.*
## PhD Development Studies (By Program)

What level of interest would you have in pursuing a PhD in Global Development Studies?

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<th>Political Science</th>
<th>Gender Studies</th>
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What is the main reason for your lack of interest in pursuing a PhD in Global Development Studies?
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<th>Political Science</th>
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Why are you interested in enrolling a PhD program in Global Development Studies? (Check all that apply)
<table>
<thead>
<tr>
<th>Response</th>
<th>Development Studies</th>
<th>Political Science</th>
<th>Gender Studies</th>
<th>Environmental Science</th>
<th>Sociology</th>
<th>Geography</th>
<th>Other, please specify...</th>
</tr>
</thead>
<tbody>
<tr>
<td>This type of program will allow me to start my career with additional credentials</td>
<td>6</td>
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<td>0</td>
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<td>11.8%</td>
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<td>11.8%</td>
<td>29.4%</td>
<td>0.0%</td>
<td>11.8%</td>
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<tr>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>This type of program will allow me to increase my employability skills and make me more marketable to employers</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>1</td>
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<tr>
<td></td>
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<td>9.5%</td>
<td>0.0%</td>
<td>9.5%</td>
<td>33.3%</td>
<td>0.0%</td>
<td>4.8%</td>
</tr>
<tr>
<td></td>
<td>Total: 21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy being a student and wish to continue my studies at the PhD level</td>
<td>8</td>
<td>5</td>
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<td>5</td>
<td>0</td>
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<tr>
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<td>21.7%</td>
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<td>8.7%</td>
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<td></td>
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</tr>
<tr>
<td>I wish to pursue an academic career and a PhD is required</td>
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<td>5</td>
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<tr>
<td></td>
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<td>11.8%</td>
<td>29.4%</td>
<td>0.0%</td>
<td>5.9%</td>
</tr>
<tr>
<td></td>
<td>Total: 17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other, please specify...</strong></td>
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<tr>
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<td>20.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>20.0%</td>
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<td></td>
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</tr>
</tbody>
</table>
would like to make a positive impact on the world

I am actively pursuing a career in Global Development, with a focus on the environment, while also pursuing a future in academia related to said topics.

Programs with fieldwork and research components interest me

General interest in the field of Global Development Studies

Continuing research in my field would be of great interest to me and would allow me to access further teaching opportunities related to my career path

I'm not interested in enrolling in a PhD program currently, but if I were it would be to conduct specific research

Faculty in the Department of Global Development Studies conduct research, teach courses and supervise students in the following research areas. Please select the ones that most interest you - (Check all that apply)

<table>
<thead>
<tr>
<th>Response</th>
<th>Development Studies</th>
<th>Political Science</th>
<th>Gender Studies</th>
<th>Environmental Science</th>
<th>Sociology</th>
<th>Geography</th>
<th>Other, please specify...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The political economy of development</td>
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<td>4 22.2%</td>
<td>0 0.0%</td>
<td>1 5.6%</td>
<td>1 5.6%</td>
<td>0 0.0%</td>
<td>2 11.1%</td>
</tr>
<tr>
<td>The cultural politics of development</td>
<td>9 50.0%</td>
<td>3 16.7%</td>
<td>0 0.0%</td>
<td>1 5.6%</td>
<td>3 16.7%</td>
<td>0 0.0%</td>
<td>2 11.1%</td>
</tr>
<tr>
<td>Environmental change and development</td>
<td>7 31.8%</td>
<td>3 13.6%</td>
<td>0 0.0%</td>
<td>6 27.3%</td>
<td>4 18.2%</td>
<td>0 0.0%</td>
<td>2 9.1%</td>
</tr>
<tr>
<td>Social movements and development</td>
<td>11 40.7%</td>
<td>5 18.5%</td>
<td>0 0.0%</td>
<td>2 7.4%</td>
<td>7 25.9%</td>
<td>0 0.0%</td>
<td>2 7.4%</td>
</tr>
<tr>
<td>Indigenous peoples and development</td>
<td>7 41.2%</td>
<td>1 5.9%</td>
<td>0 0.0%</td>
<td>2 11.8%</td>
<td>5 29.4%</td>
<td>0 0.0%</td>
<td>2 11.8%</td>
</tr>
</tbody>
</table>
Which of the following features would most influence your interest in a PhD program in Global Development Studies: (Check all that apply)

<table>
<thead>
<tr>
<th>Response</th>
<th>Development Studies</th>
<th>Political Science</th>
<th>Gender Studies</th>
<th>Environmental Science</th>
<th>Sociology</th>
<th>Geography</th>
<th>Other, please specify...</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The courses offered</strong></td>
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<td>4</td>
<td>0</td>
<td>3</td>
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<td>26</td>
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<tr>
<td></td>
<td>46.2%</td>
<td>15.4%</td>
<td>0.0%</td>
<td>11.5%</td>
<td>19.2%</td>
<td>0.0%</td>
<td>7.7%</td>
<td></td>
</tr>
<tr>
<td><strong>The ability to undertake an individually tailored research project</strong></td>
<td>13</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>31</td>
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<tr>
<td></td>
<td>41.9%</td>
<td>19.4%</td>
<td>0.0%</td>
<td>12.9%</td>
<td>16.1%</td>
<td>0.0%</td>
<td>9.7%</td>
<td></td>
</tr>
<tr>
<td><strong>The opportunity to undertake experiential and skills based learning</strong></td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>42.3%</td>
<td>15.4%</td>
<td>0.0%</td>
<td>15.4%</td>
<td>11.5%</td>
<td>0.0%</td>
<td>15.4%</td>
<td></td>
</tr>
<tr>
<td><strong>Availability of funding/support packages</strong></td>
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<td>0</td>
<td>3</td>
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<td>19.4%</td>
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<td>9.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Program tuition/costs</strong></td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>13</td>
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<td>0.0%</td>
<td>23.1%</td>
<td>0.0%</td>
<td>15.4%</td>
<td></td>
</tr>
<tr>
<td><strong>Faculty research and supervision</strong></td>
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<td>0</td>
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<td></td>
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<td>19.2%</td>
<td>0.0%</td>
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<td>23.1%</td>
<td>0.0%</td>
<td>11.5%</td>
<td></td>
</tr>
<tr>
<td><strong>Other, please specify...</strong></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
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<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>

The proposed PhD programme offers various ways of combining research with experiential learning such
as individual fieldwork, internships in the development sector, or working with community organisations or movements. Which of the following trajectories would be of most interest to you? (Check all that apply)

<table>
<thead>
<tr>
<th>Response</th>
<th>Development Studies</th>
<th>Political Science</th>
<th>Gender Studies</th>
<th>Environmental Science</th>
<th>Sociology</th>
<th>Geography</th>
<th>Other, please specify...</th>
</tr>
</thead>
<tbody>
<tr>
<td>A research programme involving intensive fieldwork</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>An internship with a development organisation</td>
<td>9</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>A research project involving community partners</td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Which career trajectory do you believe a PhD in Global Development Studies would most help you with:
<table>
<thead>
<tr>
<th>Response</th>
<th>Development Studies</th>
<th>Political Science</th>
<th>Gender Studies</th>
<th>Environmental Science</th>
<th>Sociology</th>
<th>Geography</th>
<th>Other, please specify...</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>An academic career (university teaching and research)</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Working in the public sector</td>
<td>2</td>
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<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Working in a non-governmental organization</td>
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<td>4</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Working in the private sector</td>
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<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

A PhD in Global Development could offer me the flexibility to pursue all of the sectors mentioned above. The flexibility and choice it provides is what is so appealing to me.

How valuable do you think a PhD in Global Development Studies would be for achieving your career objectives upon graduation?
<table>
<thead>
<tr>
<th>Response</th>
<th>Development Studies</th>
<th>Political Science</th>
<th>Gender Studies</th>
<th>Environmental Science</th>
<th>Sociology</th>
<th>Geography</th>
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</thead>
<tbody>
<tr>
<td><strong>Extremely valuable</strong></td>
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<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td><strong>Valuable</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Somewhat valuable</strong></td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td><strong>Not valuable at all</strong></td>
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</tbody>
</table>

Have you actively searched for programs similar to a PhD in Global Development Studies?

<table>
<thead>
<tr>
<th>Response</th>
<th>Development Studies</th>
<th>Political Science</th>
<th>Gender Studies</th>
<th>Environmental Science</th>
<th>Sociology</th>
<th>Geography</th>
<th>Other, please specify...</th>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>7</td>
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</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

What year of study are you currently enrolled?

<table>
<thead>
<tr>
<th>Response</th>
<th>Development Studies</th>
<th>Political Science</th>
<th>Gender Studies</th>
<th>Environmental Science</th>
<th>Sociology</th>
<th>Geography</th>
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<td><strong>4th Year</strong></td>
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<td>0</td>
<td>0</td>
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<td></td>
</tr>
<tr>
<td><strong>Masters Program</strong></td>
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<td>2</td>
<td>8</td>
<td>12</td>
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<tr>
<td>Total</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other, please specify...</strong></td>
<td>16</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>Total</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Graduated from Masters Program

I completed my MA in 2013 and is now applying for PhD programmes.

Currently employed, graduated with MA in DEVS

Finished Master's Program

I graduated from the BA and MA programs

PhD Candidate

I completed the MA in Devs, but am currently not in school

graduated

Alumni

Graduated 2010

Masters Alumni

Graduated from Masters

Masters programme graduate/currently working

Graduated

Working professionally after completing MA DEVS at Queen's

Masters Program Alumni

Masters Alumni

Completed M.A.

Graduated from MA program in DEVS

completed MA

working

What academic discipline are you currently enrolled or graduated from?
### Environmental Studies with a focus on Global Development

**Public Administration**

**DEVS, B.Ed. Social Studies, Geography, Env. Science & History**

public administration

---

As we prepare to launch this program, would you be interested in receive more information on the program and how to apply?

<table>
<thead>
<tr>
<th>Response</th>
<th>Development Studies</th>
<th>Political Science</th>
<th>Gender Studies</th>
<th>Environmental Science</th>
<th>Sociology</th>
<th>Geography</th>
<th>Other, please specify...</th>
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<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>5</td>
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</tr>
<tr>
<td></td>
<td>42.3%</td>
<td>15.4%</td>
<td>0.0%</td>
<td>11.5%</td>
<td>19.2%</td>
<td>0.0%</td>
<td>11.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>No</strong></td>
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<td>7</td>
<td>2</td>
<td>6</td>
<td>7</td>
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<td>1</td>
</tr>
<tr>
<td></td>
<td>25.8%</td>
<td>22.6%</td>
<td>6.5%</td>
<td>19.4%</td>
<td>22.6%</td>
<td>0.0%</td>
<td>3.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>31</td>
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<td></td>
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</tr>
</tbody>
</table>
APPENDIX C

PROGRAM BUDGET
This module is to be completed by the Academic Units in consultation with the Faculty Office(s) and/or School of Graduate Studies as appropriate as well as the [Office of Planning and Budgeting](#).

### Summarize the additional resources needed to implement the program under the following headings (where applicable)

<table>
<thead>
<tr>
<th>Faculty (e.g. number of 0.5-credit courses)</th>
<th>The program will run by utilizing existing resources. Existing faculty and staff will administer and teach in the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff (include number or fraction of FTEs)</td>
<td>No additional administrative staff will be required.</td>
</tr>
<tr>
<td>Teaching Assistants (include number of TA hours)</td>
<td>We have allocated $10,000 per PhD student for TAships</td>
</tr>
</tbody>
</table>

### Other Non-Academic University Services

*Indicate which of the following Services will be needed. Provide details as needed.*

<table>
<thead>
<tr>
<th>Services</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Services</td>
<td>Students will add to the number of financial transactions since we will require TA contracts, however we don’t expect this to be a large burden. There will also be a one-time cost associated with the addition of the program into the application and tracking systems and the possible creation of a hood for convocation.</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Minimal support will be required.</td>
</tr>
<tr>
<td>Advancement</td>
<td>No support required</td>
</tr>
<tr>
<td>Student Services</td>
<td>Incremental based on new enrolment. Same level of service as for students enrolled in other graduate programs. These students will increase participation in Career Services and Counseling, however we expect this to be a minimal impact.</td>
</tr>
<tr>
<td>Residences</td>
<td>There may be some demand for residence accommodation but it is unlikely as these are PhD level students.</td>
</tr>
<tr>
<td>Administrative services</td>
<td>Incremental based on new enrolment, development of online application, creation of new program codes etc., student tracking and completions</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
**Budget Module and Narrative**

Complete the budget template found on the [OUQAP website](#) in consultation with the Faculty Financial Officer and the Registrar detailing one-time expenses (monies that will only be required once for start-up), base funds (year after year expenses), all other expenses and revenues from all sources for each year until steady state is reached. Consultations with the Office of Planning and Budgeting are also recommended. Include a narrative to accompany the budget template [maximum 2 pages; use of subheadings suggested].

This program has been designed to best utilize existing staff and faculty resources. That said, some essential additional resources will be required including $10,000 per student for TAships. For the department, this is a cost that is already incurred by hiring graduate students from other disciplines to cover existing TAing needs. Such students are typically PhD candidates from cognate departments who are past their funding eligibility. In this respect, the TA costs of the new PhD programme would not represent new expenses for the department. Rather, it represents a change in who we hire as TAs to meet our undergraduate programming needs.

In addition, starting in Year 4, $4500 will be allocated annually to support costs related to external examiners. To help support the marketing of the program, we have allocated about $2000 annually for the first few years and we have also allocated $5100 to support each student’s funding package.

If other sources are needed, list the sources and indicate if the funds have been applied for and if they have been secured.

**Net Impact of the Proposed Program**

Summarize any other resource or funding implications of the proposed program.

Revenue for this proposed program will come primarily from the new tuition fees and BIU funding. It is anticipated that the proposed program will steadily grow over the next few years and will reach a steady state of 12 students (intake of 3 students annually). As a result, it is anticipated that all initial start-up and administration costs will be recovered in Year 1 and a net positive revenue to the University of approximately $45,000 in Year 1.
<table>
<thead>
<tr>
<th>DEVS PHD</th>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Forecast</td>
<td>Forecast</td>
<td>Forecast</td>
<td>Forecast</td>
<td>Forecast</td>
<td>Forecast</td>
</tr>
<tr>
<td>Insert Fiscal Year</td>
<td>2019</td>
<td>2020</td>
<td>2021</td>
<td>2022</td>
<td>2023</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Intake</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Notes:
- Headcount

Enrolment
- Returning Students Year 2
- Returning Students Year 3
- Returning Students Year 4

Total Enrolment: 3.0, 6.0, 9.0, 12.0, 12.0

FTE Equivalent: 3.0, 6.0, 9.0, 12.0, 12.0

Enrolment Domestic vs. International
- Domestic: 3.0, 6.0, 9.0, 11.0, 11.0, 11.0
- International: 3.0, 6.0, 9.0, 12.0, 12.0, 12.0

Enrolment Reductions if any Required to Accommodate Growth in New Program
- Domestic: -
- International: -

**Total Reduction**

| Domestic program fees | $6,414 | $6,414 | $6,414 | $6,414 | $6,414 |
| International program fees | $12,928 | $12,928 | $12,928 | $12,928 | $12,928 |

| Domestic | $19,242 | $38,484 | $57,726 | $70,554 | $70,554 |
| Non-tuition | - | - | - | - | - |
| Total Fees | $19,242 | $38,484 | $57,726 | $70,554 | $70,554 |

| International Tuition | - | - | - | - | - |
| Non-tuition | - | - | - | - | - |
| Program fee | - | - | - | - | - |
| $12,928 | $12,928 | $12,928 | $12,928 | $12,928 |

Assumptions:
- Grant Revenue Assumption: $26,751
- Recovery to the University Fund: $1,259
- Shared Services Attribution Cost per FTE: $8,660

| Revenue | Tuition revenue | 19,242 | 38,484 | 57,726 | 83,482 | 83,482 | 83,482 |
| Non-tuition revenue | 80,253 | 160,506 | 240,759 | 294,261 | 294,261 |
| Government grant revenue | 99,495 | 198,990 | 298,485 | 377,743 | 377,743 |
| Gifts and grant | (1,234) | (6,467) | (9,701) | (12,277) | (12,277) |
| University Fund Recovery on Revenues | - | - | - | - | - |
| Total net new revenue from proposed program | 96,261 | 192,523 | 288,784 | 365,466 | 365,466 |

Expenditures
- Direct program costs
  - Academic salaries and professional fees
  - Adj Salaries
  - TA - Salaries
  - Marketing
  - Other Student Funding - conference stipend
  - Other salaries and benefits
  - External examiner
  - Student Funding Package
  - Total expenses
  - Net Revenue

| Expenditures | $10,000 | $2,000 | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 |
| Inflation - Costs | $100,000 | $20,000 | $100,000 | $100,000 | $100,000 | $100,000 | $100,000 |

| TA-ships per | $10,000 | $2,000 | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 |
| Attr.of Cental Shared Services - Student | - | - | - | - | - | - | - |
| Total expenses | 50,675 | 102,331 | 181,498 | 270,414 | 303,377 | 316,531 | 316,531 |
| Net Revenue | 45,586 | 98,192 | 107,286 | 95,052 | 62,090 | 28,936 | 28,936 |

Last Revised: 9/5/2017
F:\New_Graduate_Programs\Synthesis\DEVS PHD - 18Apr2017.xlsx
APPENDIX D

FACULTY CVs
Appendix H

Notices of Motion
29 September 2017 Faculty Board Meeting

The following Departments and units are proposing the introduction of new Certificates and Diplomas, as well as a modification to an existing Certificate, that will be submitted to the relevant review committee this year for approval. It is intended that these new programs will be available for admission in either September 2018 or 2019, as will be indicated in each proposal.

Employment Relations Program
  • New Professional Graduate Diploma in Health Employment Relations (Type 3)

Faculty of Arts and Science and Writing Advisory Committee:
  • Minor Modification to the Certificate in Academic Writing (on-campus offering)

Department of Geography and Planning
  • New Certificate in Urban Planning Studies

Department of Languages, Literatures and Cultures
  • New Certificate in Indigenous Languages and Cultures
  • New Certificate in Mohawk Language and Culture

School of Kinesiology and Health Studies
  • New Certificate in Exercise, Disability and Aging