

# DEVS MA Program Handbook

## 2021-2022

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Student Signature: \_\_\_\_\_

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## Introduction

This guide contains the policies and procedures followed by the department of **Global Development Studies (DEVS)** in the administration of our **Master of Arts (MA) Program**. This program is administered in conjunction with the **School of Graduate Studies (SGS)**, which governs all University regulations pertaining to graduate studies at Queen's University.

DEVS is an interdisciplinary department with faculty from a variety of academic and experiential backgrounds. Through our research and teaching we examine the history of ideas about 'development'. We explore the competing and contested meanings of the term and analyze the institutions and organizations that are integral to the apparatus of development at local, national and global levels. Our work, therefore, includes teaching and research on Asia, Africa, Latin America, the Caribbean, and Aboriginal communities in Canada and elsewhere. A unifying theme is to understand the complex and unequal history of our shared world, with critical reflection on the multiple notions of freedom, democracy, and progress that inform different visions and practices of development.

The primary focus of our program is academic training: we provide students with conceptual tools and broad thematic knowledge to undertake research on development-related themes. In particular, the program is focused around two core areas of faculty expertise: the political economy of development and the cultural politics of development.



## Department Administration

Department Head:	Marcus Taylor
Graduate Chair:	Mark Hostetler
Department Research Ethics Board (REB):	Mark Hostetler
Department Manager:	Barbra Lalonde
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	Click <a href="#">here</a> for maps of the Queen's University Campus.

## Sessional Dates

Queen's academic year is divided into three terms: **Fall** (September-December); **Winter** (January-April); and **Spring/Summer** (May-July). Each term is four months long. For the School of Graduate Studies sessional calendar, which includes course add/drop deadlines, term dates, reading week dates, and other important deadlines, click here: <http://www.queensu.ca/sgs/graduate-calendar/sessional-dates>

For the December closure dates please see

- <http://www.queensu.ca/humanresources/policies/time-away/observed-holidays/christmas-closing>.



## NetID and Email

Your NetID is your network identity at Queen's University. It will be the "User ID" you need to sign on to the applications and services that are operated by Information Technology Services (ITS), such as Office 365 email, onQ, SOLUS Student Centre, MyQueen'sU, QShare, Wiki, etc.

You will need to activate your NetID by activating it at <https://netid.queensu.ca/self-service>. If you also hold employment at Queen's University (e.g. teaching assistantship), you will be required to activate an employee NetID once your employment contract has been established. Please note that teaching assistantship contracts are not typically established until the end of August.

By default, Queen's email addresses take the form of **NetID@queensu.ca**. This can be cryptic and cause confusion for recipients, especially if no signature is provided. To overcome this problem, a your.name email alias option is available to make their email address appear as their real name. If you would like to create an email alias, please review the instructions at <https://www.queensu.ca/its/microsoft-office-365/email-calendar/yourname-email-alias>. You are not required to create an alias.

Please note that using the *your.name* email option does not change your NetID. If your original assigned email was *thumbt@queensu.ca*, and you have opted to use *tom.thumb@queensu.ca*, your NetID would remain 'thumbt'.

**Student Email:** All course-related electronic communication will be sent to your student NetID email account. Student NetIDs will start with a number.

**Employee Email:** If you hold a teaching assistantship, you will have an employee NetID, which all communications regarding your employment will be sent to. Employee NetIDs will start with a letter.

You can access your Queen's email account by going to the Queen's home page and selecting Outlook Web App from the drop-down menu or by using your email client on your computer.

**It is very important to keep your employee identity separate and distinct from your student identity.** Do not forward your employee email account to your student account. For complete details about Student Employee Email and Other Records, please read the [Fact Sheet](#) on the Access and Privacy site.

## General Regulations for Graduate Study

The complete general regulations for graduate study at Queen's University may be found at: <http://www.queensu.ca/sgs/graduate-calendar/general-regulations>.

### Course Work Grade Requirements

The MA program has been designed with two streams: a course-based Master's and a research-based Master's. All students are initially accepted into the one-year course-based stream. Interested and qualified students may then apply to switch to the research option with up to an additional full year to complete.

The **course-based stream** will focus on the development of conceptual thinking and analytical and interpretive skills. This stream does not demand primary research resulting in a thesis; instead students will complete a library-based major research project (MRP) of **50-60 pages** (DEVS-898). The MRP will deal with a specific interdisciplinary question directly relevant to Global Development Studies. Six half courses, which must include DEVS-801\*, DEVS-802, and DEVS 850\* are also required under this option.

The **research-based stream** will follow the traditional sequence of graduate training with advanced courses and the undertaking of extensive research. Five half courses, which must include DEVS-801\*, DEVS-802\*, and DEVS 850 are required under this option. The research will result in the submission of a written thesis (DEVS-899) of between **75-100 pages** that demonstrates the student's ability to produce original work. This option requires an application with a well-developed proposal, the support of a supervisor, and a minimum GPA of 3.7 in your fall term courses. The deadline for application is **January 31**. Please note: the department will make efforts to assist with funding for the second year but cannot guarantee second-year funding.

For both streams, students may select up to two courses from related departments and programs. Refer to the Global Development Studies website for details on suggested courses. Students also have the option to undertake as one of their required courses a reading course DEVS-890\*, which allows in-depth study of a specific topic.

The overall objective of the Master's program is to offer students a well-rounded perspective of development debates, with a focus on foundational theoretical and methodological concepts. Our vision values a combination of intellectual engagement and practical skills, imagining and working toward a more equitable world.

DEVS 850 is assessed on a Pass/Fail basis. The passing grade for all other primary graduate courses is B- (B minus).

If a student receives a grade of less than a B- in DEVS 801 or DEVS 802, the Department Head and Graduate CHAIR in consultation with the course instructor will recommend that the student:

- Rewrite the final paper; or
- Repeat the course the next year at the student's own expense, or
- Withdraw from the program.

If a student receives a grade of less than a B- in an elective course, the Department Head and Graduate Chair in consultation with the course instructor will recommend that the student:

- Rewrite the final paper; or
- Take a substitute course; or
- Withdraw from the program.

The failed course and grade will not be removed from the student's transcript.

For more information, please visit <https://www.queensu.ca/sgs/graduate-calendar/general-regulations> and click on Course Work Requirements.

### **Appeals against Academic Decisions**

Academic problems sometimes arise because of misunderstandings that can be resolved by informal discussion. The general approach of the University is to encourage the speedy resolution of academic problems informally and through the normal administrative routes, i.e., through discussion with coordinators of graduate studies and department/program heads, before pursuing formal appeal processes. If a graduate student is concerned about academic problems, it is wise to first seek advice and support from a supervisor, colleague, or University Advisor. If this informal approach to the resolution of academic problems does not lead to a resolution, then the student may request that the School of Graduate Studies Academic Appeal Board (AAB) be convened to hear the appeal. For more information, please refer to: <https://www.queensu.ca/sgs/graduate-calendar/general-regulations> and click on Appeals Against Academic Decisions.

### **Withdrawal on Academic Grounds**

A department may recommend that a student be required to withdraw on academic grounds when academic performance including progress is unsatisfactory. There are several circumstances that may lead to such a serious recommendation. These circumstances, the process, and procedures for appeal are described in the policy found at: <https://www.queensu.ca/sgs/graduate-calendar/general-regulations> and click on Withdraw on Academic Grounds.

### **SGS Protocol for Short-Term Academic Consideration**

This protocol is developed in response to the Queen's [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#) (approved April 2017) and is intended to outline the general procedure for graduate students to request short term academic consideration when/if required.

Queen's University recognizes that students may have extenuating circumstances that temporarily affect their ability to fulfill their academic obligations and requirements.

Graduate students can request special consideration for extenuating circumstances that will have or have had an impact on an academic requirement or requirements. Such considerations might take the form of one or more of the following: a brief absence, a brief reprieve from coursework, research, or fieldwork requirements, an extended or deferred deadline, a modified schedule for assignments, labs, placements/internships, projects, or comprehensive exams, a deferred exam or project, an alternate assignment, a re-weighting of assigned marks, course withdrawal without penalty, or other



consideration deemed appropriate by the instructor, supervisor or Departmental /Program Graduate Coordinator (“Graduate Coordinator”) (or delegate.) For more information please refer to: <https://www.queensu.ca/sgs/accommodation-and-academic-consideration>.

### **Time Limits for Completion of Program**

*Effective for students admitted September 1, 2013 and all subsequent years:* The DEVS MA program is designed and approved such that requirements for a course- based program can be completed within one year (3 terms) and for the research-based program can be completed within two years (6 terms) of initial full-time registration in the program. Extensions for Master's students may be granted by the Department no later than two weeks prior to the end of term 4 for the course based Master’s Program or term 7 of the two-year research-based Master's program. All extensions follow the Extension of Time Limits policy, which can be found at <https://www.queensu.ca/sgs/graduate-calendar/general-regulations> and click on Extension of Time Limits.

Requests for an extension beyond term six (6) of a one year Master’s program or term nine (9) of a two year Master’s program must be submitted to the School of Graduate Studies on a **Time Limit Extension Request Form** before the end of term six (6) or nine (9) of a Master’s program. A request will be considered for approval if there is satisfactory evidence of progress (e.g. drafts of chapters) or extenuating circumstances that could be personal or research-related and which have significantly delayed the student’s progress. Such requests must be supported by the Department/Program and be accompanied by the supervisor’s assessment of the student’s progress and a plan for completion within 12 months (3 terms).

## Tuition and Fees

For information about current tuition and activity fees, visit the following Office of the University Registrar web page: <http://www.queensu.ca/registrar/financials/tuition-fees>

The Registrar's Office has developed guidelines for the costs you may incur as a graduate student, including tuition and fees, education, and basic living expenses:

<http://www.queensu.ca/studentawards/costs>

### Pre-Authorized Payment Plan (PPL)

The **Pre-Authorized Payment Plan (PPL)** is open to eligible graduate students who have NO DEBT from a prior Academic Year. There is no fee, or extra charge, to join the payment plan. Those enrolled in the program have their Fall and Winter term tuition and fees debited from their bank account in seven instalments starting in October with an additional three installment paid for the Spring/Summer term. Students enrol in PPL through **SOLUS**. Students do not need to enter banking info to enroll in the plan, however banking account information MUST be entered BEFORE the first withdrawal or the student will be removed from the plan. The bank account must be a CAD account held at a Canadian financial institution.

### University Health Insurance Plan (UHIP)

UHIP stands for the **University Health Insurance Plan**, a mandatory health plan that provides basic medical coverage for most doctor and hospital services in Ontario. The following individuals are required to have coverage in the University Health Insurance Plan each year:

- All international members (student or non-student) and their dependents.
- All students, non-students and their dependents who do not have valid Canadian provincial/territorial health insurance (such as Alberta Health, OHIP, etc.).

All enrollments must occur within the student's (and their dependents') first 30 days in Canada, or a \$500 penalty fee for late enrollment will be charged. For more information, please visit

<http://quic.queensu.ca/international-students-and-staff/health-insurance-and-care/uhip/>

### Health and Dental Insurance

The Society of Graduate and Professional Students, with support from PSAC, offers a health and dental plan for graduate students. For more information, please click here: <https://sgps.ca/sgps-health-and-dental-plan/>

## Teaching Assistantships

While optional, teaching assistantships (TA-ships) are both a source of funding and an important element for professional development. TA-ships require an average of ten hours a week of tutorial leadership, preparation, marking, and other duties.

If you have been offered and accepted a teaching assistantship, the Department Manager will prepare an Employment Services Contract that will authorize Financial Services to place you on the monthly payroll. The contract notification will be sent to your Queen's email address (and you will be required to e-sign your TA contract before payments begin).

Your instructor may require you to hold office hours for students in your tutorial groups. You may hold office hours and meetings with students in Mac-Corry. Keys to meeting spaces will be provided for shared use in the Graduate Offices (B400 and B402)

### onQ

As a teaching assistant, you will use onQ, Queen's online learning management system to obtain class lists, download class materials, and upload marks

If you need assistance with onQ, the [Centre for Teaching and Learning](#) offers support where you can ask questions, provide feedback, and receive help with your courses. Please see their website for the dates, times, and type of support available.

### AV Equipment for Tutorials

If you use a Mac laptop, it is a good idea to invest in your own Mac adaptor to use with the projector in your tutorial classroom. DEVS has several Mac adaptors, one laptop, two older data projectors, and a digital camera available for faculty and teaching assistants to use on a first-come, first-served basis. If you wish to reserve equipment for your tutorials, please stop by the DEVS Office. You are responsible for the care and security of the equipment, and you need to sign it out and bring it back personally.

### TA Office Hours and Meeting Space

Room A422, A424, and B404 in Mackintosh-Corry Hall are reserved for holding TA office hours and meetings with undergraduate students. To assist with room bookings, please book the space required in advance.

## Mandatory Training

The Department provides an orientation session for all teaching assistants for DEVS courses and strongly recommends that **all** teaching assistants register and attend the **Centre for Teaching and Learning's** annual **Teaching Development Day**.

As a Teaching Assistant, you are also required to complete the following online training, which is mandated by the Government of Ontario. You will be **compensated** for the time required for training in your first TA contract:

- **Health and Safety Awareness** (1.5 hour duration)
- **Module 1: Accessible Customer Service** (1 hour duration)
- **Module 2: Human Rights 101** (30 minutes duration)
- **Module 3: Access Forward** (30 minutes duration)
- **Module 4: Accessible Instruction for Educators** (1.5 hours duration)

## Public Service Alliance of Canada (PSAC)

All TAs are members of **The Public Service Alliance of Canada (PSAC) Local 901**, located in Room 547, Robert Sutherland Hall, tel: 613-533-6000 ext. 77010. According to Article 12 of the **Collective Agreement**, Teaching Assistantships are offered according to four preference groups. Most DEVS MA students will be in group A: students for whom TA-ships have been offered as part of their funding package.

The course instructor is usually the TA's employment supervisor. It is the responsibility of the instructor to provide each teaching assistant with a list of all assigned activities to be included within the allotted hours of work Teaching Assistant Form (Appendix "A" of the **Collective Agreement**), which outlines TA duties, hours required and any mandatory training. Each instructor must meet with their TA(s) at the beginning of term to review and sign the form. You should be able to complete the tasks you have been assigned within the time listed on the form.

As a TA, it is a good idea to meet with your employment supervisor near the middle of the term to make sure that the time you are spending on TA work is in line with your Teaching Assistant Form. If changes need to be made, you and the supervisor may be able re-visit section B of the form and reallocate hours.

## Awards, Fellowships and Scholarships

Financial support is provided for DEVS MA students enrolled in the one-year course-based program. The current minimum level of funding is \$15,000 for the academic year September 1 – August 31. There is no guarantee that funding will remain at this level in future years. Please note that the financial support provided is not likely to cover all your expenses and you are responsible for paying your own tuition and living expenses.

Resources for financial support are derived from a combination of teaching assistantships (TA-ships) in the department's undergraduate courses; Queen's Graduate Awards (QGAs); internal fellowships and awards; external scholarships and awards such as the SSHRC Canada Graduate Master's scholarships and Ontario Graduate Scholarships (OGS); and, occasionally, research assistantships from faculty grants and contracts. TA-ship salaries are paid monthly. Awards and scholarships are typically paid in three equal instalments near the beginning of each term.

### **Queen's Graduate Awards (QGAs)**

QGA's are administered by the School of Graduate Studies based on the Department's recommendations.

**Please note:** All students admitted into the DEVS MA program receive an initial funding offer, which may include a Queen's Graduate Award. If a student wins an internal or external award, the amount of the Queen's Graduate Award amount may be lowered, but the total funding will always be greater than the original offer.

### **Internal Fellowships and Awards**

Queen's internal graduate fellowships are based on academic merit and eligible graduate students are nominated by the Department. Most fellowships are currently valued at \$10,000. A complete list can be found here: <https://www.queensu.ca/sgs/node/1009>

### **External Fellowships and Awards**

Students who have an overall average of A- (80%) or better **in each** of their last two years of study and are Canadian citizens or permanent residents are encouraged to apply for two major external awards: the **Ontario Graduate Scholarship (OGS)** and the **Social Sciences and Humanities Research Council Canada Graduate Scholarship – Master's (SSHRC CGS-M)**. All Queen's graduate students in the first year of their program who bring new funding from one of Canada's three granting councils (NSERC, SSHRC, CIHR) automatically receive a \$5,000 Tri-Council Award as a top-up from the University. The \$5,000 award is provided automatically, and no application is needed. Queen's provides the Tri-Council Award to new grant holders who are incoming graduate students as a way of both supporting and applauding these students for choosing Queen's for their graduate studies.

For students converting to the two-year thesis-based option, the Department will endeavour to provide funding for the second year; however, cannot guarantee second-year funding. Students are encouraged to begin planning early in the fall term of their first year and to discuss their academic and financial plans with the Graduate Chair at this time.

Students who are considering converting to the two-year thesis option, who have a cumulative average of at least A- (80%) in their last year of undergraduate studies and first year of graduate studies are expected and encouraged to apply for **SSHRC Master's Scholarships** and for **Ontario Graduate**

**Scholarships.** The SSHRC application deadline is usually in mid-October and the OGS deadline is January 31.

It is important for students to take the initiative to research and apply for other external scholarships offered through individual ministries, governments or embassies, development-oriented NGO's and charitable organizations. Below are two examples:

- **The Canadian Federation of University Women** offers a variety of scholarships to women pursuing graduate studies. For more information, please visit <https://cfuw.org/fellowships-awards/list-of-fellowships-and-awards/> . The deadline varies depending on the award.
- **The International Development Research Centre (IDRC)** offers research awards annually to Canadians, permanent residents of Canada, and citizens of developing countries pursuing master's or doctoral studies at a recognized university or having completed a master's or doctoral program at a recognized university. Research award recipients undertake a one-year paid program of research on the topic submitted when competing for the award. During part of the time (often around 50%), recipients are trained in research management through hands-on experience with their chosen program and mentored by an IDRC staff member. For more information, please visit: <https://www.idrc.ca/en/funding/how-apply-and-manage-idrc-research-grant>. The deadline varies depending on the award.

The Academic Programs Assistant will endeavour to keep all students informed of fellowship opportunities and funding deadlines and be available to answer your questions about eligibility requirements, completing funding applications forms and gathering supporting documents.

**The fine print:** Awards held by students who are required to withdraw or who withdraw voluntarily, or who become withdrawn due to failure to maintain registration, will be terminated, and students may be required to repay some or the entire award. In the case of some external granting bodies, repayment of the award portion already paid out is mandatory if the award holder withdraws from the graduate program. Partial or complete award repayment is also required if a student switches to part-time, or inactive, status.

### **Emergency Funding**

Please speak with a member of the DEVS Administrative team if you are facing a financial emergency. Sources of emergency funding include **Emergency Bursaries** from the Student Awards Office. The Society for Professional and Graduate students also provides **Emergency Student Aid**. In addition, the Ban Righ Centre offers **Emergency Bursaries** to female mature students who are parents or who have returned to school and are in financial need.

## DEVS MA Course Requirements

Students are normally expected to be enrolled in the DEVS MA program on a full-time basis.

All students take two core courses: **DEVS 801 (Political Economy of Development)** and **DEVS 802 (Cultural Politics of Development)**. These reflect the basic areas of expertise within the Department and provide students with two key pillars for understanding the field of development studies.

Students are also required to take **DEVS 850 (Professional Seminar in Global Development Studies)**, which provides a useful forum to meet as a group to discuss how best to move through the program. Meeting once a month across the fall and winter terms, the course provides a discussion forum addressing key themes concerning research, ethics, and debates within the discipline. DEVS 850 is assessed on a Pass/Fail basis. Regular attendance and timely submission of your formal MRP/thesis proposal are pre-requisites for passing DEVS 850.

The Department also offers several additional MA-level elective courses. **DEVS 803 (Qualitative Research Methods and Field Work)**, is offered annually and provides students with core skills in qualitative fieldwork planning, design, and implementation.

In addition, each year there are at least two graduate level only topic courses. Current offerings can be viewed at <https://www.queensu.ca/devs/graduate-program/graduate-courses>.

Graduate students who are interested in the **DEVS 306/307 (Cuban Culture and Society I and II)** course, which includes a two-week session at the University of Havana in May, are encouraged to contact with course instructor and the Graduate Chair.

Beyond these courses, students are able to join the Department's split fourth year (DEVS 492)/MA-level seminars on topics (DEVS 860x-87x) including climate change, food security, global insurrection, political ecology, and more. DEVS MA students may not take more than two such split courses. Students can also select from a wide range of courses offered in related departments (e.g., Sociology, Political Studies, History, Geography, Gender Studies, Environmental Studies and Economics), and take up to two courses outside the Department. For courses outside of DEVS, students must secure approval from the DEVS Graduate Chair, the course instructor, and the department that the course is being offered through.

Finally, if students can identify a willing supervisor, they may arrange to take a **DEVS 890 Directed Reading** course. This course enables a student or a group of students to explore a body of literature on a selected topic in development. The focus may be by theme, by region or by academic approach and can span the humanities, social sciences and environmental sciences. The student or students are responsible for approaching a faculty member with whom they wish to work and who is willing to undertake this project. The reading list, course schedule and course assignments will be agreed upon

by the student/students and professor, and there is an expectation that a minimum of one substantive written assignment will be required.

Students will take six half-credit graduate courses in their first two semesters, choosing the three mandatory core courses (DEVS 801, DEVS 802, DEVS 850) and three elective courses that provide in-depth disciplinary material related to their project topic.

### **Course Registration**

Currently, graduate students are **not allowed** to self-enroll in courses in the Student On-Line University System (**SOLUS**). The Academic Programs Assistant will handle all course enrolments, drops and audits. If you wish to make any changes to your courses, such as adding or dropping a course or formally auditing one, please let the Academic Programs Assistant know by email as soon as possible. Students must drop Fall courses in early October, and winter term courses in early February in order for them not to show up as WITHDRAWN on their transcripts. These dates change annually and can be found in the SGS graduate calendar sessional dates: <https://www.queensu.ca/sgs/graduate-calendar/sessional-dates>.

The Academic Programs Assistant will automatically enroll students in the required DEVS courses (DEVS 801, 802, 850 and 898/899) along with requested elective preferences.

### Enrolment in Non-DEVS Courses

To enrol in a non-DEVS course offered by a cognate department (including Sociology, Political Studies, History, Geography, Economics, etc.), you need to first request permission from the course instructor via email. Please forward the email granting you permission to enrol in the course to the Academic Programs Assistant who will prepare an **Academic Change Form** for you to sign.



## Auditing DEVS or Non-DEVS Courses

If you wish to formally audit a course so that it appears on your transcript, you will also need to obtain permission from the instructor and alert the Academic Programs Assistant who will prepare an **Academic Change Form**.

## **Changes in Registration Status**

Students in the DEVS MA program are expected to be registered full-time on campus for three terms (fall, winter, spring/summer) for the one-year course-based stream or six terms for the thesis stream. Any student who plans to be off-campus for a term, whether for fieldwork, to study at another university, or for any other reason, must fill out a **Request for Full-Time Study Off Campus** form for each term to be spent off campus.

If there is a change to your registration status or you have any questions about your registration status, please consult the Academic Programs Assistant or the School of Graduate Studies.



## DEVS Graduate Courses

<https://www.queensu.ca/devs/graduate/courses-and-timetable/devs-graduate-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.

*This is a mandatory course for all graduate students in Global Development Studies.*

### 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 racialized politics of development.

*This is a mandatory course for all graduate students in Global Development Studies.*

### DEVS 803 Qualitative Research Methods and Fieldwork

Provides students with core skills in qualitative fieldwork planning, design and implementation. With a focus on the ethics of conducting research in development settings and the role of research in social change, the course addresses key qualitative methods and techniques such as interviewing, participant observation, participatory research, and data management and analysis.

### DEVS 811 Social Reproduction, Care Work, and Development

Who cares? And how and where do they do it, under what conditions, and for what purposes? While concepts like “work” and “economy” are usually associated with production or services oriented towards profit generation, a huge proportion of unpaid and paid labour worldwide is oriented towards social reproduction and care. In this seminar, we make these labours the centre of our analysis, and ask how that changes our approach to development. Social reproduction refers to the paid and unpaid labour that maintains and reproduces people and communities on a daily and intergenerational basis. We will ask how social reproduction is structured by local and transnational political economies, and how it shapes these economies, in turn. We will trace contemporary transnational flows of reproductive labour (for example, migrant support workers and childcare workers) and bodily capacities (for example, transnational surrogacy), and how they are shaping social reproduction locally and globally. We will also ask what future economies that privilege care might look like, examining the role of care in confronting racial capitalism, supporting Indigenous resurgence, and the “Just Transitions”/ “Build Back Better” movements.

**DEVS 81 Examining Migration at the intersections of Gender, Race, and Masculinity (Not Offered 21/22)**

In recent years, the study of migration has moved to the centre stage of development policy and development theorisation. As the movement and numbers of migrants has increased globally, populist backlash against certain classes and categories of migrants has gained momentum with restrictive visa and border control regimes and rhetoric of hate. This has thrown theoretical and practical challenges for development studies, most notably the relationships between migration and urbanization, industrialization, precarious work, remittance economy, family structure, gender roles, ideology. There is a pressing need to understand how migration and restrictive border controls are affecting societies and, (re)shaping work strategies, gender relations, gender roles, and masculinity, among others. This course will challenge you to rethink the interface between development and migration by undertaking an analysis of voluntary or involuntary migratory trajectories of people in the contemporary moment. By keeping at the centre of its inquiry, intersections of gender, race, class, sexuality, and masculinity, it will provide cutting-edge theorisation about how these interfaces impact migration patterns, policies, societies, and, most importantly, the lived experiences of the migrants. It will adopt an interdisciplinary approach, drawing on literature ranging from migration studies, critical masculinity studies, and gender studies and diverse material including auto-ethnographies, photovoice, documentaries, and films in facilitating a nuanced theoretical grounding on this subject.

**DEVS 813 Global Environmental Politics**

This seminar examines the political challenges of addressing the global environmental crisis. The first half of the course will focus on key moments in the history of global environmental governance from the Stockholm Conference in 1972 to the signing of the Paris Agreement in 2015. Students will explore how various actors (e.g. states, international organizations, scientists, corporations, activists) have shaped the outcomes in these moments for better or worse. The extent to which the “North-South” divide has hindered progress in global environmental governance will also be addressed. In the second half of the course, students will assess efforts to “green” global economic institutions, with particular attention given to the World Bank and the World Trade Organization.

**DEVS 850 Professional Seminar in Global Development Studies**

This course provides a monthly forum to discuss practical, ethical and methodological issues in conducting development research and writing, including major research papers, thesis work, and grant applications. Graded on a Pass/Fail basis. *This is a mandatory course for all graduate students in Global Development Studies.*

**DEVS 878 Writing Intensities: Sense, Affect, Relationality (Not Offered 21/22)**

This course is focused on the critique of writing’s unmarked settler colonial, heteronormative, ableist, and white supremacist structures, as well as alternatives to these. We will concern ourselves with “alternative” forms of writing and examine concerns about their supposed “alternative” status, as forms that are other to unmarked normative legitimacies of academic writing. We will address the scare / sneer placed around “alternatives” – of the written marks that signal our performative distance from the general

and provisional. We will carve out provisional and speculative spaces that allow us to speak otherwise about sensory and affective relations between states, objects, and subjects.  
Offered with CUST 892/GNDS 821

*Below is a list of mixed senior undergraduate/graduate level course with limited space for DEVS MA graduate students who may not take more than **TWO** such mixed courses.*

#### **DEVS 861\* Development and the Global Agro-food System**

There can be little doubt that the current era is witnessing dramatic change in the global production and consumption of food. In some respects this represents that continuation of previous trends. However, in number of important ways agricultural restructuring in the late twentieth century appears completely new. Using a diverse disciplinary perspective, this course analyses key aspects of contemporary changes in the global agro-food system. Topics covered will range from industrialization and corporate control of food and farming, the geography of more 'flexible' forms of manufacturing and service provisions, feminization of agricultural labour, localized and place-based agriculture, non-agricultural uses of agro-food resources, food democracy and sovereignty to new landscapes of consumption, changing forms of political organisation and protests and the relationship between food and culture, specifically how communities and societies identify and express themselves through food.

#### **DEVS 862\* Alliance Politics, Solidarity Movements in the Global Context**

This course provides an overview of a variety of dissident social movements from around the world with a specific focus on solidarity praxis. It situates itself in relation to both academic and "activist" perspectives on the interconnected power relations such as colonialism, nationalism, neoliberal capitalism and heteropatriarchy in the global context while tracing the dissident engagements with these power relations such as feminist, LGBTQ, socialist, anarchist and anti-colonial movements. Utilizing the critical scholarship on social movements, alliance politics and solidarity building, the course will focus on the relevance and significance of solidarity praxis while analyzing the intersections and interrelations of historical and current tendencies within the dissident movements. The course will equip students with tools to critically engage with the constructions of concepts like identity, "activism", collective action and street politics along with social movements such as indigenous resurgence, feminist, anti-heterosexist organizing and the so-called "Arab Spring", "Occupy" and "Gezi".

#### **DEVS 863\* Economy & Environment in the Global South**

It has been almost 50 years since The Limits to Growth, a report from the Club of Rome, first sounded the warning that a relentless pursuit of economic growth would result in ecological overshoot and a collapse in global human welfare. Although many of the report's predictions have proven to be accurate, the relationship between economic growth and environmental sustainability remains a subject of intense debate. The concept of sustainable development that emerged in the late 1980s, in an effort to reconcile the two, has since been joined by related notions of green growth and a green economy. At the same



time, there has been a resurgence of interest in limits (framed now as “planetary boundaries”). Degrowth and “doughnut economics” are growing in popularity in certain parts of the Global North, while philosophies like buen vivir are inspiring social movements in the Global South. In addition to addressing economic growth, this course will also look at the relationship between environmental sustainability and economic inequality (both within and between nations). In particular, we will examine proposals for a Global Green New Deal which aim to simultaneously address the climate emergency and improve the lives of the world’s poorest and most marginalised.

#### **DEVS 864\* Exploring Development: The Two India’s of 21<sup>st</sup> Century**

India entered the twenty-first century with profound changes in its economy, politics and society. An authoritarian right-wing formation of the Hindu nationalist party came to dominate India’s political scene, dumping secular principles for a threatening religious posturing. In the sphere of foreign policy, India discarded its strong Southern commitment to a non-aligned foreign policy. The most noteworthy development, however, was in the economic sphere where the country quickly went from being one of the most insulated economics to adopting a neo-liberal model of integration into the world capitalist system. While India has experienced spectacular growth recently, it has also led to staggering inequalities, resource extraction, regional imbalances, rise of religious fundamentalism and large scale dispossession and dislocation of rural populations. Using India as a case study, this course offers an analytical introduction to the historical and contemporary theories of development with a special emphasis on critical perspectives. Drawing upon an interdisciplinary set of readings in history, sociology, political science, geography and anthropology, we will pay careful attention to the ways a study constructs, employs or challenges the idea of “development”. This critical reading of development literature will also lead us to explore a range of regional issues in India including Dalit (lower caste) politics, poverty, resource extraction, agrarian change, industrial transformation, service-sector development, women’s movements, emergence and growth of religious conflicts, environmental politics and sustainability. We will use what we learn about the Indian situation to engage with a set of questions that have to do with the future not only of India, but indeed, the current path of development itself.

#### **DEVS 865\* Political Ecology**

The interdisciplinary field of Political ecology highlights the relevance of power and politics for shaping the relationship between humans and their environments. It first emerged in the 1970s and 1980s with the specific aim of challenging ‘apolitical’ accounts of human-environment relations that rely upon simplistic causal links between population growth, poverty, environmental degradation and social conflicts. In the first part of this course, we will explore core theoretical, conceptual, and methodological trends and debates in the field of political ecology. In the second part, we will cover a range of cases of environmental problems in various socio-ecological contexts including those concerned with forests, agriculture, water, fisheries and range lands. We will also look for inspiration through the transformative work of organizations, communities and movements crafting solutions to environmental problems. The overall goal of this course is thus to introduce students to important contexts and tools for analyzing the complexity of human systems and their

relationships to the natural world and for contributing to solutions to environmental problems.

#### **DEVS 866\* Approaches to Sustainable Livelihood Development**

Sustainable livelihoods approaches have become increasingly important in the discussion of development over the past few decades. These approaches are concerned with understanding the various resources and strategies that people draw on to construct, improve and defend their livelihoods in ways they find meaningful. In this course, we will explore a variety of related theoretical perspectives including those focused on social (and other) capital, human capabilities, and agency. After reviewing these approaches, we will evaluate their efficacy for analysing a variety of rural, urban, and peri-urban development case studies. Based on our review of theory and its application to case studies, students will be tasked with developing their own framework for analysing livelihoods and identifying possible avenues for contributing to their enhancement.

#### **DEVS 867\* Transnational Feminisms and Gender Justice**

Through time and across borders, critical feminist theories and practices have sought to do far more than insert women higher in the echelons of global power structures: they have sought to dismantle these power structures, and to imagine and practice a different world. Grounded in the insights of critical feminist theory, this course will focus on sites of feminist struggle, examining both transnational continuities and differentiations in an unequal world. The first half of the course will be devoted to engagement with key theoretical texts in anti-racist and anti-colonial feminisms, Indigenous feminisms, queer feminisms, socialist feminisms and feminist political economy. In the second half of the course, students will apply these theories in the analysis of contemporary transnational feminist struggles (including, but not limited to, transnational care networks; state surveillance of intimate identities and labours; gender-based violence; reproductive rights; and, subsistence and ecological justice).

#### **DEVS 868\* Gender, Environment & Development**

The seminar will explore the linkages between gender with environment and development. These linkages fundamentally strike at the heart of society-nature relations, which have been perceived to be dualistic and binary. Major strands of “women and environment” scholarship have posited nature as an external entity impacting disproportionately on women through its ‘unruly ways’ (WED); as lamenting the demise of pristine nature and along with it, women’s special environmental knowledge (ecofeminism). Other intellectual streams, such as feminist political ecology and feminist environmentalism, instead seek to blur the society-nature dualism by positing their co-constitution: They demonstrate that women interact with nature through multiple knowledges and gendered forms of labor on land, water, forests, in disasters and climate change, be it productive, reproductive, visible or invisibilized labor. Their bodies are their first territory and the system that exploits nature is the same one that exploits bodies, sexualities and labor as they intersect with hierarchies of race, ethnicity, class and age. This seminar will also provide students with tools and approaches to analyze and critique the technological, political economic processes, and policy practices that make up today’s sustainability debate and the role that types of gender discourses are being positioned to play in this.

#### **DEVS 869\* Global Governance**

Like many fashionable terms in academia and policymaking circles, global governance has all too often escaped critical evaluation. Situating this moving target in the wider context of global political economy, we interrogate the institutional, discursive and regulatory features of global governance by exploring a wide variety of contemporary themes and issues, such as global trade, global aid, global risk management, the rule of law, slum rehabilitation, planetary gentrification, corruption and tax havens, and so forth across varied levels of governance ranging from global institutions (World Trade Organisation, European Union, World Bank, World Economic Forum, UN-HABITAT) to national and municipal institutions. In so doing, we ask: who benefits from global governance? Whose values are being promoted, and why? And, finally, who and/or is to be governed, and why?

#### **DEVS 870\* Tourism in Transition**

In 2019, tourism accounted for 10-11% of employment globally. For some countries, its promotion was the principal development strategy, with noteworthy successes achieved over the past few decades. Compelling critiques of tourism's environmental, cultural, unequal economic and other harmful impacts, as well as rapid changes in technology and in tourist demography, were giving rise both to new harms and new strategies to mitigate them including, notably, "eco-tourism." COVID-19 largely shut down the industry with devastating impacts in tourism-dependent economies. But it also sparked creative initiatives to re-think tourism as a sustainable, social justice-oriented development strategy. This course critically assesses the history and contemporary practices of tourism planning for a post-pandemic, climate crisis, "new normal" world.

#### **DEVS 871\* Energy Democracy**

Energy democracy is a relatively new concept that refers to a transformation of the ways in which we produce and consume energy that are more socially and economically just as well as environmentally sustainable. There are radically different visions for what this means in practice, however, with competing notions of what constitutes democratic engagement, who should own and operate energy facilities, what role new technologies should play, etc. This course will focus on electricity in particular, examining spaces of energy poverty and different strategies for improving electricity access and affordability while at the same time expanding democratic engagement and public ownership. The emphasis will be on renewable forms of electricity, comparing energy democracy struggles in the North and the South, with states and communities employing very different strategies to address local contexts while at the same time fighting global challenges such as climate change. Topics to be covered include the shifting roles of (renewable) electricity in global capitalism, the uneven impacts of disruptive technologies, debates over decentralization and decarbonization, and gendered differentials in electricity access.

#### **DEVS 872\* Indigenous Theory**

In recent years the term indigenous has become popular in describing Aboriginal people in Canada. This course goes beyond the euphemistic and often politically expedient use of the term to explore the meaning of Indigeneity, the emerging scholarship in Indigenous theory, and the current processes of re-indigenization. Students will explore legal and cultural applications of indigenous identity through a variety of contemporary readings and classroom

discussions. Areas of interest will be economics, law, social/cultural development, colonization and de-colonization, and predictive futures. While this course will explore Aboriginal identity in Canada as part of the study, the focus is much broader in examining global indigenous realities as well as an expanded theoretical foundation.

Assessment in this course will be based on an individual contract negotiated between the student and professor within the first three weeks of the course beginning. Students will be expected to read all course material, take part in all informed classroom discussions, produce high quality academic writing or other forms of professional presentations, and meet periodically with the instructor.

#### **DEVS 873\* Privatization and its Discontents**

This course reviews the theory and practice of public versus private provision of essential services such as water, electricity and health care, with a focus on countries in the South. Part One of the course examines neoclassical conceptions of 'public' and 'private' and the theoretical rationale for privatization. We explore the various ways that services are privatized and commercialized, including a discussion of how these various forms of privatization work in practice and the extent of privatization in countries in the South. Part Two examines alternative conceptualizations of publicness, reviews different critiques of privatization, and explores emerging public alternatives for service delivery, ranging from 'the commons' to remunicipalization, as well as the people and organizations driving these developments.

#### **DEVS 874\* Migrants, Race and Work**

In recent years, the study of migration has moved to the centre stage of development policy and development theorisation. As the movement and numbers of migrants has increased globally, populist backlash against certain classes and categories of migrants has gained momentum with restrictive visa and border control regimes and rhetoric of hate. This has thrown theoretical and practical challenges for development studies, most notably the relationships between migration and urbanization, industrialization, precarious work, remittance economy, family structure, gender roles, ideology. There is a pressing need to understand how migration, restrictive border controls, neoliberal citizenship, and the construction of migrant 'illegality' are affecting societies and, (re)shaping work strategies, gender relations, gender roles, and masculinity, among others. This intensive course will challenge you to rethink the interface between development and migration by undertaking an analysis of voluntary or involuntary migratory trajectories of people in the contemporary moment. By keeping at the centre of its inquiry, intersections of gender, race, class, sexuality, and masculinity, the course will provide cutting-edge theorisation about how these interfaces impact migration patterns, policies, societies, and, most importantly, the lived experiences of the migrants. The focus of the course will be North America and Europe as 'receiving' regions. It will adopt an interdisciplinary approach, drawing on literature ranging from migration studies, critical masculinity studies, and gender studies and diverse material including auto-ethnographies, photovoice, documentaries, and films in facilitating a nuanced theoretical grounding on this subject.



#### **DEVS 875\* Sport, Justice and Development**

This course uses sport to examine broader questions related to the cultural politics of development. The course investigates how sport has been implicated in various processes that came to shape the development project's cultural politics and its more recent iterations in the twenty first century. Students will be asked to consider how through sport we can explore questions of power and agency within development as well as debates surrounding using the culture of sport as an expedient tool to achieve social, economic and political objectives. Moreover, the course asks students to consider the role of sport as praxis to achieve more equitable futures.

#### **DEVS 876\* Visualizing Culture**

This course addresses the study and interpretation of social organizations and cultures in everyday life using photography and film. Beginning with a critical analysis of how the visual entered social science research, this course will move towards contemporary approaches that highlight the embodied and sensory dimensions of the visual. Students will complete several image-based projects in order to gain necessary skills associated with visually conveying socio-cultural practice and lived experience.

**Note:** All students must have access to the following technology/resources:

- Photography and Video recorder (it can be your smartphone)
- An application for editing/making short film (e.g. iMovie)
- An application for editing photographs (not required but would be useful)

#### **DEVS 877\* Politics of Development in the Changing Arctic (Not Offered 21/22)**

In this seminar we examine social, economic and political change in the Arctic, with an eye to historical and contemporary issues affecting the region. Emphasis will be placed on Inuit of Nunavut Territory, and how Inuit experience and respond to a variety of factors shaping life in the north. Subjects such as climate change, global investment in Arctic resources, and tourism will be examined alongside issues of food security, political rights, intergenerational knowledge transmission and more. Through discussions of these, we will gain understandings of how global dynamics of a changing Arctic affect Inuit who live there. Readings will include subjects in critical development, Indigenous studies, settler colonialism, and Arctic geography and history. Course materials will also draw from a variety of film and digital media from Inuit filmmakers and storytellers.

#### **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.

#### **DEVS 890-002 Cuban Culture and Society**

This course is designed to introduce students to Cuban society and culture. The course will focus especially on the period from the Cuban revolution (1959) to the present. Students will examine some of the main events and highlights of Cuban history, politics and culture in this era. This course meets intermittently in the Winter term and reconvenes for a week at the beginning of May before students and faculty travel to the final two-week session at the University of Havana.

#### **NOTES**

- Students are expected to pay an ancillary fee for travel and accommodation while in Havana. Estimated cost \$3,200.
- For more information see: <http://queensu.ca/devs/undergraduate/international-study-program-cuba>

#### **DEVS 898 Master's Research Paper**

Students will complete a library-based major research project (MRP) of 50-60 pages. The MRP will deal with a specific interdisciplinary question directly relevant to Global Development Studies, which may be thematic or theoretical in nature or focus on peoples or places generally associated with the Global South in the context of relations with the Global North. **PREREQUISITE:** Permission of Graduate Chair in consultation with a willing faculty supervisor, plus completion of two mandatory and four elective DEVS or DEVS- eligible courses.

#### **DEVS 899 Master's Thesis**

Research leading to a dissertation of 75-100 pages will usually involve the collection and analysis of primary data and be of publishable quality. Such data could include oral interviews, archival and other documentary sources, in some cases collected through field work. **PREREQUISITE:** Acceptance into the two-year thesis stream. Permission of Graduate Chair in consultation with a willing faculty supervisor, plus completion of at least two mandatory and two elective DEVS or DEVS-eligible courses.

## Cognate Department Courses of Interest to DEVS MA Students

Please visit cognate departments to view a list of courses offered and other programs that are of potential interest to DEVS MA students. Please be alert for potential conflicts with DEVS mandatory courses, your TA-ship tutorials, and your choice of DEVS electives. DEVS MA students may take **up to two** courses offered by other departments and programs. Permission of the instructor and permission of the DEVS graduate coordinator is required. Enrolment is subject to space availability. Please note that graduate level course offerings in cognate departments may not be updated on their websites until mid-July.

Cognate departments include:

- Economics
- Environmental Studies
- Gender Studies
- Geography
- History
- Political Studies
- Sociology

If you are interested in courses outside of the Faculty of Arts and Science (e.g Public Health or Kinesiology), please speak with the DEVS Graduate Chair.

## Finding a Supervisor

At the beginning of the Fall term, incoming MA students are encouraged to review the [Faculty Profiles on the DEVS website](#), paying particular attention to primary areas of expertise and research interests. In any given year, some faculty may be on leave, so do make sure who is around for supervision. If in doubt, contact the Graduate Chair for clarification.

Students are encouraged to talk with all suitable faculty and work out a supervisory arrangement by – at the latest – January 15<sup>th</sup>, and preferably prior to the December break. Both student and supervisor will sign a Supervisory Agreement Form (see *Appendix*) confirming the supervision agreement and submit this to the Academic Programs Assistant by [January 31st](#).

Occasionally, a student might identify an appropriate supervisor outside of the DEVS department. Supervision from outside the department would be a special case and would require discussion with the Graduate Chair early in the process. It is more normal for outside faculty to serve as second readers rather than full supervisors. However, it is permissible to have an external supervisor provided they agree to it and you have a DEVS faculty member as your second reader.

If you are having trouble identifying and securing an appropriate supervisor, it is your responsibility to talk to the Graduate Chair **well before the deadline** to work out a solution.

Once a supervisory agreement has been reached, you and your supervisor will together select and arrange for an appropriate second reader, with the input of the Graduate Chair if necessary. Please confirm your second reader with the Graduate Chair and Academic Programs Assistant by **April 20th**.

On confirming the supervisory relationship, student and supervisor will come to an agreement on goals and deadlines necessary for producing the final MRP. While each project and supervisory relationship is necessarily different, it is expected that students and supervisors will establish a clear timeline that details the dates and expectations for each step towards a completed MRP.

On agreeing to a schedule, students are required to respect the deadlines and protocol of submitting draft work. Supervisors are likewise expected to review such work in a timely fashion. If either student or supervisor needs to deviate from the work schedule, this must be done with full consultation prior to the deadline itself. Failure to respect this protocol may require the intervention of the Graduate Chair.

Please click [here](#) for a copy of the School of Graduate Studies Guide to Graduate Supervision.

### **Major Research Paper (One-Year Course-Based Stream)**

All students who enter the MA program in Global Development Studies begin their studies in the one-year course-based stream. This stream promotes the development of strong conceptual foundations and research tools in development studies through an intensive series of courses and the writing of a Major Research Paper (MRP) based on secondary research.

Students in the one-year course-based stream take six half-courses. These includes the core courses **DEVS 801\*** (Political Economy of Development); **DEVS 802\*** (Cultural Politics of Development) and **DEVS 850\*** (Professional Seminar in Global Development Studies), plus three electives, up to two of which may be from outside the department.

After completing their coursework, students produce a **Major Research Paper (MRP)** that is 50-60 pages long. This work is based around secondary research on a theme within the field of Global Development Studies. MRPs written by past students can be found in the DEVS Lounge.

### **Benefits of the Course-Based Stream**

This option provides students with an integrated series of courses that build on the core research strengths of the department. It complements these with a professional seminar on undertaking research in development studies and three further courses. The latter can be drawn from departmental offerings, courses offered in other departments that are related to key themes in global

development studies or reading courses with faculty within or outside the department (depending on faculty availability).

### Completion Time

The course-based stream normally permits completion of the MA within 10-12 months (e.g. three terms). Students taking the course-based stream have gone on to a range of professional careers, including work within the field of international development, and further studies, including PhD programs.

### MRP Proposal

Students should meet to discuss a potential research topic with their supervisor as soon as possible, and formally submit a proposal for a research topic by [January 31st](#).

This first proposal should be two to four (2 to 4) pages long, with a preliminary bibliography included (the bibliography can be very brief!). We understand that, at this stage, the proposal will necessarily be exploratory and tentative. However, it is a useful exercise to help getting the ball rolling with the MRP and to help work out your supervisory relationship.

Broadly, the first proposal should contain the following five elements:

**1) A brief outline of the proposed topic**

What are you interested in studying and why is it important? Are there specific debates you are looking to intervene in or contribute to? Is there a specific empirical or conceptual gap that you are looking to address?

**2) The key research question**

What is it about this topic that you want to answer specifically? How does it shape into a clear research question?

Why is answering this specific question important? How will it add to academic or public knowledge?

**3) How are you going to answer this question?**

What do you need to do to be able to answer your research question? Are there smaller sub-questions that you will need to answer first?

What analytical perspective(s) do you plan to use? Which academic author(s) are you drawing on to help shape your approach?

**4) What sources are you expecting to use?**

Is this going to be based on secondary literature? Is there any primary literature (e.g. government reports, NGO reports, etc) that you will use? Do you already have access to these or are some still to be located / accessed? Do you plan on doing any interviews or fieldwork to supplement your other sources?

**5) Layout of the MRP / potential chapter titles**

In very rough terms, how do you envisage your MRP looking in terms of sections / chapters?

Perhaps think about three main sections / chapters that build towards answering your research question.

### *The Next Step – a More Formal Proposal*

You must submit a second, detailed proposal (five to seven pages) to your supervisor, second reader and Academic Programs Assistant by April 20th. This is an opportunity for the student to get detailed feedback from both supervisor and if deemed appropriate, the second reader prior to starting to write. The more detailed and comprehensive the proposal the better the feedback will be. **Please note: timely submission of your formal MRP proposal is a pre-requisite for passing DEVS 850.**

This second, expanded proposal should be approximately five to seven pages long and include:

- a) The main research question that the MRP seeks to address.
- b) Why this is an important subject and why your argument is (relatively) original and important within it (i.e. connect to the existing literature on the subject).
- c) How (methodologically) you are going to substantiate your argument - i.e. types of sources used and the framework(s) used to analyse them.
- d) As detailed as possible breakdown of the structure of the MRP; i.e. chapter by chapter description which also states why each chapter does what it does, and how each chapter contributes to the overall thesis.
- e) Any specific details as requested by the supervisor.

### **Final Submission**

We recommend that the first draft of the MRP be submitted by the first week of July and a final draft should be submitted in the first week of August. This timeline is meant to allow time for approval of the MRP by the end of the third term. **The exact timeline for submission of the first and subsequent drafts of the MRP must be negotiated between the student their supervisor and second reader.**

Students generally complete their coursework in the fall and winter terms, following this by writing their MRP over the spring and summer months (summer term). In writing an MRP, students have an opportunity to further engage with an important theme within the field of global development studies. The MRP is generally based upon secondary sources, including academic literature, government documents, development agency reports, etc. The MRP does not require primary research.

After submission, the MRP is graded by the supervisor and a second reader.

Submission dates also need to take into consideration that the degree completion documentation needs to be submitted to the School of Graduate Studies by the Academic Programs Assistant no later than August 31<sup>st</sup>.

### Course-Based Stream Timeline

Due Date	Item
<b>Fall term</b>	Student identifies supervisor
<b>Jan 31</b>	Student submits Supervisory Agreement Form along with their first proposal for research topic (2-4 pages plus preliminary bibliography) to the Academic Program Assistant and Supervisor
<b>April 20</b>	<p>Student submits more detailed proposal (5-7 pages) to Supervisor, Second Reader, and Academic Programs Assistant.</p> <p>Student and supervisor confirm Second Reader and submits this information to the Academic Programs Assistant.</p> <p><b>NOTE: This is a requirement to PASS DEVS 850</b></p>
<b>Between May 1 and August 31</b>	<p>Student submits first draft of complete MRP (50-60 pages, with prescribed cover page) to Supervisor.</p> <p>The Supervisor returns draft with feedback to student typically within two weeks of the submission of the MRP.</p> <p>Following revisions, student provided e-copies of submission version to Supervisor and Second Reader.</p> <p>Supervisor and Second Reader complete grading and communicate result to the student and the Academic Programs Assistant.</p>
<b>By August 31</b>	<p>Student submits an electronic file of the final version of the MRP incorporating any requested revisions to the DEVS Academic Assistant.</p> <p>The student should apply to graduate on SOLUS after submitting their MRP.</p> <p>The Academic Programs Assistant will submit the degree completion forms to the School of Graduate Studies.</p>

### Thesis (Two-Year Research-Based Stream)

The thesis option gives students the time necessary to pursue a deeper program of research, often involving fieldwork or other primary data collection. This option provides research experience that may better prepares students for doctoral studies or other forms of research-based work. The thesis is between 75-100 pages and will be defended before a committee of three examiners.

Students interested in carrying out research for the two-year thesis-based MA stream are required to meet with the Graduate Chair early in the Fall Term.

For the two-year thesis-based stream, primary courses are DEVS 801, DEVS 802, DEVS 850 plus two electives for a total of five courses. However, students accepted into the thesis stream are **strongly encouraged** to take an additional elective to keep their options open in case expected funding does not materialize and they need to revert to the one-year stream.

### How do I Apply?

Students who are interested in the two-year research-based stream are required to confirm with the Graduate Chair that they have met the minimum academic requirements based on their fall term courses and that they have identified an appropriate and willing supervisor no later than January 15<sup>th</sup>.

Applications will include a first proposal for research topic (4-5 pages plus preliminary bibliography); budget for field work; and letter of support from supervisor stating funding commitments (if any), and should contain the following elements:

**1) A brief outline of the proposed topic**

What are you interested in studying and why is it important? Are there specific debates you are looking to intervene in or contribute to? Is there a specific empirical or conceptual gap that you are looking to address?

**2) The key research question**

What is it about this topic that you want to answer specifically? How does it shape into a clear research question?

Why is answering this specific question important? How will it add to academic or public knowledge?

**3) How are you going to answer this question?**

What do you need to do to be able to answer your research question? Are there smaller sub-questions that you will need to answer first?

What analytical perspective(s) do you plan to use? Which academic author(s) are you drawing on to help shape your approach?

**4) What sources are you expecting to use?**

Is this going to be based on secondary literature? Is there any primary literature (e.g. government reports, NGO reports, etc.) that you will use? Do you already have access to these or are some still to be located / accessed? Do you plan on doing any interviews or fieldwork to supplement your other sources?

**5) Layout of the MRP / potential chapter titles**

In very rough terms, how do you envisage your MRP looking in terms of sections / chapters? Perhaps think about three main sections / chapters that build towards answering your research question.

**6) Fieldwork Plan**

What kind of fieldwork do you anticipate undertaking and where?

How long do you estimate the fieldwork lasting and when will it take place?

Do you have the appropriate skills, background and contacts to make the proposed fieldwork feasible?

**7) Finances**



Can you provide a brief list of costs for your fieldwork?

What funding opportunities have you or are you considering applying for? Can you afford to undertake the fieldwork if these applications are not successful and, if not, how will you proceed?

#### 8) Supervision

Do you have a supervisor with suitable expertise who has agreed to supervise your work?

Successfully transferring into the full thesis option is based on four criteria:

- 1) Supervisory support – strong supervisory support is a prerequisite
- 2) Grades – an overall GPA of 3.70 (A-/80%) or higher for the Fall Term demonstrates suitability to take on a full thesis.
- 3) Strong project – we would expect to see a strongly conceived project that suggests a high level of preparedness for the fieldwork component
- 4) Financial planning – how will you fund your fieldwork? Are you applying for the OGS and the SSHRC Canada Graduate Scholarship – Master's or do you have other means of financial support? *Please note: the department cannot guarantee more than a basic level of funding support for the second year of your degree.*

The DEVS Graduate Committee will review the submitted applications and advise applicants by February 15<sup>th</sup> if their application was successful or not.

#### Putting Together a Committee

Once you have been accepted into the thesis stream, you will need to begin to consider your thesis committee in consultation with your supervisor and the Graduate Chair and in accordance with the regulations prescribed by the School of Graduate Studies. Normally the examining committee comprises of:

- Committee Chair: Head of Department (or Head's Delegate);
- Supervisor(s);
- Another DEVS faculty member;
- A Queen's faculty member from another department
- Term adjuncts within DEVS can be considered as committee members; however, this **must be approved** by the Graduate Chair and Department Manager in advance.

The committee exists not just to examine your thesis, but also to give you advice along the way, so it is useful to put a provisional committee together earlier on in the thesis process. Please confirm your provisional committee with the Academic Programs Assistant by April 20th. Changes can be made after this date, but it is helpful to have a provisional committee established at this point.

Students may carry out fieldwork in the Spring/Summer or Fall term of their second year (e.g. term 3 and/or 4). The remainder second year is usually taken up with research and writing with a defense scheduled in mid-July of the second Spring/Summer term (e.g. term 6).

### **Thesis Length and Presentation**

A rough guideline for length is 75-100 (max.) doubled-spaced typewritten pages. All graduate theses must conform to the minimum style and form requirements as detailed in the Queen's University School of Graduate Studies guide [General Forms of Theses](#).

### **Oral Examination (Thesis Defense)**

When the student and supervisor feel that the thesis is ready for examination, the Graduate Chair will determine an examination date mutually convenient to the candidate and members of the Examining Committee. The student must deliver a copy of the thesis to each member of the examining committee, including the chairperson, no later than 10 working days prior to the scheduled date of the examination (thesis defense). The student must also complete the forms required by the School of Graduate Studies, including the [Master's Oral Thesis Examination Form](#) and the [UMI Form for Social Sciences](#).

### **Final Submission**

Degree requirements are considered complete when the student submits one electronic copy of the thesis, in PDF format revised as recommended by the Examining Committee and finally approved by the supervisor/committee, to the School of Graduate Studies through the [E-Thesis Submission process in QSpace](#). The student must also submit an electronic file to the DEVS Academic Programs Assistant. At the time of submission for completion of degree requirements, the student may also submit up to two unbound copies of the thesis to the [School of Graduate Studies](#) for final permanent binding.

## Thesis (Research-Based Stream) Timeline

Due Date	Item
October – December (deadlines vary)	Students interested in applying for SSHRC graduate funding (MA or Doctoral) familiarize themselves with the appropriate deadlines; develop a SSHRC funding application with their potential supervisor; arrange for two referees; and submit the application to SSHRC
Prior to January 15	Students who are interested in the two-year MA thesis option are required to confirm with the Graduate Chair that they have met the minimum academic requirements based on their fall term courses and that they have identified an appropriate and willing supervisor.
Jan 31	<p>Student submits a Thesis Option Application to Graduate Chair and Academic Programs Assistant.</p> <p>Applications will include a first proposal for research topic (4-5 pages plus preliminary bibliography); budget for field work; and letter of support from supervisor stating funding commitments (if any).</p> <p>The DEVS Graduate Committee will review the submitted applications and advise applicants by February 15<sup>th</sup> if their application was successful or not.</p> <p>Applicants to the thesis option who are not successful, will have been deemed to have completed the requirements for the MRP Supervisory submission.</p> <p>All students who are considering the thesis option should submit an OGS application</p>
February to April	<p>Student submits a revised research proposal to General Research Ethics Board (GREB), if required. Please note that the GREB application process can take a significant amount of time and students are encouraged to take this into consideration as GREB approval will be required prior to field work commencing.</p> <p>The student is required to submit the GREB clearance letter to the Academic Assistance once it is received.</p>
April 20	<p>Student submits a revised proposal including a detailed methodology section and research schedule (approx. 10 pages) to Supervisor and Academic Programs Assistant. If the student submitted a GREB application, the GREB application can be submitted in lieu of a revised proposal.</p> <p>Student and Supervisor to confirm provisional <i>committee membership with Academic Programs Assistant</i></p> <p><b>NOTE: This is a requirement to PASS DEVS 850</b></p>

Due Date	Item
Summer Term	Field Work REMINDER: The student is required to submit the GREB clearance letter to the Academic Assistance once it is received
Fall Term	Student may be finishing field work and begins writing thesis.
Winter Term	Student writes thesis.
May	Student submits draft thesis to supervisor and confirm committee makeup to DEVS Academic Assistant.
Summer Term	Student defends thesis. Forms must be completed by the Academic Programs Assistant and the Graduate Chair. Once forms are complete, the forms will be submitted to the School of Graduate Studies.  Note SGS requires notification ten (10) working days in advance of defense. This is a hard submission requirement.
Following successful defense	Student submits an electronic file of the final version of MA incorporating any requested revisions to the DEVS Academic Assistant and upload thesis to QSpace.  The student should apply to graduate on SOLUS after submitting their thesis.

## Research Ethics Review

All research proposals funded or not, that involve humans require review and approval. Research relating to any discipline at Queen's except biomedical disciplines will be directed to the **General Research Ethics Board** (GREB).

For course-based research projects (either at the undergraduate or at the graduate level) the DEVS Unit Research Ethics Board (REB) will normally approve the protocol unless it is of medium or high risk and higher ethics concern. In these cases, the course-based research project will be forwarded to the GREB for review. The project approval must be communicated to the student in writing.

All protocols of faculty, graduate theses and post-graduate student projects will be reviewed by the Unit REB. After the researcher has satisfied the Unit REB's questions or concerns, the application is approved and sent to the GREB with either a recommendation for expedited or full review. The GREB Chair will review the file and, based on an Evaluation of Level of Risk and Ethics Concern, will recommend either an expedited review or a full review.

NB: All projects involving Aboriginal Peoples must be forwarded to the GREB for review.

## DEVS REB Process

All submissions to GREB (or HSREB) must be done on-line, through the Human Ethics Application system [TRAQ \(Tools for Research at Queen's\)](https://www.queensu.ca/traq/signon.html) run by University Research Services:

<https://www.queensu.ca/traq/signon.html>

Although TRAQ will generate an email prompt that a new application has been received, students should also advise their supervisor and the DEVS Graduate Chair that the application has been posted online.

The DEVS REB Chair will make their best effort to expedite applications. However, it is vital that you provide enough turnaround time for the internal REB process and GREB review, particularly if you are dealing with sensitive issues and vulnerable populations.

## Fieldwork

The majority of theses and some MRPs involve fieldwork, which may take place in remote regions.

If you are planning time away from Queen's for fieldwork, you must do the following:

1. Submit a completed **Request for Full-Time Study Off-Campus** form to the Academic Programs Assistant.
2. Check with **Environmental Health and Safety** to complete any forms required (such as an OCASP Planning Record) before studying off-campus.
3. Check with your supervisor and Department REB to see if you need GREB (General Research Ethics Board) clearance.

## Off-Campus Activity Safety Policy (OCASP)

The Queen's University **Off-Campus Activity Safety Policy** (OCASP) became effective on September 1, 2004 and applies to all Students, Faculty and Staff, who are undertaking studies, doing research, or carrying out any other work that takes place off-campus and is under the purview of the University. The University is committed to ensure that all off-campus activities are conducted in as safe and as fully aware a climate as possible.

All members of the Queen's community involved in off-campus activities are invited to register their trip/activity in the **Off-Campus Activity Safety Policy On-line Planning Tool** (OCASP 2.0) and in some cases, registration is mandatory. This registration record can be accessed in the event of an emergency and will be used by the Emergency Support Program to assist those involved in the incident.

Depending on your university status, your destination and the activity itself, you may be required to complete, and receive approval for, a full risk assessment which includes an on-line pre-departure orientation. This orientation provides resources which will be of helpful to those completing a risk assessment.

For more information about the **Queen's University Off-Campus Activity Safety Policy** and to access the OCASP 2.0 On-line Planning Tool, visit <https://safety.queensu.ca/campus-activities-ocasp>

### **Graduate Study Space (Mac-Corry B400)**

The Academic Programs Assistant will issue you with up to three keys: one for the Mackintosh-Corry building, one for the Graduate Student Office (Mac Corry B400), and one for your locker drawer in B400 (if requested). For security reasons, please do not share your keys with anyone. If you lose your keys, please see the Academic Programs Assistant or Department Manager.

Mackintosh-Corry B400 is a dedicated study area for DEVS MA students. Carrels are allocated on a first-come, first-served basis. Lockable file drawers are available to store your belongings.

Please help keep the Graduate Student Office tidy by depositing food waste and recyclable materials into the collection bins at the end of the hallway across from the elevator. Please do not leave food items uncovered or unclaimed in the refrigerator. Trash bags and cleaning products are available in the DEVS Office.

Please make sure all windows are closed, lights are turned off and the thermostat is turned down if you are the last person to leave the Grad Lounge.

**Alcohol is not allowed in the Grad Lounge.**

### **Conference Travel Awards**

Presenting a paper at a conference is an excellent professional development opportunity and the Graduate Assistant will forward calls for abstracts for both CASID and graduate student conferences. DEVS has a small fund (\$150 per student) to assist MA students with travel costs associated with presenting a paper at a conference. For more information, contact the **Academic Programs Assistant**. Before submitting an abstract to a conference, however, please talk to your supervisor about the opportunity. *Recently, there has been an increase in “predatory” journals and conferences that charge large sums of money for publication in open-access journals of dubious quality. Please review the [article on University Affairs website](#) providing tips to help avoid predatory journals and conferences.*

### **Library and Academic Support**

The **Queen's Library** system has invested heavily in its development studies holdings, allowing Queen's students and faculty access to a comprehensive range of online journals covering all facets of the discipline alongside building a substantial holding of books and monographs in the field. You can also book small group study rooms at the library: <http://booking.library.queensu.ca/>

The **Learning Strategies Centre** offers support for graduate students completing their thesis. Assistance is also available for undergraduate and graduate students who want to refine their core academic skills, time-management skills and manage academic stress.

The **Writing Centre** offers free one-on-one consultations to review preliminary drafts of papers and also offers workshops for teaching assistants on marking and providing effective feedback.

### **Mental Health and Wellness**

The **SGS Habitat** provides information on many aspects of graduate student life – from academics, to health and wellbeing, to career development.

The School of Graduate Studies has a **Student Wellness Services** counselor on site specifically to assist graduate students. Appointments may be made by calling the Counseling Service at 613-533-2136 or by email. Graduate students may also request an appointment with any of the counsellors at Health, Counselling and Disability Services, including the **Cross-Cultural Advisor**.

### **Athletics and Recreation Centre (ARC)**

The **Athletics and Recreation Centre (ARC)** has many programs and facilities available to graduate students, which are covered by student fees.

### **Professional Development**

**Expanding Horizons**, a series of workshops and seminars to support the academic, personal, and professional success of graduate students, is offered by the School of Graduate Studies in partnership with student service providers at Queen's.

**Career Services** provides career education and employment support services for Queen's undergraduate, graduate students and recent alumni from all disciplines. A comprehensive range of services are offered, including drop-in career advising, supporting graduate students in making informed decisions about career options, job search strategies, and CVs and resumes.

### **Studies in National and International Development (SNID) Seminar Series**

**SNID** is a weekly interdisciplinary seminar series that examines issues of local, national and global development. Presenters include Queen's faculty, graduate students, and guest scholars. The seminars take place on Thursday afternoons from 1:00 - 2:30 in Mac-Corry D214. In 2020-2021, these seminars will be held remotely.

### **Other Organizations**

The **Society of Graduate and Professional Students** (SGPS) represents the interests of its members at a university-wide level as well as providing some important benefits (including a health and dental plan) and services (such as student advisors and free tax filing). The SGPS defends and expands students'

rights, lobbies the administration as well as the provincial and federal governments, offers small grants and other assistance to students, and participates in university governance.

The **Queen's International Centre** (QUIC) is a support service for all members of the Queen's community and through its activities promotes an internationally informed and cross-culturally sensitive learning environment.

The **Ban Righ Centre** supports the continuing formal and informal education of women, especially mature women returning to Queen's University, and offers bursaries for mature women students in financial need as well as a weekly seminar series.



## APPENDICES

Department of Global Development Studies  
MRP Application Form  
DUE: January 31

Student Name: \_\_\_\_\_  
Supervisor Name: \_\_\_\_\_  
Tentative Title/Research Area \_\_\_\_\_

Student Number: \_\_\_\_\_  
Student Email: \_\_\_\_\_

Project proposal (two to four pages in length plus preliminary bibliography) are to be attached to this form and submitted to [devsgrad@queensu.ca](mailto:devsgrad@queensu.ca) and your supervisor no later than INSERT DATE.

Questions to consider for your proposal include:

**1) A brief outline of the proposed topic.**

- a. What are you interested in studying and why is it important?
- b. Are there specific debates you are looking to intervene in or contribute to? Is there a specific empirical or conceptual gap that you are looking to address?

**2) The key research question.**

- a. What is it about this topic that you want to answer specifically? How does it shape into a clear research question?
- b. Why is answering this specific question important? How will it add to academic or public knowledge?

**3) How are you going to answer this question?**

- What do you need to do to be able to answer your research question?
- Are there smaller sub-questions that you will need to answer first?
- What analytical perspective(s) do you plan to use? Which academic author(s) are you drawing on to help shape your approach?

**4) What sources are you expecting to use?**

- Is this going to be based on secondary literature?
- Is there any primary literature (e.g., government reports, NGO reports, etc.) that you will use?
- Do you already have access to these or are some still to be located / accessed?
- Do you plan on doing any interviews or fieldwork to supplement your other sources? Ensure that you discuss and GREB requirements with your supervisor.

**5) Layout of the MRP / Potential Chapter Titles**

- In very rough terms, how do you envisage your MRP looking in terms of sections / chapters? Perhaps think about three main sections / chapters that build towards answering your research question.

Student Signature: \_\_\_\_\_

Supervisors Signature \_\_\_\_\_

**Global Development Studies**  
**Second Year MA Thesis Application Information Sheet**  
**DUE: January 31**

**Student Name:** \_\_\_\_\_ **Student Number:** \_\_\_\_\_  
**Supervisor Name:** \_\_\_\_\_ **Student Email:** \_\_\_\_\_

**ELIGIBILITY AND DOCUMENTATION REQUIRED**

Requirement	Description	Documentation Required	Attached
<b>Supervisory Support</b>	Strong supervisory support from a DEVS core faculty member (tenured or tenure-tracked).	Letter of support from your supervisor	
<b>High academic achievement</b>	An overall GPA of 3.70 (A-/80%) or higher in fall term courses demonstrates suitability to take on a full thesis.	Unofficial transcript from SOLUS.	
<b>Strong project</b>	A strongly conceived project that suggests a high level of preparedness for the fieldwork component.	Research proposal that is four to five pages in length. Additional information is listed below.	
<b>Financial planning</b>	<p>Provide details regarding how will you fund your fieldwork? Are you applying for the OGS and/or the SSHRC Canada Graduate Scholarship program? Do you have other means of financial support?</p> <p><i>Please note: the department cannot guarantee more than a basic level of funding support for the second year of your degree.</i></p>	<p>Detailed budget within your research proposal that includes expenses and revenue sources.</p> <p><b>REMINDER:</b> Apply for the Ontario Graduate Scholarship (OGS) by January 31.</p>	

**Project proposal should include the following items and be four to five pages in length, plus biography.**

**1) A brief outline of the proposed topic.**

- What are you interested in studying and why is it important?
- Are there specific debates you are looking to intervene in or contribute to?
- Is there a specific empirical or conceptual gap that you are looking to address?

**2) The key research question.**

- What is it about this topic that you want to answer specifically?
- How does it shape into a clear research question?
- Why is answering this specific question important? How will it add to academic or public knowledge?

### **3) How are you going to answer this question?**

- What do you need to do to be able to answer your research question?
- Are there smaller sub-questions that you will need to answer first?
- What analytical perspective(s) do you plan to use? Which academic author(s) are you drawing on to help shape your approach?

### **4) What sources are you expecting to use?**

- Is this going to be based on secondary literature?
- Is there any primary literature (e.g., government reports, NGO reports, etc.) that you will use?
- Do you already have access to these or are some still to be located / accessed?
- Do you plan on doing any interviews or fieldwork to supplement your other sources?

### **5) Layout of the Thesis / Potential Chapter Titles**

- In very rough terms, how do you envisage your thesis looking in terms of sections/chapters?
- Perhaps think about three main sections/chapters that build towards answering your research question.

### **6) Fieldwork Plan**

- What kind of fieldwork do you anticipate undertaking and where?
- How long do you estimate the fieldwork lasting and when will it take place?
- Do you have the appropriate skills, background, and contacts to make the proposed fieldwork feasible?

### **7) Finances**

- Can you provide a brief list of costs for your fieldwork?
- What funding opportunities have you or are you considering applying for?
- Can you afford to undertake the fieldwork if these applications are not successful and, if not, how will you proceed?

### **8) Supervision**

- Do you have a supervisor with suitable expertise who has agreed to supervise your work? A letter of support is required to be submitted with your application so be sure to ask for the letter well in advance of the submission deadline.

### **Successful Application Next Steps**

- On confirmation of a successful application, the student and supervisor will come to an agreement on goals and deadlines necessary for producing the final thesis. While each project and supervisory relationship is necessarily different, it is expected that students and supervisors will establish a clear timeline that details the dates and expectations for each step towards a completed thesis.
- On agreeing to such a schedule, students are required to respect the deadlines and protocol of submitting draft work. Supervisors are likewise expected to review such work in a timely fashion. If either student or supervisor needs to deviate from the work schedule, this must be done in full consultation prior to the deadline itself. Failure to respect this protocol may require the intervention of the Graduate Chair.
- The schedule needs to be agreed to in writing and circulated via email by the student or supervisor, ensuring that the Academic Assistant and Graduate Chair are copied.