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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. 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.

The Department of Global Development Studies pays each graduate student’s annual membership fee to the Canadian Association for the Study of International Development (CASID/ACEDI). CASID is a national, bilingual, interdisciplinary and pluralistic association devoted to the promotion of new knowledge in the broad field of international development. First-year DEVS MA students are encouraged to attend the annual conference and second-year students are encouraged to present at the conference to gain valuable professional development experience.
Sessional Dates
Queen’s academic year is divided into 3 terms: Fall (September-December), Winter (January-April) and Spring/Summer (May-July). Each term is 4 months long. For the School of Graduate Studies sessional calendar, which includes course add/drop deadlines and other important deadlines, click here: http://www.queensu.ca/sgs/graduate-calendar/sessional-dates


2019 Mid-term Reading Week is scheduled from Monday, February 18 (Family Day) through Friday, February 22.

Email
Please note: All course-related electronic communication will be sent to your student Queen’s email account. All TA-related email will be sent to your employee Queen’s email account. Your email account is [netID]@queensu.ca. 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.
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](http://www.queensu.ca/sgs/graduate-calendar/general-regulations).

Course Work Grade Requirements

The courses required for a student’s approved program of study are designated as primary. Primary courses for the one-year course-based stream of the DEVS MA are DEVS 801, DEVS 802 and DEVS 850 plus three electives for a total of 6 courses.

Primary courses for the two-year thesis-based stream of the DEVS MA program are DEVS 801 and DEVS 802 plus two electives, which may not include DEVS 850, for a total of 4 courses. However, students accepted into the thesis stream are welcome to take DEVS 850 and an additional elective to keep their options open.

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:

i. Rewrite the final paper; or
ii. Repeat the course the next year at the student’s own expense, or
iii. 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:

iv. Rewrite the final paper; or
v. Take a substitute course; or
vi. Withdraw from the program.

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

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

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.

Appeals against Academic Decisions

In the event that academic problems arise, efforts should always be made to deal with them early and by informal means. There are, however, situations in which informal resolution is not possible and formal processes need be pursued. If a resolution is not reached then the student may appeal the decision on procedural grounds if they exist. 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 in 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.

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 can be completed within one year (3 terms) or 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 or 7 of a one- or two-year Master's program, respectively. 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 6 of a one year Master’s program or term 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 6 or 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 & 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](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](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 7 equal instalments starting on October 5 and 3 equal instalments in 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.

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 $500.00 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/](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/](https://sgps.ca/sgps-health-and-dental-plan/)

Bus Pass

Kingston Transit bus service is free with your student card.
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 10 hours a week of tutorial leadership, preparation, marking, and other duties.

If you have been offered and accepted a teaching assistantship, the Department Administrator will prepare an Employment Services Contract that will authorize Financial Services to place you on the monthly payroll. You will also be required to complete an income tax form (TD1) to be forwarded to Financial Services along with the contract. The contract notification will be sent to your Queen’s TA email address (see below) 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 B409. The key is kept in Mac-Corry B400, the DEVS Grad Lounge.

Mandatory Training

The Department provides an orientation session for all new DEVS 100 TAs and strongly recommends that new and returning 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)

TA Email Address

As a TA, you are also a Queen's University employee as well as a Queen's University student. As such, you have been given a separate NetID from your student NetID to be used for your employment. Your student account is considered your personal and private account and should not be linked with your employee (TA) account.

It is very important to keep your employee identity separate and distinct from your student identity.

If you have already forwarded your employee email account to your student account, please remove the forwarding and ensure that any work-related email is transferred to your employee email account. For complete details about Student Employee Email and Other Records, please read the Fact Sheet on the Access and Privacy site.
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, ITS offers drop-in sessions every Tuesday where you can ask questions, provide feedback, and receive help with your courses. onQ Drop-in Sessions: Every Tuesday 1:30 pm to 3:00 pm and Thursday 10:00 am to 11:00 am at the Centre for Teaching & Learning, F200, Mackintosh-Corry Hall

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 (TAF) (Appendix “A” of the Collective Agreement), which outlines TA duties, hours required and any mandatory training. Each instructors must meet with their TA(s) at the beginning of term to review and sign the TAF. You should be able to complete the tasks you have been assigned within the time listed on the TAF.

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 TAF and reallocate hours.

AV Equipment for Tutorials

If you use a Mac laptop, it’s 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 data projectors, a digital camera and a DVD/VHS/CD player 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 & Meeting Space

Mac Corry B409 (across the hall from B400, the DEVS Graduate Student Office and Lounge) and Mac Corry A404 is reserved for holding TA office hours and meetings with undergraduate students. To assist with room bookings we posted a paper calendar on each door of the DEVS TA rooms.
**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 approximately $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 of 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 usually includes 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](https://www.queensu.ca/sgs/node/1009)

**External Fellowships & Awards**

Students who have an overall average of A- (80%) or better in 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, but cannot guarantee second-year funding. Students are encouraged to begin planning early in the fall term and to discuss their academic and financial plans with the graduate chair at this time.

Eligible continuing students 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 to apply for SSHRC Master’s Scholarships and for Ontario Graduate Scholarships. The SSHRC application deadline is usually December 1 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 [http://www.cfuw.org/en-ca/fellowshipsawards.aspx](http://www.cfuw.org/en-ca/fellowshipsawards.aspx). The application deadline is November 1.

- **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: [http://www.idrc.ca/EN/Funding/WhoCanApply/Pages/Internships-at-IDRC.aspx](http://www.idrc.ca/EN/Funding/WhoCanApply/Pages/Internships-at-IDRC.aspx). The deadline varies depending on the award.

The Graduate 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 the Graduate Chair and Graduate Assistant if you are facing a financial emergency. Sources of emergency funding include Emergency Bursaries from the Student Awards Office.
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.

Please note that cash flow problems do not qualify as an emergency and may necessitate taking out a short-term loan.
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 one additional MA-level elective course: **DEVS 803, Qualitative Research Methods and Field Work**, which provides students with core skills in qualitative fieldwork planning, design and implementation. DEVS MA students also have the opportunity to register for **DEVS 305, Cuban Culture and Society**, which includes a 2-week session at the University of Havana in May, as a DEVS 890 directed reading course (3.0 units). An application must be submitted to the instructor, Karen Dubinsky, in the Fall term.

Beyond these courses, students are able to join the Department’s split 4th year/MA-level seminars on topics (DEVS 860x-87x) including climate change, food security, global insurrection, rural development, and more. DEVS MA students may not take more than three 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.

Finally, if students can identify a willing supervisor, they may arrange to take a **Directed Reading Course (DEVS 890)**. 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 graduate 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 graduate assistant know by email as soon as possible. Students must drop Fall courses by **October 5**, Fall/Winter full year courses by **January 11** and Winter courses by **February 7** in order for them not to show up as WITHDRAWN on their transcripts. These dates change each year and can be found in the SGS graduate calendar sessional dates: [https://www.queensu.ca/sgs/graduate-calendar/sessional-dates](https://www.queensu.ca/sgs/graduate-calendar/sessional-dates).

The Graduate Assistant will automatically enroll students in the required DEVS courses (DEVS 801, 802, 850 and 899) and ask students for their elective preferences for the Fall and Winter terms.

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 graduate 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 graduate 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 Graduate Assistant.
DEVS Graduate Courses

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

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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| DEVS 801    | The Political Economy of Development (Fall)            | 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 (Winter)          | 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 (Winter)    | 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 825    | Intersectional Indigenous Inquiry (Not offered 2018/2019) | Note: prior to enrolling in the course, students are encouraged to contact Dr. Dylan Robinson by email: dylan.robinson@queensu.ca.  
This course will focus on Indigenous critical theory from intersectional perspectives. We will begin with a survey of the critical literature on “Native Nationalist”, “cosmopolitan”, intersectional, and “transIndigenous” theory. We will examine the ways in which scholars have situated their values and limitations, and we will question the degree to which they represent incommensurable commitments. The class will also examine positionality from intersectional perspectives. We will theorize positionality as a state, a practice, and an ethics/accountability. In doing so we will move away from the reified terms “settler” and “indigenous”, and move toward greater specificity through acknowledging relationality.  
Students will consider what kind of intersections that they find themselves at currently in their research/practice: a cross-walk, fork in the road, round-about, or hyper-regulated interchange? We will also speculate and experiment with the creation of new intersections. What, for example, might we gain by articulating the axis of |
Indigenous nationalisms and western theoretical perspectives? What is the efficacy of an engagement with “Cree queer new materialism”, “Musqueam-Ligwilda’xw agonism”, or new forms of Trans-settler affect and Feminist arrivant visuality? How might speculative inquiry between Critical Indigenous theory, Western theory and other non-western epistemologies take place in ways that remain committed to the political and ethical needs of the multiple communities that we belong to?

Taught concurrently with CUST 892/3.0 and GNDS 821/3.0

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<tr>
<th>DEVS 850  Professional Seminar in Global Development Studies (Fall &amp; Winter)</th>
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<td>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. All Global Development Studies MA students will be enrolled in this course.</td>
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*A mixed senior undergraduate/graduate level course with limited space for DEVS MA graduate students who may not take more than three such mixed courses.*

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<tr>
<th>DEVS 861*  Development and the Global Agro-food System (Fall)</th>
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<td>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 organization and protests and the relationship between food and culture, specifically how communities and societies identify and express themselves through food.</td>
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<tr>
<th>DEVS 862*  Alliance Politics, Solidarity Movements in the Global Context (Fall)</th>
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<td>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 &quot;activist&quot; 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, &quot;activism&quot;, collective action and street politics along with social movements such as indigenous resurgence, feminist, anti-heterosexist organizing and the so-called &quot;Arab Spring&quot;, &quot;Occupy&quot; and &quot;Gezi&quot;.</td>
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### DEVS 863* Sustainable Development or Green Growth? (Fall)

The concept of sustainable development that first emerged over 30 years ago remains ambiguous and difficult to operationalize. In the past decade, a number of possibly competing concepts of have risen to prominence in international discourse such as ‘green growth’. In this course, we will explore differences between sustainable development and green growth and consider whether either offers a viable path for economic development within planetary boundaries. Additionally, we will compare these mainstream models with some of the more radical proposals for development in the ‘Anthropocene’.

### DEVS 864* Development, Power, and Inequity in the Global North (Winter)

This course explores power and inequality in North America by conversing with the theories and histories of global development and decolonization. We will explore a wide range of topics, including the legacies of settler-colonialism and slavery in contemporary society, how International Development institutions and actors have shaped popular knowledge about poverty in the Global North, and why since the 1960s some community organizers have turned to theories emerging from the Global South to change conditions of inequality that exist in the First World.

### DEVS 865* The Nonprofit and Charitable Sector in Canada (Winter)

This seminar will introduce students to key debates surrounding the nonprofit and charitable sector as a development agent in the Canadian context. Drawing on relevant theories of capitalism and the nation, we explore topics such as the relationship between neoliberal restructuring and the nonprofit and charitable sector; the effects of nonprofits on social movements; the political possibilities and limits of social enterprises; corporate social responsibility and the nation-as-brand; and elite charitable foundations and their influence. We will locate these issues in the Canadian context, examining them in relation to the Canadian energy sector, Canadian multiculturalism, and Canadian settler-colonialism. Finally, we will discuss the linkages between the Canadian nonprofit and charitable sector and Canadian development NGOs abroad.

### DEVS 866* Approaches to Sustainable Livelihood Development (Fall)

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* Two Indias of the 21st Century (Winter)

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 868* Gender Matters: Exploring Contemporary Development Issues in the Global South (Winter)

Despite the ‘global economic integration’ of countries from the Global South, processes of globalization and development policies have intensified gender inequality. The course examines three specific and inter-related polycrises of climate change, militarism, and economic dispossession vis-à-vis gender. The urgency to study these polycrises from a gendered lens is critical not only because of their vast scale but also because of their profoundly negative and long-lasting impact in reshaping gender identity, gender relations, survival strategies and livelihood patterns for women in the Global South. Additionally, the multiple intersections of patriarchy, race, class, ethnicity, and/or religion with these crises of climate change, militarism, and economic dispossession influence and shape gender responses. The course, while undertaking a feminist critique of these polycrises, discusses their gendered impact on women and girl children. It also deliberates on the grassroots and political mobilization, community participation, and resistance strategies undertaken in response to them.

DEVS 869* Global Governance (Winter)

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*  The ‘African Renaissance’ in Global Perspective (Fall)

This course will evaluate the premises and promises of the “African renaissance” (or “Africa rising” narrative) in relation to global trends, notably, climate change, the rise of China and South-South trade, and protectionism/xenophobia in the West. It begins with a critical overview of the history of underdevelopment under colonial and neo-colonial conditions, including through unequal relations in the production of knowledge about Africa. Students then examine a specific proposed “renaissance” strategy, critically assessing the debates and leading to mature reflection on “what next”? Topics include: aid versus trade, colonial borders/languages vs. indigenous cultures/languages, tourism, health, human rights, refugees/migration, social media, and much more. The major research essay will involve a case study of urban redevelopment in light of these global challenges.

DEVS 871*  Women and Environmental (In)justice (Fall)

This interdisciplinary course examines the history and contemporary issues of environmental racism from different feminist perspectives. We examine the environmental burdens faced by women and Indigenous communities locally and globally, and their leading role in the struggle for environmental justice. How and why are environmental issues experienced differently according to race, gender and class? How have different communities responded to environmental injustices? How is environmental justice related to food systems, social justice, and justice for Indigenous peoples?

DEVS 872*  Indigenous Theory (Winter)

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 890  Directed Reading Course (Fall or Winter)

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 (Winter & Spring)

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 for May before students and faculty travel to the final two-week session at the University of Havana from May 6 to 21. Graduate students who wish to take this course will also meet occasionally with the instructor. The course readings can be tailored to specific interests.

NOTES
• Students are expected to pay an ancillary fee for travel and accommodation while in Havana. Estimated cost $2,785.
• Students must apply to take the course. Applications are available in the DEVS office.
• Students are expected to attend a pre-departure orientation.
• Costs and application deadlines will be posted on the DEVS website.
• DEVS 892 is a 3-unit course and the graduate equivalent of DEVS 305.

For more information see Global Development Studies department website: http://queensu.ca/devs/undergraduate/international-study-program-cuba See also Queen's Cuban Culture and Society course page on Facebook www.facebook.com/QueensCubanCultureAndSocietyCourse

DEVS 898 Master's Research Paper

Students will complete a library-based major research project (MRP) of 40-60 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 70-100 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.
## 2018-2019 DEVS Graduate Course Timetable

### Fall 2018

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVS 801</td>
<td>The Political Economy of Development</td>
<td>S. Soederberg</td>
<td>Mon</td>
<td>8:30-11:30</td>
<td>Mac-Corry C508</td>
</tr>
<tr>
<td>DEVS 861*</td>
<td>Development &amp; The Global Agro-Food System</td>
<td>P. Kumar</td>
<td>Mon</td>
<td>2:30-5:30</td>
<td>KingstonRm210</td>
</tr>
<tr>
<td>DEVS 862*</td>
<td>Alliance Politics</td>
<td>A. Tomac</td>
<td>Fri</td>
<td>8:30-11:30</td>
<td>KingstonRm210</td>
</tr>
<tr>
<td>DEVS 863*</td>
<td>Sustainable Development or Green Growth?</td>
<td>K. Tienhaara</td>
<td>Mon</td>
<td>11:30-2:30</td>
<td>Mac-Cory A309</td>
</tr>
<tr>
<td>DEVS 866*</td>
<td>Sustainable Livelihood Development</td>
<td>M. Hostetler</td>
<td>Wed</td>
<td>2:30-5:30</td>
<td>Kingston 208</td>
</tr>
<tr>
<td>DEVS 870*</td>
<td>The African Renaissance</td>
<td>M. Epprecht</td>
<td>Tues</td>
<td>11:30-2:30</td>
<td>Kingston 210</td>
</tr>
<tr>
<td>DEVS 871*</td>
<td>Women and Environmental (In)justice</td>
<td>A. Lickers</td>
<td>Thurs</td>
<td>8:30-11:30</td>
<td>Kingston 210</td>
</tr>
</tbody>
</table>

### Winter 2019

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVS 802</td>
<td>The Cultural Politics of Development</td>
<td>M.Taylor</td>
<td>Tues</td>
<td>11:30-2:30</td>
<td>John Watson Rm401</td>
</tr>
<tr>
<td>DEVS 803</td>
<td>Qualitative Research Methods and Fieldwork</td>
<td>R. Hall</td>
<td>Thur</td>
<td>11:30-2:30</td>
<td>Jeffery 115</td>
</tr>
<tr>
<td>DEVS 864*</td>
<td>Devel, Power and Inequity in the Global North</td>
<td>S. Rutherford</td>
<td>Wed</td>
<td>8:30-11:30</td>
<td>Mac-Corry D405</td>
</tr>
<tr>
<td>DEVS 865*</td>
<td>Nonprofit&amp; Charitable Sector in Canada</td>
<td>A. Saifer</td>
<td>Fri</td>
<td>8:30-11:30</td>
<td>Kingston 209</td>
</tr>
<tr>
<td>DEVS 867*</td>
<td>Two Indias of the 21st Century</td>
<td>P. Kumar</td>
<td>Mon</td>
<td>2:30-5:30</td>
<td>Kingston 210</td>
</tr>
<tr>
<td>DEVS 868*</td>
<td>Gender Matters</td>
<td>R. Kukreja</td>
<td>Thur</td>
<td>8:30-11:30</td>
<td>Kingston 210</td>
</tr>
<tr>
<td>DEVS 869*</td>
<td>Global Governance</td>
<td>S. Soederberg</td>
<td>Mon</td>
<td>8:30-11:30</td>
<td>Theological 209</td>
</tr>
<tr>
<td>DEVS 872*</td>
<td>Indigenous Theory</td>
<td>R. Lovelace</td>
<td>Wed</td>
<td>2:30-5:30</td>
<td>Mac-Corry D405</td>
</tr>
<tr>
<td>DEVS 890*</td>
<td>Cuban Culture and Society (includes 2-week Havana session). Co-taught with DEVS 305. Application required.</td>
<td>S. Lord</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
</tr>
</tbody>
</table>

### Fall 2018/Winter 2019

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVS 850</td>
<td>Professional Seminar in Development Studies</td>
<td>M. Hostetler</td>
<td>Wed</td>
<td>10:30-12:30</td>
<td>Watson 401</td>
</tr>
</tbody>
</table>

**Monthly Meeting Dates**

- **Fall:** September 12, 2018, October 3, 2018, October 31, 2018, November 21, 2018
- **Winter:** TBA

*A mixed senior undergraduate/graduate level course with limited space for DEVS MA graduate students who may not take more than 3 such mixed 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 graduate coordinator is required. Enrolment is subject to space availability.

Cognate course information should be available in August:

- Economics
- Environmental Studies
- Gender Studies
- Geography
- History
- Political Studies
- Sociology
Finding a Supervisor

At the beginning of the Fall term, incoming MA students are encouraged to review the Faculty Profiles on the DEVS web site, 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 15th. Both student and supervisor will sign a Supervisory Agreement Form (see Appendix) confirming the supervision agreement and submit this to the Graduate Assistant by January 15th.

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 in order 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 Graduate Assistant by March 1st.

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. 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 31th.

This first proposal should be 2-4 pages long, with a preliminary bibliography included (the bibliography can be very brief!). We understand that, at this stage, the proposal will necessary 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 to your supervisor, second reader and Graduate Assistant by April 15th. This is an opportunity for the student to get detailed feedback from both supervisor and 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 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

The completed MRP should be submitted to the supervisor and second reader by June 30. Both examiners should be therefore able to complete the assessment by July 15st to enable final revisions and approval by the end of semester 3. Financial support will not be available after August 31st.

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.
### Course-Based Stream Timeline

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall term end</td>
<td>Student identifies supervisor</td>
</tr>
<tr>
<td>Jan 15</td>
<td>Student submits Supervisory Agreement Form, signed by student and supervisor, to Graduate Assistant.</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Student submits first proposal for research topic (1-2 pages plus preliminary bibliography) to supervisor and prospective second readers.</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Student and supervisor confirm second reader.</td>
</tr>
<tr>
<td>April 15</td>
<td>Student submits more detailed proposal (approx. 5 pages) to supervisor, second reader and Graduate Assistant.</td>
</tr>
<tr>
<td>June 30</td>
<td>Student submits draft of complete MRP (50-60 pages, with prescribed cover page) to supervisor and second reader.</td>
</tr>
<tr>
<td>July 15</td>
<td>Supervisor returns draft with feedback to student.</td>
</tr>
<tr>
<td>July 31</td>
<td>Student delivers e-copies of submission version to supervisor and second reader.</td>
</tr>
<tr>
<td>August 15</td>
<td>Supervisor/second reader complete grading and communicate result to student and Graduate Assistant.</td>
</tr>
<tr>
<td>By August 31</td>
<td>Student submits final version of MRP incorporating any requested revisions to the DEVS Graduate Assistant in the following formats:</td>
</tr>
<tr>
<td></td>
<td>• Two spiral-bound hard copies with prescribed cover page;</td>
</tr>
<tr>
<td></td>
<td>• 1 e-copy</td>
</tr>
<tr>
<td></td>
<td>Student applies to graduate on SOLUS</td>
</tr>
</tbody>
</table>
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 and DEVS 802 plus two electives, which may not include DEVS 850, for a total of 4 courses. However, students accepted into the thesis stream are encourage to take DEVS 850 and an additional elective to keep their options open in case expected funding does not materialize.

How do I Apply?

Students who are interested in the two-year research-based stream must submit a Thesis Option Application to the Graduate Chair by December 20. The application, which should be approximately 4-5 pages, must 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.

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 Graduate Chair will inform the student of the success of their application into the two-year stream early in the Winter term. By January 15, the student must submit a Thesis Supervisory Agreement Form (see Appendix), signed by the student and supervisor, plus detailed research proposal; budget for field work (if intended); and letter of support from supervisor stating funding commitments (if any), to the Graduate Assistant.

**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, who may be from outside department);
• Supervisor(s);
• Another DEVS faculty member;
• A Queen's faculty member from another department.

The committee exists not just to examine your thesis, but also to give you advice along the way, so it’s useful to put a provisional committee together earlier on in the thesis process. Please confirm your provisional committee with the Graduate Assistant by May 15th. Changes can of course 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 first year. 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.

_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 one bound copy to the DEVS Graduate 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

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall term</td>
<td>Student identifies supervisor.</td>
</tr>
<tr>
<td>Dec 1</td>
<td>Student develops SSHRC funding application with supervisor and submits.</td>
</tr>
<tr>
<td>Dec 20</td>
<td>Student delivers <strong>Thesis Option Application</strong> to DEVS Grad Chair and Graduate Assistant. The application should include:</td>
</tr>
<tr>
<td></td>
<td>- A detailed research proposal (up to 5 pages);</td>
</tr>
<tr>
<td></td>
<td>- A budget for field work (if intended);</td>
</tr>
<tr>
<td></td>
<td>- A letter of support from supervisor stating funding commitments (if any).</td>
</tr>
<tr>
<td></td>
<td>- An unofficial transcript (supplied by the Graduate Assistant).</td>
</tr>
<tr>
<td>Jan 15</td>
<td>Successful applicant(s) accepted into thesis stream and submits Thesis Supervisory Agreement Form, signed by student &amp; supervisor, plus detailed research proposal; budget for field work (if intended; and letter of support from supervisor stating funding commitments (if any), to Graduate Assistant</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Student submits an OGS funding application.</td>
</tr>
<tr>
<td>May 15</td>
<td>Student, supervisor and Graduate Chair confirm provisional committee membership with Graduate Assistant</td>
</tr>
<tr>
<td>Summer Term</td>
<td>Student submits research proposal to General Research Ethics Board (GREB), if required, and may initiate fieldwork.</td>
</tr>
<tr>
<td>Fall/Winter</td>
<td>Student finishes field work and begins writing thesis.</td>
</tr>
<tr>
<td>Winter</td>
<td>Student writes thesis</td>
</tr>
<tr>
<td>May</td>
<td>Student submits draft thesis</td>
</tr>
<tr>
<td>Mid July</td>
<td>Student defends thesis</td>
</tr>
</tbody>
</table>
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 REB must be done on-line, through the ROMEO Human Ethics Application program, run by the Queen's Office of Research Services:

https://www.queensu.ca/urs/ethics/general-research-ethics-board-greb/human-ethics-e-application-system

Although ROMEO will generate an email prompt that a new application has been received, students should also send an email to the DEVS REB Chair to let the Chair know 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 Major Research Papers 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 Graduate 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://www.safety.queensu.ca/campus-activities
Resources and Facilities at Queen’s University

Please click here for the Queen's School of Graduate Studies updated list of resources for graduate students and supervisors.

Grad Lounge Study Space (Mac-Corry B400)

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

Mackintosh-Corry B400 (next door to the DEVS Program Office) is a dedicated study/lounge 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 and Lounge 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.

Mail

Each DEVS MA student has a mail folder in the DEVS Office located in front of the door to the copy room. Please check your folder from time to time.

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 to assist MA students with travel costs associated with presenting a paper at a conference. For more information, contact the Graduate 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 & 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.

The Athletics & 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

Studies in National and International Development (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.

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.
MRP Supervisory Agreement Form
Department of Global Development Studies MA Program

To be handed in to DEVS Graduate Assistant by January 15

This form designates a mutual supervisory agreement between supervisor and student for the purposes of completing the Major Research Paper (MRP) component of the Master’s degree within Global Development Studies.

On confirming the supervisory relationship, student and supervisor will come to an agreement on goals and deadlines necessary for producing the final MRP. See suggested timeline below.

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.

Print name and sign:

______________________________  ________________________________
(Student)  (Supervisor)

Date:

______________________________  ________________________________
Thesis Supervisory Agreement Form

Department of Global Development Studies MA Program

To be handed in to DEVS Graduate Assistant by January 16, 2017 accompanied by

- a detailed research proposal (up to 5 pages)
- a budget for field work (if intended)
- a letter of support from supervisor stating funding commitments (if any)

This form designates a mutual supervisory agreement between supervisor and student for the purposes of completing the Thesis component of the Master’s degree within Global Development Studies.

On confirming the supervisory relationship, 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 time-line 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.

Print name and sign:

________________________  _______________________
(Student)  (Supervisor)

Date:

________________________  _______________________


### Academic Change Form - Graduate Studies

The personal information collected on this form is collected under the authority of the Royal Charter of 1841, as amended, the Ontario Ministry of Training, Colleges and Universities Act, and the Federal Statistics Act. The information collected will form part of your student record at Queen’s. It will be shared with the faculty, school or department and reported to Statistics Canada and the Ministry of Advanced Education and Skills Development. In addition to these external reporting requirements, the information will be used for updating your academic record, for determining fee assessment, internal statistical analysis, and for communicating with you.

**Student Number:**
**NetID:**
**Academic Year:**

**Title:**
**Name:**

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Plan 1</th>
<th>Plan 2</th>
<th>Level</th>
<th>Subplan 1</th>
<th>Subplan 2</th>
</tr>
</thead>
</table>
**Present Program of Study**

**Please check if complete withdrawal from Queen’s University:**
- [ ] Immediate
- [ ] End of term

**Check if student card has been returned (may affect fees)**

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Plan 1</th>
<th>Plan 2</th>
<th>Level</th>
<th>Subplan 1</th>
<th>Subplan 2</th>
</tr>
</thead>
</table>
**Requested Program of Study**

**Present Study Status**

**Requested Study Status**

**Are you registered this session in any other degree program at Queen’s?**
- [ ] Yes
- [ ] No

**Class Changes**

<table>
<thead>
<tr>
<th>Class</th>
<th>Section</th>
<th>Term(s)</th>
<th>Wgt</th>
<th>Significance to Prog</th>
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</thead>
<tbody>
<tr>
<td>A</td>
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<td>F W S</td>
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</tr>
<tr>
<td>D</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
**Instructor’s Approval**

(if course is outside home dept.)

**Program Approval**

- Supervisor
  - Date
- Grad Coordinator/Dept Head
  - Date
- Graduate Studies
  - Date

**Student’s Signature**
**Date**

**Fee Status**
Request for Full-Time Study Off Campus

Students registered in a master’s or doctoral program at Queen’s University may be permitted to study at another approved university, institution, library or laboratory under certain conditions. Full-time off campus registration must be recommended by the Department and approved by the School of Graduate Studies.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student Number:</th>
<th>Degree Program:</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Department:</th>
<th>Student Email:</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>City/Province:</th>
<th>Postal Code:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

Which term(s) do you wish to be registered Full-Time Off campus?

<table>
<thead>
<tr>
<th>Term(s) Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (September 1 – December 31)</td>
</tr>
<tr>
<td>Winter (January 1 – April 30)</td>
</tr>
<tr>
<td>Spring/Summer (May 1 – August 31)</td>
</tr>
</tbody>
</table>

This change of status can be approved for a term or terms in the current academic session (an academic session runs from September to August each year) and, if your request is made in August, for the upcoming session. If approved, off campus status will only be granted for the term(s) requested, to a maximum of three terms. Retroactive requests cannot be approved.

What is the name and location of the research facility you plan to study at?

____________________________________________________________________________________

What is your academic reason for leaving campus? Briefly describe the research/work you plan to accomplish during this time.

____________________________________________________________________________________

By what means and how often will you be in contact with your supervisor?

____________________________________________________________________________________

Approval Signatures

<table>
<thead>
<tr>
<th>Approval Signatures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td></td>
</tr>
<tr>
<td>Supervisor:</td>
<td></td>
</tr>
<tr>
<td>Graduate Coordinator or Dept Head:</td>
<td></td>
</tr>
<tr>
<td>Associate Dean, SGS (or delegate):</td>
<td></td>
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</tbody>
</table>

SCHOOL OF GRADUATE STUDIES DECISION

You will be contacted by email about the decision. Note: It is your responsibility to review the Full-Time Off Campus regulation on the SGS website. If your request is NOT approved you will be given an explanation.

(If approved) SGS will grant Full-Time Off Campus status for the following period of time:

____________________________________________________________________________________