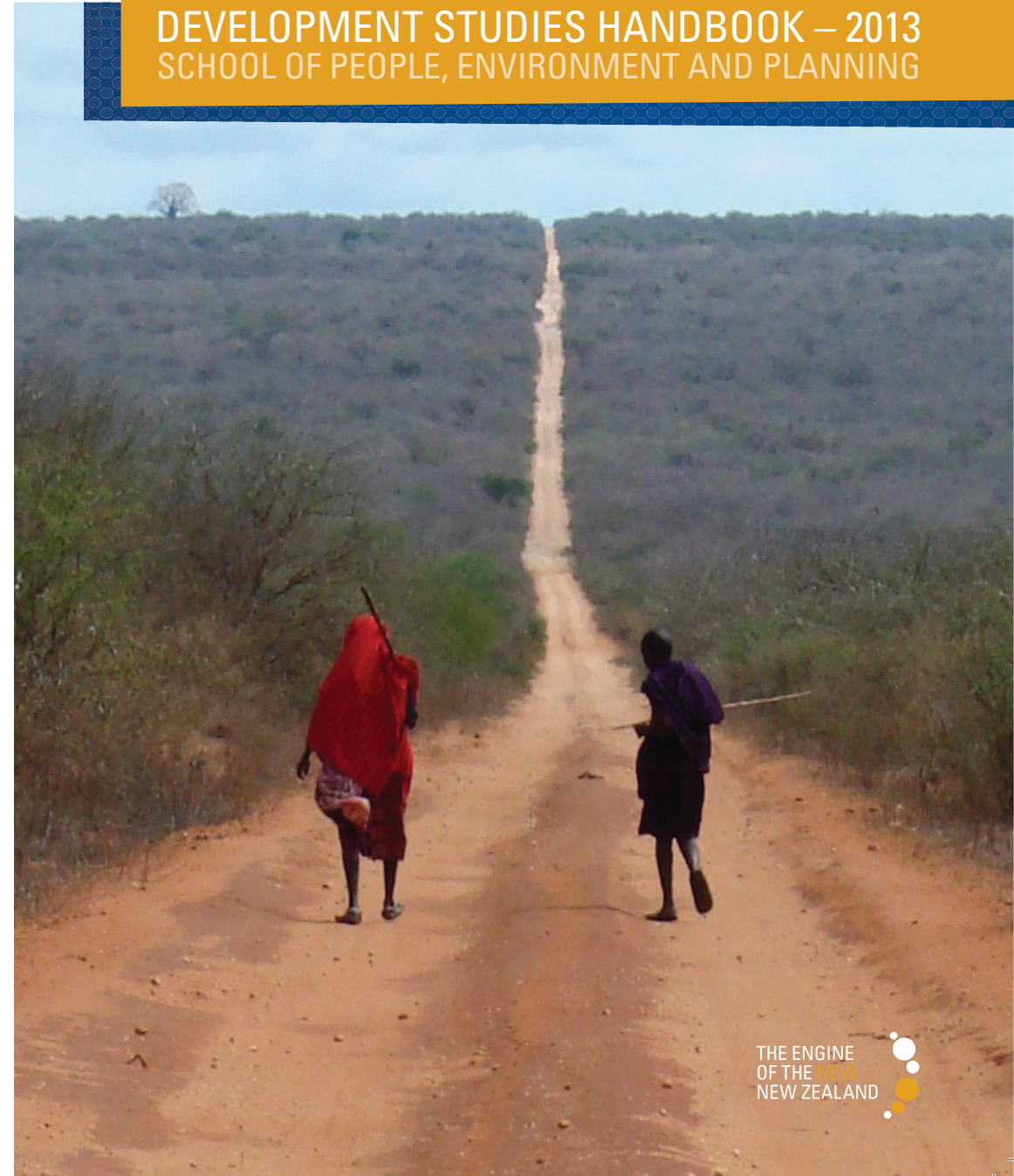


DEVELOPMENT STUDIES HANDBOOK – 2013
SCHOOL OF PEOPLE, ENVIRONMENT AND PLANNING





Development Studies Handbook 2013

SCHOOL OF PEOPLE, ENVIRONMENT AND PLANNING

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Institute of Development Studies at Massey University

The Institute of Development Studies is concerned with the understanding and analysis of processes which are transforming people's lives throughout the world. In the past, it was concerned only with the poorer countries of the world and with the ways largely Western solutions could be applied to solve development problems. Now it recognises that the economic, political and social forces at work are universal, embracing and connecting us all, though our different cultures, environments and resources lead to differing contexts and outcomes. Similarly, there has been a realisation not only that the solutions suggested need to recognise cultural, social and environmental differences but also that Western science and technology has to work with, and learn from, diverse knowledge systems – including those of indigenous peoples. Development Studies, therefore, is an approach which seeks to understand differences, examine key development issues and ideas, and develop skills to help solve development problems.

Massey University, in 1989, was the first in New Zealand to offer courses leading to recognised qualifications in Development Studies. We celebrated our 20th anniversary in April 2009! Development Studies evolved into a separate programme within the University with full-time academic staff and separate facilities for graduate students. Development Studies at Massey also draws on Massey University's expertise in agriculture, economics, social anthropology, politics, natural resources and business studies. It seeks to combine a critical approach to development theories and experiences with the acquisition of specialist skills in development practice.

There are three taught undergraduate papers, but the main focus is at the postgraduate level. Here qualifications offered are a one-year Postgraduate Diploma in Development Studies (PGDipDevStud), a Masters in International Development (MIntDev) which can be done via either a full or half thesis, and a Doctorate (PhD). The PGDip and Masterate may be studied on a full or part-time basis by internal or distance study modes.

The Institute is administratively part of the School of People, Environment & Planning within the College of Humanities and Social Sciences and is based at Turitea Campus in Palmerston North. It maintains strong interdisciplinary links with other Schools and Colleges within the University and plays an important role in the New Zealand and international development community through its expertise and participation in domestic and overseas research, teaching and consultancy.

Where Will Development Studies Take Me?

Our postgraduate students come from a wide range of academic and work experience backgrounds, and our programme is enriched by this diversity. New Zealand students have included agriculturists, aid agency workers, economists, conservationists, government employees in the Ministry of Foreign Affairs and Trade and NZAID, nurses, private consultants, regional planners, teachers and overseas volunteers, as well as recent graduates. Most have lived and worked in developing countries, while others intend to do so. The development qualification sought, coupled with the individual's first degree or specialist skill, enhances employment prospects in New Zealand and overseas in a number of United Nations agencies, government and private sector organisations, and humanitarian emergency and aid-related positions (including NGOs).

Profiles of recent graduates are included below under the relevant qualification descriptions.

Enrolment and Admission

The academic teaching year is from late February to November. Although Massey University has a semester system, with a break between semesters in June-July, most postgraduate level papers run for the full year. The exceptions are 131704 Sustainable Development, which will run in semester 1, and 131706 Globalisation and Development, which is offered in semester 2.

Enrolment cut of dates are indicated below. You should refer to the Important Dates link on the Massey home page <http://www.massey.ac.nz> to confirm these dates. Prospective students are urged to contact the Programme Coordinator from September of the preceding year to ensure a smooth enrolment. Prospective PhD candidates may apply to enrol in any month of the year. Do not leave your enrolment until the last minute, especially if you need to provide transcripts from another university or other such documentation. Please note the following **key dates** for enrolment in 2013:

- 5 December 2012 for new students
- 16 January 2013 for domestic returning students
- 13 February 2013 for returning international students
- 25 February 2013 lectures start

All prospective students who do not have a New Zealand degree must apply for *ad eundem statum* admission. For enrolment, NZ citizens and NZ residents are required to provide certified copies of their birth certificate, citizenship or permanent residence status and their tertiary qualifications. Check the University website for further information regarding enrolment at Massey:
http://www.massey.ac.nz/massey/admission/enrolment/enrolment_home.cfm

Admission

Candidates for the Diploma will normally hold a university degree but applications may also be accepted where a candidate has extensive practical, professional or scholarly experience of an appropriate kind in addition to completing some tertiary study. This is through an Application with Equivalent Status (AES). You should check with the Programme Coordinator before making an AES to see if this would be supported.

Entry to the Masters programme may be offered to candidates who have a good first degree or have completed the Diploma with grades of B+ average or above and have the capacity to undertake independent research. Entry to the Doctorate programme requires an average grade A- or above in one's postgraduate papers. Further admission information is provided in the sections dealing with each qualification.

Fees and Funding

Tuition fees vary according to your citizenship status. Up to date information on fees for domestic and international students can be found on the Massey website: <http://fees.massey.ac.nz>. Please note that from 2006 all of the PhD students are charged at the domestic fees rate. A number of students in Development Studies are funded in part or whole by scholarships. See the Scholarships page of the Massey website for more information:
http://fees.massey.ac.nz/massey/fees/scholarship-bursary-award/scholarship-bursary-award_home.cfm

Distance Study

Many of our courses are offered in Distance mode so that people in full-time employment or resident outside Palmerston North can enrol in Development Studies programmes of study. Distance study is not easy. It is run mainly through the sending of course materials and study guides so that students work independently. Each course is also supported through Stream, a web-based learning environment, which acts to link students and course coordinators together as well as provide an opportunity for some study materials to be placed online.

A strict timetable and close liaison with course coordinators are essential for success. An estimate of the time required to study one 700-level paper is an average of 10 hours per week across both semesters. Most papers involve short contact courses run on campus. These are highly recommended and sometimes compulsory, as for when a course is offered in Block mode. Further information on Distance Learning is available on the University's website:

<http://extramural.massey.ac.nz>

International Students

Development Studies welcomes international students to its courses. Overseas students (from countries such as Brazil, Timor Leste, Viet Nam, Indonesia, Bangladesh, Laos, Fiji, Papua New Guinea, Philippines, Tonga, Nepal and several African states) are typically junior to mid-career government employees or from NGOs, who are funded by NZAID (www.nzaid.govt.nz) and other scholarships. However overseas students also come to the Institute from other backgrounds. Overseas students may qualify for a fees-only scholarship, or they may be required to pay full tuition fees. A special brochure is available for prospective overseas students and can be requested from the International Students' Office, Massey University, Private Bag 11222, Palmerston North, New Zealand or email international@massey.ac.nz. You can also visit their web pages at:

<http://international.massey.ac.nz>

The Institute fosters a friendly and open atmosphere for all students. There is considerable interaction between international and local students, not only in the classroom but also through a lively programme of social events.



Facilities for Graduates

Internal graduate students are well catered for throughout their studies. There are a number of postgraduate study rooms which are shared by students from our School, as well as a common lunch and tea room. Rooms provide study space, shared computers, internet access and access to a printer. The University also offers dedicated postgraduate computer centres.



The Institute has an interesting mix of New Zealand and overseas students with a range of ages and backgrounds. There is an active social programme which includes a weekly seminar series and social events. More detailed and practical welcome information and thesis survival tips, compiled by previous students, can be obtained from the Programme Coordinator upon your enrolment.

Graduate Research Fund and Resource Minima

The School provides students with access to facilities and consumables through its resource minima policies. In addition, the School also has one contestable Graduate Research Funding round each year, typically in April, for internal and distance students. This fund is applicable only to Master's students doing a 60 or 120 credit research project/thesis, and PhD candidates.



Library Resources for Development Studies Students

Massey University Library has easily the largest collection of Development Studies books and journals in New Zealand. This collection has grown steadily since teaching in this discipline was initiated at Massey University and the depth and breadth of the collection is significant (e.g. if you search the Library catalogue under the subject ***developing countries*** you will find 7,000 books or journals with that subject heading). Other related topics such as economic development, non-governmental organisations, globalisation, sustainable development, gender, human rights and community organisation are also well covered. The collection is particularly strong on Asia, Australasia and the Pacific.

Owing to the highly inter-disciplinary nature of Development Studies there is a lot of relevant material to be found in the Library's holdings on related disciplines such as business, economics, management, sociology, social anthropology, women's studies, geography, environmental science, technology, engineering and natural resources. These collections have also been built up over a long period of time and some are unique to Massey.

Online access is provided to all the primary journal article databases. There are also large numbers of electronic journals with extensive backfiles, and more and more online books are becoming available too. These electronic resources are available to all Massey students wherever they live, provided they have internet access.

Library staff are committed to helping students make the most of these resources. Tutorials for groups of students or individual research consultations (suitable for beginning thesis writers) can be arranged and general assistance is always available in person, on the phone or by email. Please contact one our dedicated Social Science librarian for assistance (Nicola McCarthy n.mccarthy@massey.ac.nz).

The staff of the **Distance Library Service** offer a superb service for distance students who are unable to access the Library's book resources in person. That said, the library's wonderful and fast growing electronic collection also offers distance students direct access to a very wide range of material that can be searched from any computer with internet access, whether you are based in Senegal, Samoa, or Syria!

Further information is available via the Library homepage: <http://library.massey.ac.nz>

- Check out the **Subject Guides**. There's one for **Development Studies** that will give some idea of the range of resources available.
- Those planning distance study will find the section under **Distance Students** entitled **What services are provided** particularly useful.



Postgraduate Diploma in Development Studies

The main emphasis in the Institute is on graduate studies, chiefly towards either the Postgraduate Diploma in Development Studies or the Masters degree (MIntDev). The Diploma and the MIntDev both comprise two compulsory core papers (131.701 Development and Underdevelopment and 131.702 Development Management) and a number of optional papers to develop specialist skills or interests (see Figure 1). Diploma candidates require 120 credits while a Masters requires an additional 120 credit thesis (240 credits in total).

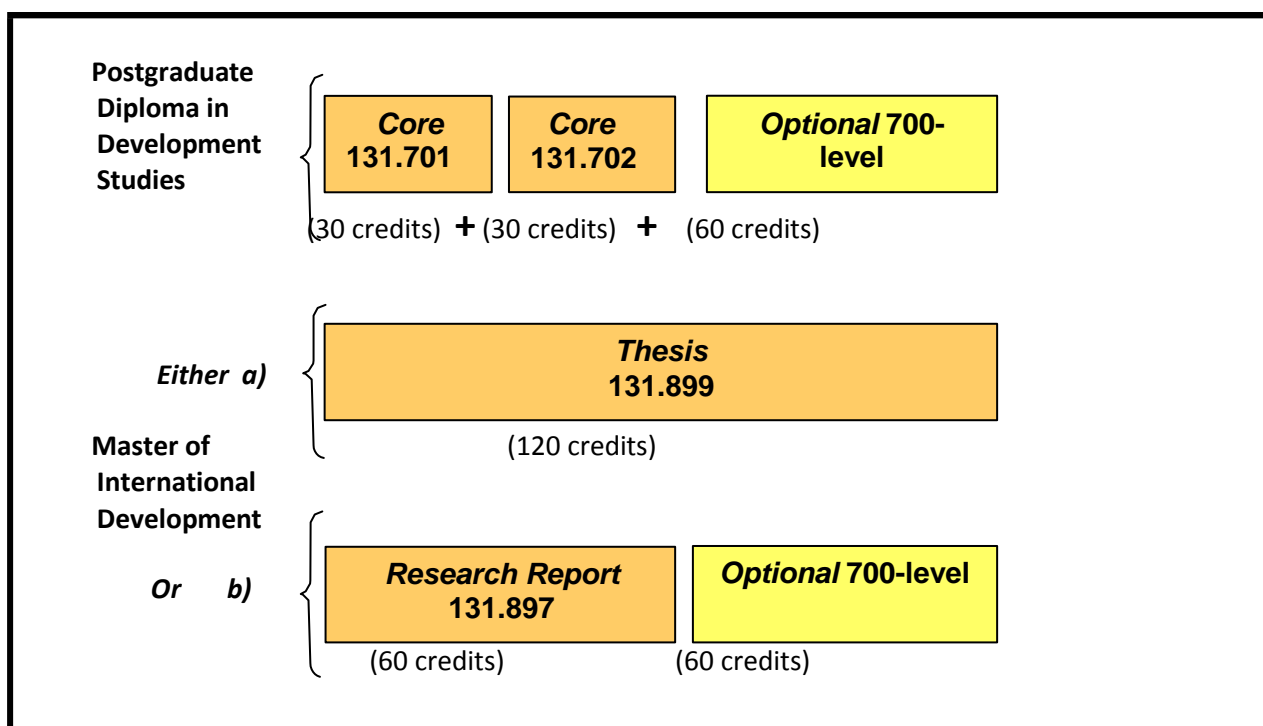
Please note: Applicants for NZAID Scholarships wishing to study at Massey and complete a Masters should apply for a two year scholarship.

Optional papers may be chosen to enhance existing skills or develop new ones, and they may be in one disciplinary area or several. They may be offered through Development Studies or in other programmes on topics which are relevant to a Development Studies qualification. You may also credit up to 30 credits from approved Development Studies papers at Victoria University (see below). However, you can credit a maximum of 30 credits from outside of Massey's Development Studies programme. This allows a wide range of possible choices which may correspond to your interests and previous training or to skills you want to develop through the Diploma. The choice of optional papers available to internal students is considerable, though we have provided descriptions of the most popular papers below (pages 10-11).

You should consult with the Programme Coordinator to ensure that your choice of papers meets your individual requirements. Entry into courses in other departments may require training in those disciplines and the permission of the appropriate Head of Department is normally needed prior to enrolment.

Structure

Figure 1: Structure of Postgraduate Diploma and Master of International Development



Our Students

Melanie Bell

I worked full time as the Community Liaison Coordinator at Volunteer Service Abroad while working part time, as a Distance student, on my Postgraduate Diploma in Development Studies.

My involvement in the development sector came about through being a volunteer for two years in Tanzania. Working in development and the eradication of poverty is not just about what goes on in developing countries. Perceptions, understanding, and the choices of people in the 'North' significantly impact on the lives of the poor. My VSA role focused on making the New Zealand public more aware of global development issues, particularly through the stories of our volunteers, and developing resources for schools.



The Postgraduate Development Studies Course at Massey provides vital background and substance on which my work at VSA was hinged. At a more personal level it provided me with an in-depth way to reflect on my experiences as a volunteer.

Willy John Morrell



Despite a varied career as an environmental scientist, I finally decided my wife's career in the NZ Aid Programme looked far more interesting than my own!

Accordingly, prior to packing up the kids and boogie boards when we heard that Helen had been posted to Samoa, I enrolled in a part-time Dev. Studies Diploma. The move was a good one because after integrating some climate change science and policy papers into my diploma, and learning a bit of Aid jargon, I managed to sneak a foot in the door of the UN System in Apia, and subsequently joined NZAID.

As I write I again find myself living out in the region, this time I am based with the Pacific Islands Forum Secretariat as their Natural Resources Adviser. Work here at the Secretariat provides a whole new perspective on the region and this year alone has taken me from the Rio+20 in Brazil to the recent UN General Assembly meeting in New York - where Obama and Ahmadinejad continued their high-stakes political 'waltz'.

It is an interesting time to be at the Secretariat as it continues to grapple with Fiji's suspension, growing sub-regionalism, and navigating the complex UN and intergovernmental processes associated with the post 2015 Development agenda. With a Dev Studies Diploma tucked under my belt I certainly can't pretend I've got the answers sorted...but I do understand a few of the key questions and some of the underlying issues from which they originate. Thus I hope to make a contribution to ensuring that Pacific issues and perspectives are firmly entrenched in the global development agenda.

Courses/Papers

Core Papers

The inclusion of 131.701 Development and Underdevelopment and 131.702 Development Management as core papers is designed to create a balance between critical and theoretical understanding of historical and contemporary development thought and practical skills. In essence 131.701 is concerned with ideas, processes, concepts, philosophies, theories and practices. 131.702 is more clearly focused on practical concerns and skills, such as logframes, poverty analysis, monitoring and evaluation, and managing development partnerships. Both 131.701 and 131.702 are challenging but ultimately rewarding papers for graduates. Both papers are available internally every year but in Distance mode in alternate years (131.701 is offered in Distance mode in odd years, and 131.702 in even years).

131.701 Development and Underdevelopment

This course explores the historical origins and contemporary processes of development and underdevelopment. Attention is given to theories and schools of thought that seek to explain the causes of underdevelopment, and to structures and strategies addressing this problem. Coursework consists of lectures, seminars and case studies (Internal every year; Distance in 2013, 2015 etc; Double Semester, 30 credits). Paper Coordinator: Dr Maria Borovnik.

131.702 Development Management

An applied course dealing with the processes and methods for the planning, implementation and evaluation of development programmes and projects. The course focuses on the managerial aspects (such as partnerships, agreements and contracts) and on the analytical tools (in the sphere of poverty, gender, economy and environment) that link contemporary policy frameworks and operational practices (Internal every year; Distance in 2014, 2016 etc; Double Semester, 30 credits). Paper Coordinator: Dr Gerard Prinsen.



“The readings were challenging, the assessment standards are high and I joined a brain gym of interesting people each week for my internal lectures” (2008 student)

Additional Papers Offered by the Institute of Development Studies

Development Studies also offers four more specialist courses, each worth 30 credits.

131.703 Gender and Development - *not offered in 2013; next offered in 2014, Semester 2*

This paper looks at the interaction of gender differences, development planning and social change. After a theoretical introduction, selected topics are covered such as human rights, education and health. There is also a section on practical skills for gender analysis. (Distance and Block mode in 2014; Semester 2, 30 credits). Paper Coordinator: Professor Regina Scheyvens.

131.704 Sustainable Development

This paper addresses what is meant by sustainable development and presents case studies of its implementation. Critical analysis of sustainable development practice may include examples such as nature conservation and eco-tourism, climate change, sustainable urban development, indigenous sustainable agricultural systems and issues such as mining and corporate social responsibility. (Distance and Block mode in 2013; Semester 1, 30 credits). Paper Coordinator: A/Prof Glenn Banks. NB attendance at Block mode courses is compulsory.

131.706 Globalisation and Development

An examination of three critical themes in globalisation and development: tourism, migration, and development in conflict and post-conflict situations. Paper Coordinator: A/Prof Glenn Banks. (Distance and Block mode in 2013; Semester 2, 30 credits). Paper Coordinator: A/Prof Glenn Banks. NB attendance at Block mode courses is compulsory.

131.707 Development Research – *highly recommended for those wishing to do a thesis or research report*

An examination of research methods and ethical issues and their application in development studies. (Block mode and Distance in 2013, Semester 2, 30 credits). Paper Coordinator: Dr Rochelle Stewart-Withers. NB attendance at Block mode courses is compulsory.

(Note that replaces our 131705 Development in Practice paper – if you have completed 131705, you cannot take this paper)

“All our lecturers have great energy and make the classes interesting” (2009 student).



Massey and Victoria Development Studies students taking part in our annual Waikanae Symposium

Postgraduate Diploma Graduates

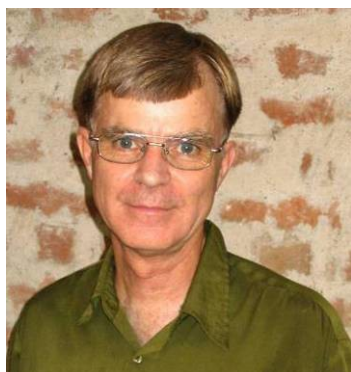
Daniel Wells

My undergraduate degree was a Bachelor of Resource and Environmental Planning from Massey University. While I was there I did some undergraduate papers in Development Studies and took an interest in the subject. In 2007, after travelling overseas, I took up a job at the Queenstown Lakes District Council as a policy analyst (mostly in Resource Management Act matters). At the same time, I was keen to challenge myself through some more study and maybe also diversify my career in the future. I enrolled to study part time and in Distance mode toward a Post Graduate Diploma in Development Studies, completed in 2009.

Now I have secured a position as a Foreign Policy Analyst with the Ministry of Foreign Affairs and Trade. It's a bit of a career change and my education in Development Studies helped me achieve that. To me, Development Studies offers a fascinating way of looking at the world. It helped me to think creatively and critically in my job as a policy analyst in local government, and I'm sure it will continue to help me in my future career.



Roydon Chesswas



I have been working with United Mission to Nepal, a Christian mission working in Nepal, as a food technologist in micro-enterprise related work. After many years without much opportunity for external professional input, I felt I needed an update. While I was expecting to do postgraduate studies in technology, I was pleased to be able to combine food technology with development studies. My PG Dip. included a research assignment on pickling of vegetables, a common means of preserving vegetables in South Asia, which related to my work on food processing and storage in Nepal.

Following my studies I am continuing to work with UMN, now as a Food Security Advisor. I am also a mentor in local projects about food processing, growing crops at high altitudes and food storage. My food tech studies have helped to give a broader variety in practical training programmes and my development studies are helping me to deal with the underlying causes of poverty relating to food insecurity.



Development Studies student Alavanah Phanthavong conducting fieldwork in LaoPDR

Development-Related Papers from Other Departments

In addition to the papers offered by the Institute of Development Studies, a number of courses offered by other disciplines and programmes also have a strong development component.

Massey University has particular strengths in a number of applied disciplinary areas, in addition to the disciplines most universities offer. Those most obviously pertinent to development studies are agricultural, environmental, natural resources and rural studies, involving the College of Sciences and the College of Humanities and Social Sciences; and business and management studies offered by the College of Business. Development papers are also available through Applied and International Economics, Geography, History, Maori Studies, Planning, Sociology, Social Work and Social Policy and Social Anthropology. In addition, students may select skills-based papers in the Sciences and Languages and other relevant areas.

Though not an exhaustive list, the following papers provide good options for students with particular specialist interests – NB if you are a Distance student, please look these up on the Massey website to check which ones require compulsory attendance at contact courses.

130.705 Emergency Management

An examination of the social, psychological, community and organisational aspects of disaster management in New Zealand. Emphasis is on the development and implementation of an all-hazards, comprehensive and integrated approach to emergency management. Selected readings and case studies will be used to facilitate the development of an effective response to social, psychological, community and organisational issues. (Distance, Double Semester, 30 credits; Prof Shane Cronin)

132.705 Applied Ecological Economics

Overview of Ecological Economics methods and tools including an applied, solution-oriented workshop designed to foster a collaborative transdisciplinary learning environment between lecturers, students and professionals/stakeholders to address a specific complex, place-based challenge, using applied, advanced level, Ecological Economics tools. Involves a compulsory block course in Palmerston North from 14-23 January 2014. (Block, Summer Semester, 30 credits: A/Prof Maria Van Den Belt)

132.751 Natural Hazards and Resilient Communities

A study of natural hazards and the role of planning in building sustainable and disaster resilient communities. Develop and apply planning processes and tools to assess hazard vulnerability, reduce hazard risks, improve disaster readiness, develop effective response capabilities, and facilitate recovery (Distance, Semester 1, 30 credits; Prof Bruce Glavovic)

132.734 Urban Planning and Development

Different theoretical and practical approaches to urban planning and development, and consequences for the urban landscape, infrastructure, economy and services (Block, 30 credits, Semester 1: Dr Imran Mohammad - involves compulsory course 6-8 April 2013).

150.701 Tino Rangatiranga: Strategic Māori Development

Strategies for Māori advancement are examined within a Māori development framework. Barriers to development and the facilitation of positive development are explored using criteria relevant to indigenous self-determination. There is a focus on land, fisheries, social policy, health, Treaty settlements and opportunities for positive development. (Distance, Double Semester, 30 credits; Dr Margaret Forster)

178.762 Natural Resource and Environmental Economics for Non-Economists

Economic analysis of policy management issues in the use of natural resources and the environment. Concepts and principles will be discussed and applied to resource and environmental issues concerned with, among others, fisheries, land, water, biosecurity, climate change and mining. (Distance, Double Semester, 30 credits: Dr Sue Cassells).

273.723 Cultures and Learning: Diversity in Adult Education

This paper critically examines how people are expected to learn in selected cultural contexts explores participants' own attitudes to cultural diversity and enables construction of practical strategies to provide effective learning experiences in diverse cultural contexts (Distance, Double Semester, 30 credits: Dr Marg Gilling)

230.7xx Evaluation Papers

The three papers below are all offered on the Wellington campus as part of the PG Dip in Social Sector Evaluation. Students wishing to have a strong evaluation focus to their PG Dip or MIntDev in Development Studies may wish to take one of these options.

Please talk with Regina, or with Robin Peace (r.peace@massey.ac.nz). NB there are 3 one day contact courses in Wellington for each of these papers, and attendance is compulsory.

230.701 Evaluation: Theory and Principles

An advanced examination of the context, theories, and principles of evaluation research, and what it means to undertake evaluative activity in a range of social sector settings (30 credits, Semester 1, distance).

230.702 Professional Evaluation Practice

An advanced level focus on what 'supports the craft' of evaluation practice: roles and expectations, professional management, ethical practice, innovation, and dissemination of findings (30 credits, Semester 2, distance).

230.703 Techniques and Methods of Evaluation

An in-depth examination of a range of qualitative, quantitative, mixed and innovative methods, skills and techniques as they would be applied to practical, 'real-life' evaluation questions. (30 credits, Semester 1, distance).

144.722 Public Policy Research and Evaluation

An examination of the methods and traditions used in analysing, evaluating and auditing public policy. (Distance, Semester 1, 30 credits).

Development-Related Papers from Victoria University

Massey Development Studies students who are based in Wellington may like to consider adding up to 30 credits/points of papers from Victoria University to their Massey Postgraduate Diploma or Masterate. NB you will need the permission of both the Director of Development Studies at Victoria University, Professor John Overton, and the Head of Development Studies at Massey, Professor Regina Scheyvens, in order to do this. You will also have to formally enrol at Victoria University and pay them the required fees. Lectures in Development Studies papers at Victoria are usually held from 5-7pm. Papers that would compliment, but not duplicate, Massey offerings are:

DEVE 503 Practicum (classes 12-2 Thurs, every 3-4 weeks by arrangement; full year) 30 points
Supervised practice in a field of development management focusing attention on policy and practice either as part of a special course offered by an approved overseas tertiary institution or in a particular agency or project engaged in development work either in New Zealand or overseas.

DEVE 513 Development Policy (lectures Tues and Wed evenings; July-Oct) 15 points
Practice in the concepts and tools of development policy formulation through scenario contexts and developing policy documents.



Contact Details for Other Schools and Departments

School of People, Environment and Planning

<http://pep.massey.ac.nz>

Geography	Dr Russell Prince	r.j.prince@massey.ac.nz 06 356 9099 ext 2024
Social Anthropology	Dr Robyn Andrews	r.andrews@massey.ac.nz 06 356 9099 ext 2490
Resource and Environmental Planning	Faye Sherriff <i>Programme Administrator</i>	planningadmin@massey.ac.nz 06 350 4343
Politics	Dr Beth Greener <i>Programme Coordinator</i>	b.greener@massey.ac.nz 06 356 9099 ext 4240
Sociology	Dr Allanah Ryan <i>Programme Coordinator</i>	a.m.ryan@massey.ac.nz 06 356 9099 ext 2623

Other Schools and Departments

School of History, Philosophy and Politics	Mary-Lou Dickson <i>School Secretary</i>	historyoffice@massey.ac.nz 06 350 4231
School of Maori Studies	Jean Vanags <i>Assistant Secretary</i>	TePutahi-a-Toi@massey.ac.nz 06 356 9099 ext 7236
Economics and Finance	Ha-Lien Ton <i>Administrator</i>	H.L.Ton@massey.ac.nz 06 356 9099 ext 2678
Institute of Natural Resources	Denise Stewart <i>Postgraduate Administrator</i>	ahsm@massey.ac.nz 06 356 9099 ext 5996



Laura Patterson, Masters Graduate, working for Medair in Afghanistan
(see Laura's profile on p.16)

Master of International Development (MIntDev)

Masters students complete the Postgraduate Diploma (the core papers and two other 700-level papers) in their first year of study. See pages 8-12 for details of these papers. The second year then comprises either a) an independent research thesis of 120 credits (a B+ average or above is required in one's postgraduate papers to be considered for this); or b) a 60 credit research report and two further 30 credit papers (a B average or above is required to be considered for this).

Structure and Options

A thesis or research report is an essential element of the MIntDev degree. It presents an opportunity to put your advanced learning and your particular interests into practice. It usually involves original research: you become the 'expert' in a topic by establishing an issue for investigation, conducting the research and evaluating the results.

The MIntDev research report or thesis should be seen first and foremost as a learning experience: learning the art and science of research in Development Studies, developing and using research methodologies and exploring a topic in depth. It is assessed with this in mind, rather than being judged solely in terms of earth-shattering results. A good MIntDev thesis or research report is one which is well conceived and designed, involves appropriate research methods, is able to evaluate the results of the research in a broader context and is well presented. Even if research fails and you have a disaster in the field, it does not mean that your thesis will fail: what is important is what you learn about the *process* of doing research and how you evaluate what you have done and what you have found.

In Development Studies, the 120 credit thesis (131.899) is a one year full-time equivalent course of study involving original research. For those studying part-time and working on the MIntDev thesis over two years, there is the option of enrolling in two parts of 50 credits each - 131.816 (thesis part 1) in your first year and 131.817 (thesis part 2) in your second year - and you will end up being credited with 131.899 (120 credits). If you intend to start the thesis mid-year, 131.816 can begin in semester two and the thesis can be completed in semester one with 131.817 (a one year thesis with a mid-year start). Those doing the 60 credit research report enrol in 131.897 (one year, double semester).

The thesis and research report can be taken in both internal and distance mode. Off-campus students must arrange with their supervisor to maintain regular contact by email or phone and should plan for at least two periods of face-to-face meetings on campus.

Students intending to enrol for a thesis or research report are urged to contact the Programme Coordinator by **September** of the year preceding enrolment (thesis proposals must then be submitted in the first week of December), or at the start of the academic year if a mid-year start is intended (thesis proposal for a mid-year start are required by the first week of May). All should attend the Thesis Workshop (see below). Further information on thesis guidelines is available from the Programme Coordinator.

Thesis Workshop

Each year Development Studies staff and graduate students conduct a two-day thesis workshop for students intending to enrol in a thesis in the following year. The thesis workshop is strongly recommended for these students. It covers relevant guidelines for the Masters programme as well as research methods and research skills relevant to the thesis experience. It is typically held in September. Please contact the Programme Coordinator for more information regarding the workshop.

Masters Graduates

Mirriam Dogimab



I worked in the environment and health sector in Papua New Guinea and in both, I noticed that women were the more marginalized group in the society, so I took up studies at Massey University to do my masters in development studies whereby I had a specific interest in gender and development. My thesis examined culture as a protective mechanism against gender based violence in Papua New Guinea.

I found my masters degree to be very relevant since it has equipped me with the necessary skills to perform in my role as the program manager for Family Health International (FHI360): The Science of Improving Lives. FHI360 is a global health and development organization.

Doing my post-graduate studies at Massey University has opened up other opportunities for me research-wise and I am now a research partner with Dr. Rochelle Stewart-Withers on an NZAID funded project which explores how rugby league is currently being used to improve social and economic outcomes in PNG. Being part of this research project has not only broadened my understanding about development but has given me confidence to coordinate and conduct research for FHI360.

The Massey University development studies programme challenges students to be critical thinkers which I believe is an important element for work in all development sectors. On a personal note being a critical thinker enables me to always question my actions and to ensure that I am not only achieving the organization's goals but that I am making a meaningful contribution to my community and my people.

Laura Patterson

After working in Zambia within a public health programme, I returned to NZ and completed a PGDip in Development Studies at Palmerston North in 2001. Following this I worked for two years in Angola with Medair, a Swiss based humanitarian aid agency, consolidating and applying these studies. I was able to complete field research in Angola for a master's thesis and returned to Massey to achieve my Masters degree in 2005. In 2006, I returned to work with Medair for two years in the northern province of Badakhshan in Afghanistan.



My role as Programme Coordinator in Afghanistan involved coordination and management of multi-sector projects including medical clinics, water and sanitation, disaster mitigation, construction and food security/agriculture. I was constantly challenged and inspired by the physical and cultural environment. Managing projects was challenging due to the remoteness of the area we worked in and the insecurity throughout the country. The logistical challenges are reflected in the scenario that we had to travel three days by horse and foot over mountain passes through metres of snow to access the project sites in winter.

My studies in Development have enhanced my management and analysis skills, challenged my perspectives, and given depth to the work that I am involved in. Now back in New Zealand, I have recently taken up the position of Programmes Coordinator with ChildFund New Zealand. I'm looking forward to being part of the NZ international development scene and getting to know the processes involved with this.

Jeph Mathias

I reckon my twenty years of conservation and health work plus lots of adventuring in Asia, Africa and Latin America make a good practical component for a course in development. I did the Masters in Development Studies to add some academic angles on why and how the West meets the rest.

Rather than look at a distant country, I wanted to study development in depth where I am an insider, understand the context and speak the languages. Tenure review of 'my' New Zealand South Island high country was perfect - a classic development project with diverse social, economic and ecological discourses expressed in multiple languages.

I see the major development problems as located in the countries that do the developing rather than the ones that get it done to them. In the past I have thus focused on peace, conservation and resource overuse here in New Zealand.

Right now though, my family and I are based in the Western Himalayas where we are setting up a sustainable integrated health project in a small, remote village. We grapple daily with issues of gender, caste, environmental protection and strategies to build partnerships with government, community organizations, etc.



Tessa Buchanan



A few years after completing a BA in Sociology and Economics at Victoria University, I decided to come to Massey where I completed my Masters in Development Studies in 2007. My thesis was on decolonisation and governance issues in Tokelau focusing on the February 2006 self-determination referendum, in which Tokelau voted against becoming self-governing in free association with NZ.

The Development Studies Masters helped me to learn about the practical applications of development ideas in real-world projects, and it enabled me to start building connections and networks in the Pacific and in Pacific communities in New Zealand. I am particularly finding the research, analytical and writing skills developed in doing my thesis invaluable for my current work.

In 2007 I had a temporary contract as a Policy Analyst in the Pacific Policy and Strategy section of the Ministry of Health. Here I worked on issues relating to Pacific disability support services, Pacific people's mental health, and health and foreign policy issues for New Zealand in the wider Pacific region. I was then accepted for the graduate analyst programme at the Treasury, and started this new position in 2008.

Paulina Japardy



After working as a development consultant for several years in Indonesia, including a period employed by NZAID on their Gunung Rinjani ecotourism project, I came to Massey University to do my Master's in Development Studies. My thesis examined whether private sector agencies involved in tourism, for example, tour operators, were interested in endeavouring to make their businesses contribute to community development and poverty alleviation.

Since returning to Indonesia in 2008 I have started working with Fairtrade Labeling Organizations (FLO) e.V. as a Liaison Officer for Indonesia, based in Jakarta. The International division of FLO e.V., which is based in Bonn, Germany, develops and reviews standards and assists producers in capitalizing on market opportunities. As a Liaison Officer, I act as a liaison person between the Producer Business Unit (PBU) and FLO certified producers, potential FLO producer partners,

and Fairtrade stakeholders in Indonesia.

My main tasks include providing information, advice and training to small farmers' organizations at the grassroots level (producers) to improve compliance with Fairtrade standards and to improve their market opportunities. Currently, there are 8 FLO certified small farmers' organizations in Indonesia and around 30 applicants in various stages of certification process (coffee, cocoa, vanilla, cashew nuts, herbs and spices). We are working to strengthen our presence and to bring Fairtrade benefits closer to more Indonesian small farmers.



Students enjoy time out at the beach

PhD in Development Studies

A PhD in Development Studies is obtained by thesis only. The PhD is the highest supervised degree awarded by the University. According to the University's *Handbook for Doctoral Study*, "It is awarded for a thesis that is an integrated and coherent report that demonstrates a candidate's ability to carry out independent research, analysis and presentation of this research at an advanced level in a particular field of study." Furthermore, it "should make an original contribution to the knowledge of the subject with which it deals, and the candidate should understand the relationship of the thesis to the wider context of knowledge in which it belongs."

The PhD thesis (131.900) has a word limit of 80,000. It should normally be completed in three years for full-time study and six years for part-time. There is a well developed University system for accepting doctoral candidates and monitoring and examining PhD theses, through the Graduate Research School and the Doctoral Research Committee.

Entry Requirements

Students wanting to enrol for a PhD degree must apply through the University's Doctoral Research Committee (DRC) for admission. In most cases, this process will require that you hold a Masters degree (with a research component), although in exceptional circumstances, admission may be sought for students without a Masters degree (for example with an excellent BA honours degree or Postgraduate Diploma in Development Studies). In Development Studies, we require that your postgraduate grades are at least at the A- level (on average).

We also need to ensure that prospective PhD candidates in our Programme have a strong academic background in Development Studies. If this is not the case, we may require applicants to complete part or all of the Postgraduate Diploma in Development (to at least an A- standard) before they can proceed with PhD enrolment.

Before applying through the DRC, students should contact staff in Development Studies and develop a preliminary proposal. If we support your application, initial supervisors will be appointed and your application can proceed.

Further information on PhD thesis guidelines is available from the Programme Coordinator.

Useful Links

Graduate Research School

The Graduate Research School (GRS) assists with the management and administration of doctoral degrees and scholarships. For more information visit the following site, and click on the side tabs to take you to information on:

- doctoral research administration (including relevant forms)
- Handbook on Doctoral Study
- Scholarships
- Doctoral Research Committee
- Postgraduate Guidebook

<http://grs.massey.ac.nz>

PhD Graduates

Peter Swain



I had been working for six years in international development, after an earlier career in education, social and community work and management, and felt the need to understand more about the nature of the development process and try to link theory to my practice. I visited Massey and a chat with John Overton led to my doctoral studies while I continued to work full-time (Massey was very flexible in that regard).

My research involved case studies of a village community in Samoa, a non-governmental organisation in the Solomon Islands and a Pacific-wide social movement. The aim was to study the contribution that these segments of civil society make to the social and economic development of the island nations of the Pacific.

For over 10 years I have managed Volunteer Service Abroad's Pacific Programme. VSA has developed a greater focus on using development best practice to address development needs. Much of our work is focused on post-conflict societies - Bougainville and Solomon Islands. I would like to think that my time studying Development Studies at Massey has led to better linkages between development theory and practice and informed VSA's monitoring and learning framework. Massey has stimulated me to continue to reflect and write on development issues. I have also recruited Massey Development Studies graduates to work at VSA.

Kukunda Bacwayo

I had done a Masters in development administration at the Australian National University and wanted to further my knowledge and skills in development. I heard good things about Massey's Development Studies programme and decided to come.

For my doctoral research I looked at the liberal approach of public sector reforms in developing countries, particularly privatisation. I focused specifically on the role that human resource management could play in the privatisation process in Uganda.

After completing my PhD I was appointed Senior Lecturer (and department head) in the department of Development Studies at Uganda Christian University. We offer a bachelors degree, drawing students mostly from Uganda, with some from the neighbouring countries of Sudan, Rwanda and Burundi. Recently I became Dean of the Faculty of Social Sciences.



Rasem N Kayed

Rasem is currently an assistant Professor and the head of the Business Administration and Marketing Departments in the faculty of Administrative and Financial Sciences at the Arab American University - Jenin (AAUJ) in Palestine.



His doctoral thesis explored the entrepreneurial phenomenon from an Islamic perspective and argued for Profit and Loss Sharing (PLS) contracts as viable alternatives to the conventional interest-based financing instruments. Upon his graduation from Massey University with a PhD degree in Development Studies in 2007, he was appointed a lecturer in International Business at the College of Business at Massey University, and an adjunct lecturer at the New Zealand School of Export – New Zealand.

Rasem's first book entitled *Islamic Entrepreneurship* was published by Routledge Press, UK in 2011. Dr. Kayed is also the co-author (with Kabir Hassan and Umar Useni) of *Islamic Banking and Finance: Principles and Practice* to

be published by Pearson in 2013. He has published a number of peer reviewed papers in preferred academic journals and chapters in edited books.

Dr. Kayed's research activities are currently twofold: while his first research activity is set to explore the developmental role that entrepreneurship could play in advancing the common good and combating global poverty; the second major research theme that he is pursuing is focused on the current global financial crisis and the resilience of the Islamic financial services industry, and its ability to present itself as a more reliable alternative to the conventional financial system.

Kirsty Wild

I am a social researcher living and working in Auckland. I completed my PhD in Development Studies in 2007, and since then I have worked as a researcher at Massey University, at the Auckland Regional Council, and at Auckland University.



I picked Development Studies because I wanted to broaden my research horizons by learning about the skills involved in completing successful cross-cultural research. From a learning point of view, I was also excited about the prospect of studying in a multi-disciplinary department with a 'global' focus, where you are encouraged to seek out ideas, theories and literature from a broader stock of 'human' not just 'Western' knowledge.

My PhD research looked at the impact of one of NZAID's education programmes on the lives of women from third world countries who participate in this scheme. I completed fieldwork in Thailand and New Zealand. My PhD experience at Massey and my time in the field were fascinating, challenging, and definitely one of the highlights of my career to date.



Melanie Pimentel conducting research in the Philippines, 2011



Students practising participatory planning techniques, Maldives

Undergraduate Courses in Development Studies

Development Studies is very well represented at the undergraduate level, though the Institute does not offer an undergraduate major in Development Studies. Students tend to build a degree around majors in subjects such as geography, anthropology, history, politics, sociology, business studies and so on. Students can also do a minor in Development Studies comprising the three papers listed below plus two papers chosen from an additional list provided in the university Calendar. A number of students who take our undergraduate papers then go on to study Development Studies at the postgraduate level.

Requirements for a Minor in Development Studies

A minor consists of 75 credits in Development Studies. To complete a minor in Development Studies you need to pass

A) All papers in the following list (45 credits):

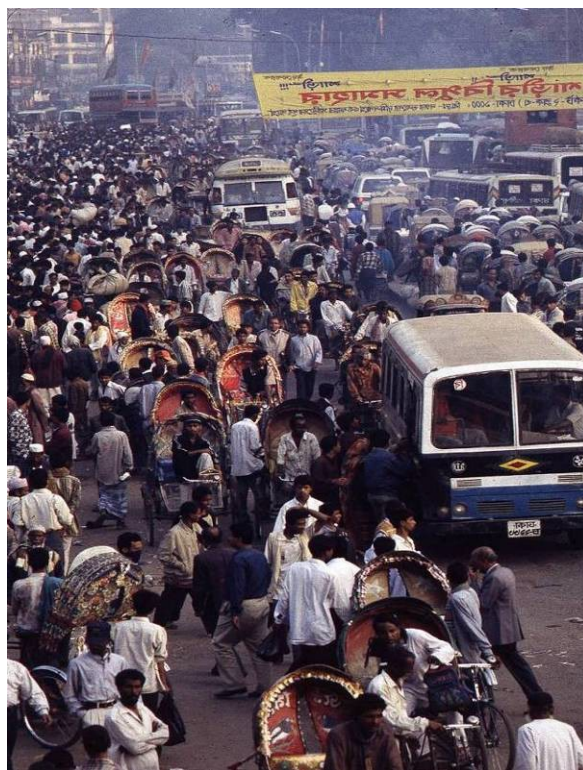
- 131.121 Rich World, Poor World
- 131.221 Contemporary Development Issues
- 131.321 Strategies for Sustainable Development

B) 15 credits (one paper) from:

- 150.213 Tikanga-ā-Iwi: Tribal Development
- 145.311 Geographies of Globalisation
- 146.318 Environmental Anthropology

C) 15 credits (one paper) from the list below or another paper from list B

- 132.112 Planning for Sustainable Development
- 146.102 Endangered Cultures
- 145.218 Development and Inequality
- 176.219 The Transformation of the Pacific: Central Themes
- 200.201 Middle Eastern Politics
- 121.311 Global Environmental Issues
- 146.313 Issues in South Pacific Anthropology
- 170.302 Research for Social Change
- 176.309 Development and Social Change
- 176.323 The Transformation of the Pacific
- 179.330 Māori Development and the Social Services
- 200.301 Contemporary International Conflict



Traffic jam in Dhaka, Bangladesh

Papers Offered by the Institute of Development Studies

Currently the Institute offers three undergraduate courses, one at each level, and these may be taken separately to augment majoring subjects. Students from a wide variety of disciplinary backgrounds are welcomed into these courses.

131.121 Rich World, Poor World

This paper introduces students to the field of development studies and to some of the most pressing issues for people living in “developing” countries. It steers a course between theory and practice and uses case studies from many parts of the world. Key themes are debt, refugees and famine. (Distance and Internal 2013, Semester 2, 15 credits). Course Coordinator: Dr Rochelle Stewart-Withers.

131.221 Contemporary Development Issues

An interdisciplinary paper concerned with the nature of development and underdevelopment and contemporary development themes in third world countries. Particular attention may be given to explaining theories of development, urbanisation, migration, human security, NGOs and the future prospects for development (Internal and Distance 2013, Semester 1, 15 credits). Course Coordinator: Dr Maria Borovnik

131.321 Strategies for Sustainable Development

This course examines ways in which various attempts to promote sustainable development have been implemented by governments, NGOs and, critically, local communities. It analyses industries such as forestry, agriculture, tourism and mining and shows not only how many past actions have proved to be environmentally or socially unsustainable but also how many small-scale and local initiatives are providing considerable and lasting benefits for people and their environments. The course examines how sustainable development needs to be re-cast, particularly in the Pacific Island context. (Distance 2013, Semester 2, 15 credits).

Course Coordinator: Professor Regina Scheyvens



Development-Related Undergraduate Courses in Other Departments

A Massey University undergraduate degree usually involves study for the equivalent of three years full-time and the gaining of 300 credits. There are many undergraduate papers in a range of programmes at Massey University that are of relevance to Development Studies in addition to those offered above by the Institute. You can package the three undergraduate papers from Development Studies together with two related papers, including those listed below, to make up an undergraduate 'minor'. Students should consult individual departments for course information and details. Popular papers in recent years have included:

132.112 Planning for Sustainable Development

The multi-dimensional and multi-disciplinary nature of planning is explored with reference to the challenge of sustainable development and the application of planning principles to real-world issues. The importance of context (including biophysical, cultural, economic, institutional, political, social and technological factors) to the focus and outcome of planning is highlighted. (Internal, Semester 1, A/Prof Christine Cheyne)

146.102 Endangered Cultures

The impact of modern industrial civilisation on indigenous peoples has been an abiding concern and important research theme in anthropology. This paper deals with the plight of indigenous (so-called 'primitive', 'tribal', or 'Fourth World') peoples throughout the world as they try to survive and preserve their cultures and explores the human processes and experiences of culture change, assimilation, social disintegration, ethnocide, ecocide, modernisation, economic development and

globalisation as these relate to indigenous peoples. Particular attention will also be directed at contemporary indigenous movements. (Internal Semester 2 – PN and Auckland; Distance Double Semester; A/Prof Jeff Sluka)

145.218 Development and Inequality

This paper provides an introduction to geographical manifestations of inequality in 'Third World' countries. Particular attention will be paid to people disadvantaged because of their gender, class or ethnic affiliations. Theories and meanings of development will be covered before detailed case studies are examined. Case studies may discuss, for example, inequality in the 'new' South Africa, cultural repression of West Papuan people in Indonesia, and involvement of women in environmental projects. (Distance, Semester 2; Prof Regina Scheyvens).

145.311 Geographies of Globalisation

This course is intended to provide students with an understanding of how the interplay of political, economic and social process at a global scale brings about changing geographies with localised outcomes. The course first explores processes of globalisation and then uses particular case studies and examples to illustrate real world outcomes in time and place. Prospective topics include transnational corporations, labour practices and commodity chains, world cities, consumption spaces and practices, place promotion and tourism, and geographies of food. (Internal and Distance, Semester 1; Dr Juliana Mansvelt)

150.213 Tikanga-a-Iwi: Tribal Development

A critique of the tribe as a foundation for traditional Māori society. This includes an examination of land tenure, kinship, descent, tribal economies and cultural cohesion. Hapu and Iwi structures will be described as well as patterns of political and spiritual leadership. Students will be expected to conduct their own inquiry into a particular tribal group in order to understand the application of tribal lore in modern times. (Distance, Semester 1; Julia Taiapa)

200.201 Middle Eastern Politics

This paper examines the contemporary politics of the Middle East, including North Africa, covering such issues as the Israeli-Palestinian conflict and the occupation of Iraq. The Middle East is an area of great importance in international relations, not least because of its oil resources, its strategic location and the religious significance of places within it. States within the region exemplify the interplay between forces such as religion, nationalism, tribal and clan loyalties, and the legacy of socialism in societies with widely varying levels of income and modernisation. (Internal, Semester 2; Dr Nigel Parsons)

146.318 Environmental Anthropology

An exploration of historical and contemporary approaches in environmental anthropology. Nature/culture relationships are examined from a variety of theoretical and ethnographic perspectives. Key areas include human ecological relations, cultural perceptions of the natural environment, identity and sense of place, the impact of globalisation, and the cultural-politics of environmental activism. (Internal and Distance, Semester 1; Dr Trisia Farrelly)

Guidelines on marking of assignments

Occasionally students are not happy with assessment of a piece of their work and wish to submit this for remarking. Below, Massey University's procedures for remarking of assessed course work are explained.

Remarking of Assessed Course work

Students who seek to have an assessed course work component remarked should initially consult with the paper coordinator to clarify the feedback and/or the mark awarded. If the informal consultation does not resolve the student's concerns, then a formal application for remarking may be made. Remarking of course work is offered in exceptional circumstances only, if the grounds are clear and accepted by the chief examiner within the Department, School, Institute or Centre.

Remarking will normally be by a different marker. Cases based on calculation errors within the original marking of the course work should be forwarded directly to the paper coordinator and do not require a formal application.

For coursework to be eligible for remarking it must:

- (a) be the original work submitted for assessment together with the marker's comments;
- (b) normally contribute at least 15% towards the final grade for the paper;
- (c) must have been formally assessed only once previously;
- (d) be submitted with a remark application within four weeks from the date of dispatch of the original assessment result.

As a result of a remark, the grade for the course work could remain unchanged, or be amended upwards or downwards.



Students at a contact course engage in an 'ice breaker' exercise.

Staff of Development Studies

Programme Coordinator

Professor Regina Scheyvens

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Key research interests

Tourism and poverty reduction, sustainable development, gender, inequality, development of small island states, corporate social responsibility in the tourism sector.

Biographical note

I have a PhD in Development Studies and have been teaching at Massey since 1995, both in the Geography Programme and in Development Studies. My central interest is in strategies for the empowerment of disadvantaged and impoverished peoples, and this has carried through from my initial PhD research on gender issues in the Solomons, to examination of sustainable livelihood options (including eco-timber production) for resource owners in Melanesia, to the rights of indigenous peoples living adjacent to protected areas. My more recent research focuses on how the world's largest industry, tourism, can be conducted in a more sustainable, equitable manner so that it delivers greater benefits to the poor.

Current research

My current research explores linkages between tourism and poverty alleviation, especially with relation to Fiji, Vanuatu, and Samoa.

Current teaching

131.121 Rich World, Poor World	131.703 Gender and Development
131.321 Strategies for Sustainable Development	131.704 Sustainable Development
131.701 Development and Underdevelopment	131.706 Globalisation and Development
131.702 Development Management	145.218 Development and Inequality

Recent publications

Scheyvens, R and Russell, M (2012) Tourism and poverty alleviation in Fiji: Comparing the impacts of small and large-scale tourism enterprises, *Journal of Sustainable Tourism* 20 (3): 417-436.

Scheyvens, R and Russell, M (2012) Tourism, Land Tenure, and Poverty Alleviation in Fiji. *Tourism Geographies*. 14(1): 1-25 DOI:10.1080/14616688.2011.593188

Scheyvens, R (2011) *Tourism and Poverty*. Routledge, New York.

Scheyvens, R (2008) On the Beach: Small Scale Tourism in Samoa. In J Connell and B Rugendyke (eds) *Tourism at the Grassroots* Routledge, London: 131-147.

Scheyvens (2007) Poor cousins no more: valuing the development potential of domestic and diaspora tourism *Progress in Development Studies* 7(4)

Scheyvens, R (2007) Exploring the Poverty-Tourism Nexus *Current Issues in Tourism* 10(2&3): 231-254.

Scheyvens, R and Storey, D (eds) (2003) *Development Fieldwork: A Practical Guide* Sage, London.

Scheyvens, R (2002) *Tourism for Development: Empowering Communities* Prentice Hall, Harlow

Associate Professor Glenn Banks

MSc (Canterbury), PhD (A.N.U.)
Associate Professor



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Key research interests

Resource management, sustainable development, Melanesia, conflict and development, wine, corporate community development.

Biographical notes

After completing undergraduate and Masters degrees in Geography at Canterbury, I embarked on a PhD at the ANU in Canberra on the relationship between a multinational mining corporation and the local community at the Porgera gold mine in Papua New Guinea. Once I completed this in 1997, I taught Geography at the University of New South Wales campus at the Australian Defence Force Academy in Canberra. My interest in the resource sector in Melanesia has continued as a researcher and as a consultant to a range of companies and international institutions. I joined the Development Studies team at Massey in early 2008.

Current research

My research interests remain grounded in the often murky world of large-scale mining developments in Melanesia. Continuing projects include work on applied policy development in the context of resource management and communities, local economic development, development and conflict, social impact assessment methodologies, and a little dabbling in the global wine industry and the NZ aid programme. In my research I constantly seek to marry empirical study and broader theoretical concerns around conceptualisations of development, globalisation and social change.

Current teaching

131.706	Globalisation and Development	131.704	Sustainable Development
131.701	Development and Underdevelopment	131.702	Development Management
131.321	Strategies for Sustainable Development		
131.221	Contemporary Development Issues		

Recent publications

- Banks, G., J. Overton, W. Murray and R. Scheyvens (2012). Paddling on one side of the canoe? The global aid regime, regional imperatives and the role of maverick agency in New Zealand's aid regime, 1970-2010. *Development Policy Review*. 30(2): 169-186.
- Banks, G. and J. Overton (2010) Old World, New World, Third World? Reconceptualising the Worlds of Wine. *Journal of Wine Research*. 21(1): 57-75.
- Banks, G. (2009). 'Activities of transnational corporations in extractive industries in Asia and the Pacific: implications for development', *Transnational Corporations*, 18: 1 (43-59).
- Sakai, M., G. Banks and J. Walker (eds) (2009). *The Politics of the Periphery in Indonesia: Social and Geographical Perspectives*. Singapore: National University of Singapore Press.
- Banks, G. (2008). 'Understanding "resource" conflicts in Papua New Guinea.' *Asia-Pacific Viewpoint*. 49(1)

Dr. Maria Borovnik

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Lecturer



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Key research interests

Migration, mobile livelihoods, transnationalism, atoll island environments and communities, social protection (Pacific), cultural and social geography.

Biographical notes

My main research area is on the social strategies of people living mobile livelihoods. In particular, I am interested in how family connections can be sustained, and how people's integration in communities is affected by migration or mobile livelihoods. This interest includes remittances, health and well-being and sustainable community development, and more recently also labour rights issues. The Pacific is the main region that I have become involved in, especially Kiribati and Tuvalu, studying seafarers going on board international merchant and fishing ships and the effects on their families and communities.

The social well-being of people in the Pacific, and policies surrounding social welfare, has become the focus of my attention in the last few years, including involvement in some consultancy work. I have travelled throughout the Pacific, and spent time in Kiribati, Tuvalu, the Marshall Islands, Fiji, and Vanuatu. More recently, I conducted fieldwork on a containership travelling through the Indian Ocean and South and East China Seas.

Current research

Transnationalism of seafarers; global employment issues; biographic research; mobilities.

Current teaching

131.701	Development and Underdevelopment
131.702	Development in Practice
131.706	Globalisation and Development
131.221	Contemporary Development Issues
131.121	Rich World, Poor World
121.311	Global Environmental Issues

Recent publications

- Borovnik, M. (2011) 'Occupational health and safety of merchant seafarers from Kiribati and Tuvalu'. *Asia Pacific Viewpoint* 52 (3).
- Borovnik, M. (2009) "Transnationalism of merchant seafarers and their communities in Kiribati and Tuvalu" in: Lee, H. and Francis, S. (eds.) *Migration and transnationalism: Pacific perspectives*. Canberra: ANU E-Press (Chapter 9), 105-115 .
- Borovnik, M. (2007) Labour circulation and changes among seafarers' families and communities in Kiribati. *Asian and Pacific Migration Journal* 16 (2), 225-249.
- Borovnik, M. (2006) Working overseas; seafarers' remittances and their distribution in Kiribati. *Asia Pacific Viewpoint* 47 (1), 151-161.
- Borovnik, M. (2005) Seafarers' "maritime culture" and the "I-Kiribati way of life": The formation of flexible identities? *Singapore Journal of Tropical Geography* 26 (2), 132-150.

Dr. Rochelle Stewart-Withers

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Key research interests

Sport for development, qualitative research methodologies – feminism, and indigenous epistemologies in the Pacific, gender and development, and female-headed households.

Biographical notes

I come from a background in nursing (psychiatric/mental health) where I have held a number of clinical, leadership and teaching roles, both within the clinical setting and academia. I sit on the national board of the New Zealand Mental Health Foundation. I completed a PhD in Development Studies in May 2007 looking at the experiences of female-headed households in Samoa. The research highlighted the significance of culture when attempting to frame the development experiences of female-headed households in any part of the world, and the overall importance of contesting development categories.

Current research

While much of my research has focused on female-headed households and utilised feminist and indigenous methodologies, I am currently building a new research platform focusing on sport for development. My research includes an NZAID funded project which looks at how sport, particularly rugby league, can provide greater economic and social opportunities in PNG and Fiji. I am also working in partnership with the New Zealand Vodafone Warriors in relation to the monitoring and evaluation of their community development programmes.

Currently teaching

131.121	Rich World, Poor World
131.221	Contemporary Development Issues
131.703	Gender and Development
131.707	Development Research

Recent publications

- Stewart-Withers, R.R. (ed.) (2011) *Special Issue Pacific Knowledges Women's Studies Journal of New Zealand*, 22(2).
- Stewart-Withers, R.R. (2011) Contesting a Third World development category: Female-headed households in Samoa. *Women's Studies International Forum*, 34, 171-184.
- Stewart-Withers, R.R. (2011) Re-positioning the experiences and situation of single mothers: Accounts from Samoa. *Women's Studies Journal of New Zealand*, 25(1), 47-62.
- Stewart-Withers, R.R. (2011, April) 'Sport as a Vehicle for International Development. Onepager Global Focus Aotearoa. <http://www.globalfocus.org.nz>
- Stewart-Withers, R.R. (2010, Sept/Oct) Sport for development: Rugby League and Papua New Guinea (PNG). *Spasifik Magazine*, 40, 13-14.
- Stewart-Withers, R.R., Scheyvens, R.A., and Fairbairn-Dunlop, P. (2010) 'Being a Single Mum: Pacific Island Mothers' Positive Experiences of Parenting. *Blue Skies Report No 34/10*. Families Commission: Wellington, New Zealand. Pp.58.
<http://www.familiescommission.govt.nz/sites/default/files/downloads/being-a-single-mum.pdf>

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Key research interests

Management of development programmes, participatory methodologies for (policy) research, local governance and public services in Africa, and above all: bringing together academics and practitioners.

Biographical notes

I studied Social Sciences at State University of Groningen in the Netherlands and started my professional career in 1986 as the coordinator for a provincial information centre that campaigned for the inclusion of Third World issues in the activities of churches, schools, local interests groups and municipalities. After five years, I expanded this political emphasis with a commercial angle, when I accepted a position as a trainer on social forestry in East Africa. Since then I have worked for the Netherlands Development Organisation (SNV) in various roles: I was seconded to the Ministry of Finance in Botswana, then I was appointed as SNV's country director in Mozambique and later the Netherlands' honorary consul. After 5 years I decided to return to university and give it all some more thought by engaging in a part time PhD researching the local management of schools and health posts in Uganda and Tanzania. While studying, I have kept in touch with practice by doing short consultancy assignments on aid management, research or evaluation for three aid agencies in eight different countries, most in Africa.

Current teaching

131.702 Development Management

Recent Publications

- Overton, J., Prinsen, G., Murray, W. E., & Wrighton, N. (2012,). Reversing the Tide of Aid: Investigating Development Policy Sovereignty in the Pacific. *Journal de la Société des Océanistes*, 2 (135).
- Prinsen, G (2011) *Negotiating on a See-Saw: The Decentralisation of Education and Health Services in Uganda and Tanzania from a Local Perspective and in a Historical Context*. PhD thesis, Massey University, Palmerston North.
- Prinsen, G and Overton, J (2011) Policy, Personalities and Pedagogy: The Use of Simulation Games to Teach and Learn about Development Policy *Journal of Geography in Higher Education*. 35 (2), pp. 281-297.
- Prinsen, G., Titeca, K. (2008). "Uganda's Decentralised Primary Education: Musical Chairs and Inverted Elite Capture in School Management Committees", in *Public Administration and Development*, 28(2), 149-164.
- Prinsen, G. et al (2007). *When Measuring Outweighs Knowing. Evaluation Report of Dutch Governance Policies and Instruments in Africa 1998-2005. Report for the Netherlands Ministry of Foreign Affairs* (in Dutch). The Hague: Ministry of Foreign Affairs.
- Mompat, T., Prinsen, G. (2000). "Ethnicity and Participatory Development Methods in Botswana: Some Participants Are to Be Seen and Not Heard", in *Development in Practice*, Vol. 10 (5) pp 625-637. London: Oxfam GB.". Re-printed in *Development and Culture*, edited by Eade, D. London: Oxfam/Kumarian Press.

Development Studies Theses

Diverse research interests and regions of focus are represented in the Development Studies Programme. This can easily be seen by browsing the titles and abstracts of MIntDev and PhD theses (over 140) housed in the Massey University Library. See:

http://library.massey.ac.nz/massey/research/library/find-information/subject-guides/human-geography/en/human-geography_home.cfm and look under 'Theses'.

Recent Master's theses

Alice Beban *Organic Agriculture: An Empowering Development Strategy for Small-Scale Farmers? A Cambodian Case Study*

Vern Bennett *The Role of the Military within Official Development Assistance: Policies, Parameters and Procedures*

Tessa Buchanan *Decolonisation of Tokelau: Why was the proposal to become self-governing unsuccessful in the 2006 referendum?*

Kingsley Cheelo *Behind the Economic Figures: Large-Scale Mining and Rural Poverty Reduction in Zambia, the Case of Kansanshi Copper Mine in Solwezi.*

Sally Coughlan *Permaculture: A vision and strategy for sustainable development? A Malawian case study.*

Mirriam Dogimab *A Cultural Analysis of Gender Based Violence in Papua New Guinea*

Amaliah Fitriah *Community Participation in Education: Does Decentralisation Matter? An Indonesian Case Study of Parental Participation in School Management.*

Richard Hamena *How can Traditional Culture be a Link to Positive Youth Development? A Case Study from Goroka, Papua New Guinea*

Sue Hine *The Expression of Values in the Context of Non-governmental Development Organisations: A Case Study of Oxfam New Zealand.*

Paul Inwood *International Humanitarian Assistance to Myanmar*

Paulina Japardy *Gunung Rinjani National Park tourism – private sector contributions towards conservation and community development in Indonesia*

Bruce Java *Is sustainable development a faceless rhetoric? : an assessment of educational sustainability at the Porgera Mine, Papua New Guinea*

Jingjing Jiang *Evaluation of the potential of ecotourism to contribute to local sustainable development: a case study of Tengtou village, China*

Swalihu Jusu *Social Capital and Community Participation in Development: the Case of the Direct Community Financing Programme in the Post-Conflict Sierra Leone.*

Ralph Kaule *Analysing Project Management Culture and Practice of Public Managers in Papua New Guinea: A Case Study of the National AIDS Council Secretariat*

Alicia Kotsapas *Adult literacy and women's empowerment : exploring the contribution of a non-formal adult literacy programme to women's empowerment in Aileu, Timor Leste*

Tim Lloyd-Jones *Male attitudes and behavioural change in Tanzania, in relation to HIV and AIDS*

Richard MacGeorge *The role of government in setting an appropriate environment for public infrastructure development: a case study of hydropower development in Lao PDR*

Tony Manuda *"Is Wantokism a Form of Social Capital? Comparative Study of Two communities in Oro Province, PNG.*

Robyn Mourie *Hand rails into the ocean : contrasting human rights disability policy and real-lived experiences in the Cook Islands*

Poonacha Nadikerianda *Can Children Influence Policy? The Contribution of Working Children's Unions in Tackling Child Labour*

Anna Parsons *Rebuilding Communities: A Case Study of Empowerment in Post-Conflict Rwanda*

Vilayvanh Phonepraseuth *From resettlement to sustainable livelihood development : the potential of resettlement and livelihood restoration arrangement to achieve livelihood sustainability : a case study of resettled communities on the Nakai plateau Nam Theun 2 hydropower project in Lao PDR*

Melanie Pimentel *Examining links between land title and optimisation of use of the traditional lands of the Aytas of Pastolan, Philippines : rights not felt, not seen*

Gaayathri Prabakaran *Indo-Malaysians Within the Malaysian Education System*

David Redman *Tourism as a Poverty Alleviation Strategy: Opportunities and Barriers for Creating Backward Economic Linkages in Lang Co, Viet Nam.*

Ronicera Sauaga Fuimaono *The asset-based community development (ABCD) approach in action: an analysis of the work of two NGOs in Samoa*

Farzana Shaugee *Journeys Towards Employment: The Experiences of Young Adults in the Maldives*

Sunema Simati *Analysing the effects of migration opportunities on the lives of migrants and their families – A case study on New Zealand's Pacific Access Scheme (PAC) to Tuvalu.*

Gloria Suluia Tapakea *Decentralization and central-local relations: A Solomon Islands case study*

Bernadette Vaita Haro *The impact of personal viability training on gender relations in mining communities: the case of Lihir, Papua New Guinea.*

Joshua Wamalwa *The consequences of emerging cash crops on small-scale rural farmers' livelihoods : a case study of the energy crop, *Jatropha Curcas L*, in Kenya*

Anja Will *Community-based Urban Solid Waste Management: A Case Study of Suva, Fiji*

Qingxia Yang *Partnership for facilitating sustainable protected area management : a case study of Jiuzhaigou National Park in south-western China*



Participants at the 20th Anniversary of IDS Massey, April 2009

Recent PhD theses

Murad Ali *The politics of development aid : the allocation and delivery of aid from the United States of America to Pakistan*

Lesley Batten *'Lady, is this civilization?' A case study of community participation in a health development programme in Aotearoa, New Zealand.*

Nawal El-Gack *Participatory Approaches to Development: An Analysis of the Experiences of Development Projects in Sudan*

Resfa Fitri *Informal finance and poverty alleviation : a grassroots study of small farmers' credit in West Sumatra, Indonesia*

Rasem Kayed *Islamic Entrepreneurship: A Case Study of the Kingdom of Saudi Arabia*

Sharon McLennan *An Alternative Model for Development? Promise and politics in the projecthonduras network*

Gerard Prinsen *Negotiating on a seesaw: the decentralisation of education and health services in Uganda and Tanzania from a local perspective and in a historical context*

Spener Rumbewas *Poverty in three villages in Papua*

Polly Stupples *Breaking the frame: art in international development*

Vicky Walters *The power to reform : water and the poverty of democracy and rights in the era of "good" governance*

Kirsty Wild *Aid, Education and Adventure: An Exploration of the Impact of Development Scholarship Schemes on Women's Lives*

Photos from the December 1-3 2010 DevNet Conference hosted by IDS Massey – featuring some of our Postgraduate Students



Development Studies Seminar Series



The Institute runs a weekly seminar series at 2pm on Tuesday afternoons followed by an afternoon tea for staff and postgraduate students which is always a popular occasion. The presentations are topical and diverse and display some of the most up-to-date research of the development community. Seminars are often related to research currently being undertaken in the Institute, whether by staff or by Masterate and Doctoral students. Presenters also include staff from other departments and a range of invited speakers from New Zealand development agencies and other organisations.

Please contact Rochelle for details of seminar series speakers in 2013 (r.r.stewart-withers@massey.ac.nz).

Development Studies Newsletter



Newsletter In 2008 the Institute started publishing a newsletter which informs readers of relevant events happening at Massey or further afield (e.g. seminars, conferences, symposiums), as well as providing profiles of current and past students, celebrating the success of staff and students in gaining scholarships and awards, and listing recent publications from staff. Past newsletters can be found on our website: <http://dev.massey.ac.nz>

To be added to our list of email subscribers to the newsletter, or to submit a news item, please contact Regina (r.a.scheyvens@massey.ac.nz).

Working Paper Series



We have recently launched an electronic Working Paper Series in order to provide an outlet for the excellent research being conducted by postgraduate students and staff of our School, as well as research from development practitioners. A link to the Working Paper Series can be found on our website: <http://dev.massey.ac.nz>

If you would like to submit a paper to be considered for inclusion in this series, please contact Glenn (g.a.banks@massey.ac.nz).

Photo gallery



Development Studies soccer team and their vocal supporters during a 'friendly' soccer match against Geography colleagues



Graduation 2009, Alavanh and Regina



Graduation 2011



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Development Studies

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More information on current course offerings can be found on the University website:

Massey University Calendar <http://calendar.massey.ac.nz>
Distance mode papers <http://extramural.massey.ac.nz>

Postgraduate Admission in the College of Humanities and Social Sciences

Website:
http://cohss.massey.ac.nz/massey/depart/cohss/study/postgrad/pg_admin_booklets.cfm

Contact: postgradhumsocsci@massey.ac.nz

International Students Office

Website <http://www.massey.ac.nz/massey/international/international-students-home.cfm>

Graduate Research School

Website <http://grs.massey.ac.nz>