



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: William Gough, Vice-Principal, Academic and Dean
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DATE: March 22, 2018 for March 29, 2018

AGENDA ITEM: 9

ITEM IDENTIFICATION:

Graduate Major Modification-- New Collaborative Specialization in Development Policy and Power

JURISDICTIONAL INFORMATION:

University of Toronto Scarborough Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus” (*AAC Terms of Reference, Section 4*). Under section 5.5 of its terms of reference, the Committee is responsible for approval of “New collaborative graduate programs and new fields in existing graduate programs, and the closure of either.” The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process (*UTQAP, Section 3.1*).

GOVERNANCE PATH:

- 1. UTSC Academic Affairs Committee [For Approval] (March 29, 2018)**

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this item.

HIGHLIGHTS:

The Centre for Critical Development Studies (CCDS) is proposing a new Collaborative Specialization in Development Policy and Power. The CCDS is an Extra-Departmental Unit B (EDU:B) at the University of Toronto Scarborough (UTSC) campus. In accordance with the *Collaborative Specialization Guidelines* (2017), developed by the Office of the Vice-Provost, Academic Programs, an EDU:B may act as the Supporting Unit for a Collaborative Specialization, and may house a Collaborative Specialization. The Lead Faculty for the Collaborative Specialization will be the University of Toronto Scarborough (UTSC).

International Development Studies is an established and longstanding field of academic inquiry with its own departments, journals, and academic associations. The longstanding interest in the field at the undergraduate level (for which UTSC is a Canadian pioneer) has soared at the graduate level. At present, the University of Toronto offers only two circumscribed niche programs relating to the field, and neither offering has a broad interdisciplinary focus on the field of development studies as a whole. Hence, there is an opportunity for UTSC and the University of Toronto to capitalize on recognized student demand by offering a unique Collaborative Specialization in a field that is interdisciplinary and critical in its academic orientation.

The proposed Collaborative Specialization in Development Policy and Power will address the productive tensions among theorists, researchers, and practitioners in the field from a critical development theory standpoint. Such a lens is likely to appeal to students coming from a variety of disciplines, including graduates of the International Development Studies undergraduate program at UTSC. The policy and power focus opens up the Collaborative Specialization's core/anchor course to being team-taught by Collaborative Specialization faculty members who are deeply engaged with CCDS each taking responsibility for one or more sessions addressing the research-practitioner tensions within their fields of expertise.

Students at the Master's level will benefit tangibly through this Collaborative Specialization from:

- Enhanced credentials that increase competitiveness in the academic job market.
- Increased competitiveness for the growing numbers of development based careers.
- Multidisciplinary focus preparing students for Ph.D. programs and research.

Academic jobs in development studies often require, or privilege, interdisciplinary training, but also a disciplinary degree. The proposed Collaborative Specialization increases competitiveness in the academic job market due to its interdisciplinary nature, while preserving disciplinary training.

CCDS has carried out consultations with principle stakeholders over the last year. There has been extensive consultations among CCDS cross-appointed faculty about the form, content, and teaching/administrative demands of offering a Collaborative Specialization

in Development Policy and Power. This has taken place within several regularly scheduled CCDS meetings of faculty as well as within a 'retreat' with CCDS faculty this year. CCDS has also initiated consultations over the past year with each of the graduate units/departments participating in our Collaborative Specialization that has culminated in their formal agreement to participate.

FINANCIAL IMPLICATIONS:

There are no net financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the new graduate Collaborative Specialization in Development Policy and Power, as described in the proposal dated March 8, 2018, and recommended by the Vice-Principal, Academic and Dean, Professor William Gough, be approved for the academic year 2018-19.

DOCUMENTATION PROVIDED:

1. Major Modification to introduce a new Collaborative Specialization in Development Policy and Power, dated March 8, 2018.



University of Toronto New Graduate Collaborative Specialization Major Modification Proposal

Name of Proposed Collaborative Specialization: Please specify exactly what is being proposed. E.g., a Collaborative Specialization in ...	Collaborative Specialization in Development Policy and Power
Lead Faculty / Academic Division:	University of Toronto Scarborough
Lead Faculty / Academic Division Contact:	Professor Mary Silcox, Vice-Dean Graduate vdeangrad@utsc.utoronto.ca Annette Knott, Academic Programs Officer aknott@utsc.utoronto.ca
Supporting Unit:	Centre for Critical Development Studies (CCDS)
Supporting Unit Contact:	Paul Kingston, Director
Anticipated start date of new Collaborative Specialization:	September 2018
Version Date:	March 8, 2018

New Graduate Collaborative Specialization Proposal

**Collaborative Specialization in Development Policy and Power
Centre for Critical Development Studies
University of Toronto**

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1 Specialization Rationale

This is a proposal to introduce a new Collaborative Specialization in Development Policy and Power. The Lead Faculty will be the University of Toronto Scarborough (UTSC), and the Supporting Unit will be the Centre for Critical Development Studies (CCDS), an Extra-Departmental Unit B (EDU:B).

International Development Studies is an established and longstanding field of academic inquiry with its own departments, journals, and academic associations. The longstanding interest in the field at the undergraduate level (for which UTSC is a Canadian pioneer) has soared at the graduate level. At present, the University of Toronto offers only two circumscribed niche programs relating to the field – a Collaborative Specialization in Comparative, International and Development Education (<https://sgs.calendar.utoronto.ca/collaborative/Comparative,-International-and-Development-Education>) offered by the Ontario Institute for Studies in Education (OISE) and a field in the Political Economy of Development within the research stream MA in Political Science (<https://sgs.calendar.utoronto.ca/degree/Political-Science>). Neither offering has a broad interdisciplinary focus on the field of development studies as a whole. Hence, there is an opportunity for UTSC and the University of Toronto to capitalize on recognized student demand by offering a unique Collaborative Specialization in a field that is interdisciplinary and critical in its academic orientation.

The proposed Collaborative Specialization in Development Policy and Power will address the productive tensions among theorists, researchers, and practitioners in the field from a critical development theory standpoint. Such a lens is likely to appeal to students coming from a variety of disciplines, including graduates of the International Development Studies undergraduate program at UTSC. The policy and power focus opens up the Collaborative Specialization's core/anchor course to being team-taught by Collaborative Specialization faculty members who are deeply engaged with CCDS each taking responsibility for one or more sessions addressing the research-practitioner tensions within their fields of expertise.

The proposed Collaborative Specialization will help to fulfill important strategic priorities articulated both by President Gertler – in terms of internationalization and the strengthening of international partnerships - and UTSC, whose Strategic Plan and most recent Academic Plan highlight the importance of promoting both graduate programming and 'a global perspective' in academic programming as a whole.

About the Centre for Critical Development Studies (CCDS)

The Centre for Critical Development Studies (CCDS) is in a very strong position to support the proposed Collaborative Specialization in Development Policy and Power.

First, the CCDS has a longstanding reputation of delivering top academic programs in the field of International Development Studies. Its pioneering IDS Co-op program, created in 1984, has remained one of the most innovative in the field across North America and has twice been named

as one of three ‘standout’ undergraduate programs at the University of Toronto by MacLean’s magazine.

Second, a recent external review of the IDS program (2014) highlighted its innovative approach, and described it as being “unparalleled across North America”. It further praised the program for being able to achieve “truly exceptional learning outcomes” symbolized by the impressive level of performance of its graduating students who were described as being “comparable to Master’s level students we know from top-tier universities across North America.”

Third, this same external review (2014) went on to strongly recommend that the CCDS become involved in graduate education at the Master’s level, noting this would be relatively easy given the wealth of experience in offering high level undergraduate programming in international development studies, and the existing unique sophistication of the curriculum. It also stressed that, given the absence of any parallel interdisciplinary program at the University of Toronto, involvement in graduate education would help to make the CCDS at UTSC the unequivocal focal point of development studies-related academic training within the university.

Finally, the Collaborative Specialization faculty who are deeply engaged with CCDS are extremely well-placed to offer cutting edge teaching and supervision within a Collaborative Specialization. All are committed to teaching, all have active research agendas that can dovetail into research opportunities for prospective graduate students, and all are enmeshed in numerous global partnerships around the Third World/Global South/Majority World – in particular in Central and South America, Africa and the Middle East, and South Asia - that will provide prospective students with an array of their own independent research and fieldwork opportunities. Given the faculty’s multidisciplinary provenance from across the University, the CCDS is ideally situated as a home and hub for an interdisciplinary Collaborative Specialization.

2 Participating Programs, Degrees and Names of Units

1. M.A, M.Sc, Anthropology, Department of Anthropology, Faculty of Arts and Science, St. George
2. M.A, Geography, Department of Geography & Planning, Faculty of Arts and Science, St. George
3. M.A, Political Science, Department of Political Science, Faculty of Arts and Science, St. George
4. M.A, Sociology, Department of Sociology, Faculty of Arts and Science, St. George
5. M.A, M.Ed, Social Justice Education, Ontario Institute for Studies in Education (OISE), St. George
6. M.P.H, Public Health, Dalla Lana School of Public Health, Faculty of Medicine, St. George
7. M.Env.Sc, Environmental Science, Department of Physical and Environmental Sciences, University of Toronto Scarborough

Supporting Unit:

Centre for Critical Development Studies

We are currently focused on developing partnerships with Master’s programs. Current restraints

on departmental resources to offer additional core courses, support committee membership, and provide graduate student supervision make it difficult to support PhD program partners. With growth in available departmental resources – particularly when the CCDS moves from an EDU:B to an EDU:A or full department status – we will be in a position to consider adding the doctoral level to the Collaborative Specialization.

3 Objectives, Added Value for Students

3.1 Academic Objectives

The proposed Collaborative Specialization in Development Policy and Power will critically explore the ideologies, institutions, and practices that constitute the field of development policymaking, implementation, and contention. We use the word ‘critical’ because this is a contested field, one that demands a questioning of the prevailing concepts, knowledge, ‘received truths’, and mainstream policy frameworks of the field. Our pedagogical approach will encourage reflexive, interdisciplinary, and political economy analytical perspectives informed by a variety of counter-hegemonic theoretical traditions, be they Marxian, feminist, anti-racist, postcolonial, and others. We will also encourage students to take historical analysis seriously, with the purpose of understanding the complex historical processes and power dynamics that underpin all development policy domains. This will include a significant focus on the politics and spaces of resistance, activism, and advocacy – both conventional and unconventional - that predominate in the development field, at global, national, and/or local, grassroots levels.

3.2 Anticipated Demand

The proliferating number of academic programs that focus their analytical and critical policy lens on issues of global inequality and poverty, persistent processes of social and political marginalization, and environmental degradation and its effects on vulnerable populations demonstrates that there is already a strong global interest among students. In 2015 CCDS established a thriving ‘Graduate Affiliate Initiative’ that brings together Master’s and Doctoral students across seven graduate departments of the university (Geography and Planning, Anthropology, Political Science, Sociology, Public Health, Physical and Environmental Sciences, and History) who have an interest in issues related to international development studies. The program is in its third year and over 30 graduate students are involved. With the establishment of the proposed Collaborative Specialization, the vision of CCDS is to create a UTSC-based vibrant intellectual community of undergraduate students, Master’s-level students, doctoral-level students (as graduate affiliates), and faculty in the field.

3.3 Added Value for Graduate Students

Students at the Master’s level will benefit tangibly through this Collaborative Specialization from:

- Enhanced credentials that increase competitiveness in the academic job market
- Increased competitiveness for the growing numbers of development based careers

- Multidisciplinary focus preparing students for Ph.D. programs and research

Academic jobs in development studies often require, or privilege, interdisciplinary training, but also a disciplinary degree. The proposed Collaborative Specialization increases competitiveness in the academic job market due to its interdisciplinary nature, while preserving disciplinary training. For example, CCDS itself employs academics from a variety of backgrounds: economics, political science, environmental sciences, public health, anthropology, history, sociology, and geography.

Master's graduates are increasingly seeking positions outside academia including in areas such as policy, project management, research, and public relations related to international development issues. Such positions are available in a variety of development related institutions such as NGOs, regional cooperation organizations, governments, political parties, ministries, foundations, critical policy think tanks, social movements, humanitarian agencies, advocacy networks, alternative media sources, social media networks, community health organizations, and arts and sports based organizations. The specific credential of a Collaborative Specialization could enhance the professional utility of the disciplinary degrees. By demonstrating a multidisciplinary understanding of “development policy and power”, students who complete the Collaborative Specialization will be better positioned to apply for a diversity of jobs in the development sector.

Students will also benefit from an optional summer reading list which will be strongly encouraged for students with no critical development studies exposure, this being either through undergraduate courses level (minor or major), through placement or internship, or through relevant work experience. Students with a critical development background are also encouraged to go over the reading list and reviewing any texts to which they have not been exposed.

3.4 Distinctiveness

At present, the University of Toronto only offers two niche programs relating to the field of international development— a Collaborative Specialization in Comparative, International and Development Education offered by OISE; and a field in the Political Economy of Development within the Master of Art in Political Science. The proposed Collaborative Specialization in Development Policy and Power is timely and distinct from these existing programs in its broader scope, and in its study of the complex intersections between international development studies and development policy through a critical theory lens. This critical theory standpoint will contextualize and situate conversations of power at the crossroads of development research and practice. This interdisciplinary approach will allow students to engage with critical sub-fields in development studies including but not limited to: citizenship and governance; politics of global trade, finance, and development assistance; global environmentalism; policy making in fields of global health and social welfare; struggles over land and property rights; marginalization based upon gender, indigeneity, and race; struggles for open science and access to knowledge; and activism and advocacy.

4 Admission and Specialization Requirements

Master's Level

Admissions Requirements

- Applicants must meet the admissions requirements of both the home graduate unit and the Collaborative Specialization.
- Applicants must be enrolled in, or applying to, a participating master's degree program.
- Applicants must submit a copy of the CV and reference letters submitted at the time of applying for their home graduate unit.
- Applicants must submit a one page essay describing why and how their interests coincide with a Collaborative Specialization in Development Policy and Power.

Optional Preparation

- The CCDS will provide students interested in the proposed Collaborative Specialization with list of optional key background readings.

Specialization Requirements

- Students must meet all respective degree requirements of the School of Graduate Studies and the participating unit.
- Students must meet the requirements of the Collaborative Specialization as follows:
 - IDS 1000H (0.5 FCE): a core course meeting every other week throughout the academic year involving a mix of classes covering substantive theme.
 - Attendance at a Type 1 CR/NCR reading/seminar series (course code SRM 3333H) at scheduled CCDS seminars, paired with a tailored discussion session for Specialization students (ideally led by the seminar speaker).
 - Thesis/Major Research Project: Where required by the home graduate degree program, students completing a thesis or major research paper/practicum must include a substantive Critical Development Studies content.

Core Course Description

The new course – IDS 1000H – is a bi-weekly, year-long, seminar (0.5 FCE) that will critically explore a range of ideologies, institutions and practices related to development policy making and implementation -- and various forms of contestations to these. The synergies and tensions among development politics, policies, research, and practice will be analyzed using critical development theories (*Marxian, Gramscian, anti-oppression, anti-imperialist, feminist, anti-racist, post-colonial, liberation geography, decolonization perspectives etc.*) that put power asymmetries and social justice aspirations at their core. Central to this approach will be active engagement with a diversity of critical scholars and epistemologies from the Global South (e.g., Rodó, Dabashi, Said, Fanon, Cesaire, C.L.R. James, Escobar, Amin, Mbembe, Mamdani, El Sadaawi, Rifaat, Ata Aidoo, Nwapa ect). Seminar participants will be immersed in thematic discussions around development policies and issues such as: trade and financialization; agriculture and land struggles; environmental protection; health inequity; displacement, immigration and citizenship; aid, taxation, and (illicit) financial flows; race, indigenous, and gender struggles; political economy of knowledge production; governance and the exercise of state power; resistance and popular mobilization; and neoliberal globalization and corporate

power writ large. The seminar will be team-taught by Collaborative Specialization faculty members who are deeply engaged with CCDS.

SGS Calendar copy

Collaborative Specialization: Development Policy and Power

Lead Faculty

University of Toronto Scarborough

Supporting Unit

Centre for Critical Development Studies (CCDS)

Participating Degree Programs

Anthropology – MA, MSc

Geography – MA

Political Science – MA

Sociology – MA

Social Justice Education – MA, MEd

Public Health - MPH

Environmental Science, MEnvSc

Overview

The Collaborative Specialization in Development Policy and Power is designed to provide Master's students with a critical and historicized understanding of the nature of some of the main policy debates within the field of development. The understandings include the changing evolution of power dynamics within particular development policy domains over time at the global, national, and local levels of analysis, the role of the power struggles over development policy making and implementation that ensue from these power dynamics, and the ways in which these power struggles pose severe challenges to the institutionalization of policy domains that are equitable and rights-oriented. Students will be immersed in thematic discussions around development policy fields such as: trade and financialization; agriculture and land struggles; environmental protection; health inequity; displacement, immigration and citizenship; aid, taxation, and (illicit) financial flows; race, indigenous, and gender struggles; political economy of knowledge production, governance and the exercise of state power, resistance and popular mobilization, and neoliberal globalization and corporate power writ large.

The graduate programs listed above participate in the Collaborative Specialization in Development Policy and Power at the University of Toronto. The collaborating units contribute courses and provide facilities and supervision for master's-level research.

Applicants are expected to meet the admission and degree requirements of both a home unit and the Collaborative Specialization. Upon successful completion of the Master's requirements of the

host department and the program, students receive the notation “Completed Collaborative Specialization of Development Policy and Power on their transcript.

Contact and Address

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Collaborative Specialization in Development Policy and Power
Centre for Critical Development Studies
University of Toronto Scarborough
1265 Military Trail
Toronto, Ontario M1C 1A4
Canada

Master’s Degree Level

Admission Requirements

- Applicants must meet the admission requirements of both the home graduate unit and the Collaborative Specialization.
- Applicants must be enrolled in, or applying to, a participating master's degree program.
- Applicants must submit a copy of the CV and reference letters submitted at the time of applying for their home graduate unit.
- Applicants must submit a one page essay describing why and how do their interests coincide with a Collaborative Specialization in Development Policy and Power.

Optional Preparation

- The CCDS will provide students interested in the proposed Collaborative Specialization with list of key background readings. Students with no critical development studies exposure through their undergraduate studies, through a placement or internship, or through relevant work experience are strongly encouraged to review all the material identified in the list. Students with a critical development background are encouraged to review texts they have not been exposed too.

Specialization Requirements: MA and MSc in Anthropology, MA in Geography, MA in Political Science (Political Economy of International Development and Political Science Fields), MA in Sociology (Research Paper Option), MA in Social Justice Education, MEd in Social Justice Education (Option II, III), MPH (Health Promotion Field)

- Students must meet all respective degree requirements of the School of Graduate Studies and the participating unit.
- Students must meet the requirements of the Collaborative Specialization as follows:
 - IDS 1000H (0.5 FCE): a core course meeting every other week throughout the academic year involving a mix of classes covering substantive theme.
 - Participate regularly and actively in the CS in Development Policy and Power Seminar Series SRM 3333H.

- The major research paper, thesis, or practicum placement in the participating degree program will be on a topic in Critical Development Studies, approved by the Program Committee of the Collaborative Specialization in Development Policy and Power.
- Collaborative specialization courses may be taken as electives for the purpose of satisfying home program requirements.

Specialization Requirements: MA in Sociology Coursework-Only Option

- Students must meet all respective degree requirements of the School of Graduate Studies and the participating unit.
- Students must meet the requirements of the Collaborative Specialization as follows:
 - IDS 1000H (0.5 FCE): a core course meeting every other week throughout the academic year involving a mix of classes covering substantive theme.
 - Participate regularly and actively in the CS in Development Policy and Power Seminar Series SRM 3333H.
 - 0.5 FCE electives related to Development Policy and Power.
- Collaborative specialization courses may be taken as electives for the purpose of satisfying home program requirements.

Specialization Requirements: MEd in Social Justice Education (Option IV)

- Students must meet all respective degree requirements of the School of Graduate Studies and the participating unit.
- Students must meet the requirements of the Collaborative Specialization as follows:
 - IDS 1000H (0.5 FCE): a core course meeting every other week throughout the academic year involving a mix of classes covering substantive theme.
 - Participate regularly and actively in the CS in Development Policy and Power Seminar Series SRM 3333H.
 - 1.0 FCE electives related to Development Policy and Power.
- Collaborative specialization courses may be taken as electives for the purpose of satisfying home program requirements.

Specialization Requirements: MEnvSc (Research Paper Option)

- Students must meet all respective degree requirements of the School of Graduate Studies and the participating unit.
- Students must meet the requirements of the Collaborative Specialization as follows:
 - IDS 1000H (0.5 FCE): a core course meeting every other week throughout the academic year involving a mix of classes covering substantive theme; this course must be taken in addition to the 5.5 FCEs for the program.
 - Participate regularly and actively in the CS in Development Policy and Power Seminar Series SRM 3333H.
 - The major research paper in the participating degree program will be on a topic in Critical Development Studies, approved by the Program Committee of the Collaborative Specialization in Development Policy and Power.
- Collaborative specialization courses may be taken as electives for the purpose of satisfying home program requirements.

Specialization Requirements: MEnvSc (Internship Option)

- Students must meet all respective degree requirements of the School of Graduate Studies and the participating unit.
- Students must meet the requirements of the Collaborative Specialization as follows:
 - IDS 1000H (0.5 FCE): a core course meeting every other week throughout the academic year involving a mix of classes covering substantive theme; this course must be taken in addition to the 5.5 FCEs for the program.
 - Participate regularly and actively in the CS in Development Policy and Power Seminar Series SRM 3333H.
 - 1.5 FCE electives from the following: EES1122H, EES1134H, EES1135H, EES3002H.
- Collaborative specialization courses may be taken as electives for the purpose of satisfying home program requirements.

Completion of specialization requirements:

All students enrolled in the Collaborative Specialization must complete the requirements of the Collaborative Specialization, in addition to those requirements for the degree program in their home graduate unit. The Collaborative Specialization Director and/or Specialization Committee is/are responsible for certifying the completion of the Collaborative Specialization requirements. The home graduate unit is solely responsible for the approval of the student's home degree requirements.

Course List

IDS 1000H Development Policy and Power
SRM 3333H Master's Seminar Series:

Elective Courses*

Department of Anthropology, FAS

ANT6019H Anthropology of Neoliberalism

ANT7002H Medical Anthropology II: Applied Biocultural Perspectives on Global Child Health

Dalla Lana School of Public Health, St. George

CHL8001H Special Topics: Planetary Health

CHL5113H Migration and Health

CHL5702H History of International Health

Department of Comparative, International and Development Education, OISE

CIE1001H Introduction to Comparative, International and Development Education

CIE1006H Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization

Department of Curriculum, Teaching and Learning, OISE

CTL1060H Education and Social Development

Department of Leadership, Higher and Adult Education, OISE

LHA1104H Social Action Education: Community Development, Social Services and Social Movements

Department of Social Justice Education, OISE

SJE1909H Environmental Sustainability and Social Justice

SJE1954H Marginality and the Politics of Resistance

Department of Physical and Environmental Sciences, UTSC

EES1122 Global Environmental Security and Sustainable Development

EES1134 Climate Change Policy

EES1135 Environmental Change and Human Health

EES3002 Conservation Policy

Department of Geography and Planning, FAS

GGR2150H Special Topics – Geographies of Postcoloniality and Development, Exploring the ‘Infrastructure Turn’

JPG1426H Natural Resources, Differences, and Conflict

JPG1429H The Political Ecology of Food and Agriculture

JPG1502H Cities of the Global South

JPG1520H Contested Geographies of Class Formation

JPG1706H Violence and Security

Department of Political Science, FAS

POL2226H Ethics and International Relations

POL2212H Human Rights and International Relations

POL2205H Topics in International Politics I: Peacebuilding

POL2322H Topics in Comparative Politics II: Natural Resources and Inequality

POL2322H Topics in Comparative Politics II: The Foundations of Political Economy – Theories of State and Market

POL2345H Politics of Growth in Developing Countries

POL2351H Contentious Politics and Social Movements

POL2361H Globalization and Indigenous Politics

POL2391H Topics in Comparative Politics III: Authoritarianism in Comparative Perspective

POL2392H Topics in Comparative Politics IV: State and Society in Central Asia and Afghanistan

POL2405H Topics in Latin American Politics: Sexual Politics in Latin America

POL2418H Topics in Middle East Politics: Contesting Authoritarianism in the Middle East

POL2408H The Political Economy of International Development

Department of Sociology, FAS

SOC6210H Political Sociology III: Social Movements

SOC6119H Gender Relations II: Feminist Theory and Practice

SOC6008H Network Analysis I

SOC6009H Ethnicity I

SOC6101H Contemporary Social Theory

***Notes:**

1. These courses may have prerequisites and enrolment limits, and may not be offered every year.
2. Students may take courses not listed here with approval of the CS Director.

5 Degree Level Expectations, Program Learning Outcomes and Program Structure

Table 1: Master's DLEs

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
<p>1. Depth and Breadth of Knowledge</p> <p>A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice.</p>	<p>Depth and breadth of knowledge is defined in the Collaborative Specialization in Development Policy and Power as an interdisciplinary understanding of critical approaches to the study of development policy applied to fields such as trade, aid, and financialization; neoliberal globalization and corporate power writ large; agriculture and land struggles; environmental protection; health inequity; state power and unequal citizenship; race and gender struggles; political economy of knowledge production; governance and the exercise of state power; resistance and popular mobilization etc.</p> <p>This is reflected in students who are able to identify the structures that underpin development policy making and the power struggles that ensue from them; as well as the opportunities for poor and marginalized populations and/or their representatives that emerge from these conditions to challenge these structural constraints.</p>	<p>The program design and requirement element that ensures these student outcomes for depth and breadth of knowledge is IDS 1000H – the core course in the Collaborative Specialization. This course will require that students obtain a working familiarity of the intersecting set of theoretical approaches that inform understandings of the constraints on development policy making, through the writing of a theoretical position paper on the development problematic.</p>
<p>2. Research and Scholarship</p>	<p>Research and Scholarship in the</p>	<p>In order to fulfill these student</p>

<p>A conceptual understanding and methodological competence that i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form; or ii) Originality in the application of knowledge.</p>	<p>Collaborative Specialization in Development Policy and Power is understood as the ability of students to analyze contemporary problems in development policy making and development practice in a deeper cross-cutting, theoretical context.</p> <p>This is reflected in the in depth class discussions and student written analysis of the sometimes intractable challenges of bridging the research, policy and practice divide in the field of development studies.</p>	<p>outcomes for research and scholarship, students will be required in IDS1000H to write a research paper on a development policy area of their choice, one that reflects deeper critical approaches to policy making and applies them to a particular policy field. Students will also have a chance to fulfill these outcomes through the writing of a thesis/MRP.</p>
<p>3. Level of Application of Knowledge</p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>Application of Knowledge is defined in the Collaborative Specialization in Development Policy and Power as the use of critical theories of development processes making to analyze contemporary development policy making outcomes in selected policy areas (see above).</p> <p>This is reflected in students who have an ability and appreciation of the importance for contemporary development policy making of analyzing the deeper complexities – revolving around historically generated structural constraints and power dynamics - that confront development policy makers and practitioners.</p>	<p>The program design and requirement elements that ensure these student outcomes for level and application of knowledge are: (i) writing a research paper in IDS1000H on a particular development policy area that grapples with the practical problems of moving from critical analysis of that policy area to policy formulation and implementation; and (ii) engagement and iterative reflection with selected policy makers in SRM3333H, a seminar series that will parallel IDS 1000H.</p>
<p>4. Professional Capacity/Autonomy</p> <p>a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The</p>	<p>Professional Capacity/Autonomy is defined in the Collaborative Specialization in Development Policy and Power as the ability of students to have a deep understanding of critical policy debates within the development studies and within their particular fields of interest and expertise.</p> <p>This is reflected in students who are able to think reflexively and act ethically as either development researchers and/or development practitioners and policy makers.</p>	<p>The program design and requirement elements that ensure these student outcomes for professional capacity/autonomy are (i) IDS 1000H which will promote a deep engagement with critical theories of development and development policy making both generally and within particular policy areas; as well as (ii) SRM 3333H, a non-credit reading/ seminar series that will focus on promoting engagement between our students and selected development policy makers.</p>

<p>ability to appreciate the broader implications of applying knowledge to particular contexts.</p>		
<p>5. Level of Communications Skills The ability to communicate ideas, issues and conclusions clearly.</p>	<p>Communications Skills is defined in the Collaborative Specialization in Development Policy and Power as the ability of students to decipher, unpack, and engage critically but constructively with the discourse and practice of development policy making.</p> <p>This is reflected in the ability of our students to engage critically but constructively in academic and professional environments with development researchers and development policy makers.</p>	<p>The program design and requirement ensures these student outcomes for level of communication skills are two-fold. The first will consist of two written assignments in IDS 1000H revolving around (a) the writing of a theoretical position paper on the development problematic, and (b) the writing of a research paper on a particular development policy area; the second, will consist of engagements with policy makers on a bi-weekly basis in the seminar series that will parallel the core course.</p>

6 Assessment of Learning

<p>The Collaborative Specialization in Development Policy and Power will assess students' achievement of the learning outcomes through methods appropriate to disciplines in the humanities and social sciences and consistent with University of Toronto Graduate Degree Level Expectations. Faculty will evaluate students on the basis of their:</p> <ul style="list-style-type: none"> • In depth understanding of the main theoretical approaches that cross a variety of disciplines to the critical study of development processes and policy making and of their intersection within a variety of development policy areas. This will be assessed through an assigned theoretical position paper early on in the IDS1000H course on a development problematic. • Critical historicized understanding of the nature of some of the main policy areas/domains within the field of development, understandings that would include the changing evolution of power dynamics within particular development policy domains over time and the challenges of promoting the emergence of policy domains that are institutionalized and grounded in clear policy frameworks. This will be assessed through a research paper on a development policy area, one that is designed to reflect deeper critical approaches to policy making within a particular development policy field. • Ability to constructively reflect upon and engage with policy makers on the complex relationship between critical research on development policy and the policy making process itself. This will be assessed through the quality of student engagement with selected policy makers who will be integrated into SRM333H, the seminar series that will parallel IDS1000H. • Development of professional research capacities in development studies that would include: the identification of research problems, the utilization of critical methods in the formulation of the design of research projects; and exposure to development policy engagement methods and critical approaches to knowledge translation. This will be assessed by way of the
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research paper in IDS1000H as well as by way of the research paper, practicums, and/or theses that some students, depending on their home MA departmental requirements, may decide to do.

The Collaborative Specialization Committee will also assess the quality of the offering through ongoing internal reviews.

7 Consultation

CCDS has carried out consultations with the two principle stakeholders in our proposed Collaborative Specialization over the last year.

First, we have had extensive consultations within our own group of cross-appointed faculty about the form, content, and teaching/administrative demands of offering a Collaborative Specialization in Development Policy and Power. This has taken place within several regularly scheduled CCDS meetings of faculty as well as within a ‘retreat’ with CCDS faculty this year.

Second, CCDS has initiated consultations over the past year with each of the graduate units/departments participating in our Collaborative Specialization that has culminated in their formal agreement to participate. These consultations have revolved around questions of content, fit, requirements, and a possible interdisciplinary list of elective courses from each unit that might be included in the overall list of elective courses options for students accepted into the collaborative specialization.

8 Resources

The Collaborative Specialization’s core faculty members are available to students in the home program as advisors or supervisors. If a student’s program includes a thesis, it is expected that a core faculty member participating in the Collaborative Specialization who is also a faculty member in the student’s home department will be involved in thesis supervision. Core faculty members contribute to the Collaborative Specialization through teaching of the core course and participating in the delivery of the seminar series. Some faculty may teach courses in the subject area of the Collaborative Specialization in the home program. Not all core faculty members will be active in the Collaborative Specialization every year but will remain available to meet with interested students. The list of core faculty members appears in Appendix B. Each participating degree program contributes to the Collaborative Specialization by enrolling students and offering courses, although not necessarily every year.

The Collaborative Specialization in Development Policy and Power will have a Director and a Collaborative Specialization Committee. Together they will be responsible for admitting students to the Collaborative Specialization and ensuring that associated faculty have the capacity to participate in teaching the core course and engage with program students. Consequently an assessment of supervisory capacity occurs twice: once when students are admitted to their home degree program and once on their application to the Collaborative Specialization.

The University finds that the participation in a Collaborative Specialization does not normally add significantly to a faculty member's workload. Students in the collaborative specialization will continue to have their thesis or MRP supervised by a faculty member in their home program, who also participates in the Collaborative Specialization.

Resources will be provided as part of the yearly budgetary allotment for the Centre for Critical Development Studies from the Dean's Office (UTSC). The primary cost associated with the Collaborative Specialization will be the stipends associated with teaching IDS 1000H. No budgetary support will be sought from the participating units at this time.

Please see Appendix B for a list by program of core graduate faculty.

9 Administration

Collaborative Specialization Committee

The Collaborative Specialization is administered by a committee (the “Collaborative Specialization Committee”) normally consisting of one core faculty member from each Participating Graduate Unit. The Collaborative Specialization Committee shall be chaired by the Collaborative Specialization Director.

The Committee shall be responsible for the following activities:

- Review of all applications and admissions to the Collaborative Specialization in Development Policy and Power;
- Provide support to the Director in his responsibilities (listed below);
- Other issues (e.g., student counselling, curriculum review, approving advertising, adjudication of student funding and awards).

Collaborative Specialization Director

The Collaborative Specialization Director is accountable to the Dean of the Lead Faculty. The Collaborative Specialization Committee recommends the appointment of a new Collaborative Specialization Director to the Lead Faculty Dean after consultation with chairs/directors of Participating Graduate Units and with the current Collaborative Specialization Director. The Lead Faculty Dean appoints the Collaborative Specialization Director for a term normally up to five years (renewable).

As outlined in the *Collaborative Specialization Guidelines*, the responsibilities of the Collaborative Specialization Director are as follows:

Administration and Management

- Chairs the Collaborative Specialization Committee, and ensures that the Collaborative Specialization Committee has appropriate representation from the participating programs.
- Administers the budget and any resources.
- Ensures that all materials (calendar, website etc.) are current.
- Maintains a list of faculty associated with the Collaborative Specialization and any other records.
- Consults with academic lead(s)/chair(s) of participating units and lead Faculty Dean(s) or delegate(s) on matters relating to the Collaborative Specialization.

Admissions and Academic Oversight

- Reviews and approves admissions to the Collaborative Specialization.
- Provides guidance to students in managing Collaborative Specializations requirements and ensures appropriate graduate supervision.
- Ensures that 30% of coursework is in the area of specialization (for coursework-only participating programs) and is clearly outlined in the *SGS Calendar*.
- Confirms completion of program requirements for each student enrolled in the Collaborative Specialization, works with SGS to provide each student with a completion letter, and to

ensure the Collaborative Specialization notation is recorded on the graduate transcript.

Governance

- Ensures that the Memorandum of Agreement (MOA) is revised appropriately including the addition or deletion of participating programs.
- Works with the lead Faculty to change admissions and program requirements through Faculty governance as necessary (including, for example, changes related to the new 30% requirement for coursework-only participating programs).

Program Requirements and University of Toronto Quality Assurance Process (UTQAP)

- Prepares any materials required as part of the UTQAP review process.
- Works collaboratively with the lead Faculty Dean and participating programs on the renewal of the MOA following the outcome of the review process.

Administration: General

The Collaborative Specialization Director will be assisted by the Collaborative Specialization Committee and the administrative staff associated with the Office of the Dean at UTSC. Courses for the Collaborative Specialization will have the secondary org code of the Tri-campus Graduate Department of Physical and Environmental Sciences and co-secondary org code of UTSC in ROSI. The UTSC Graduate Administrator will have appropriate access in ROSI to administer the courses ROSI.

10 Governance Process

Levels of Approval Required	Approval Date
Academic Unit	October 24 th , 2017
Greenlight Meeting	January 24, 2018
Forwarded to PO for Review & Sign-off	February 28, 2018 Sign off: March 7, 2018
Campus Curriculum Committee	March 8, 2018
Decanal Sign Off	
UTSC Academic Affairs Approval	
Submission to Provost’s Office	
AP&P – reported annually	
Ontario Quality Council – reported annually	

Appendix A: Collaborative Specialization Requirements & Degree Program Requirements

Supporting Unit

Centre for Critical Development Studies

Participating Units

Program	Requirements	How the Core Course Fits	30% content for Coursework only programs
MA, MSc in Anthropology, Department of Anthropology	<p>MA</p> <ul style="list-style-type: none"> 3.5 FCEs in coursework required total including a Master's Research Paper course (ANT2000Y) 2.5 FCEs in specified Anthropology courses; 1.0 FCE may be taken outside the Dept. Exceptions to coursework requirements must be approved by the advisor and Graduate Coordinator <p>MSc</p> <ul style="list-style-type: none"> 4.5 FCEs in coursework required total including a Master's Research Paper course (ANT2500Y) 1.5 FCEs must be in specified Anthropology courses 3.0 FCEs, of which 1.5 FCEs will normally be in designated science courses chosen in 	<p>MA</p> <p>The core course [IDS 1000H (0.5 FCE)] must be approved by the advisor and Graduate Coordinator; students may be required to complete the course in addition to the 3.5 FCEs in required coursework [confirmed with academic unit, Feb 27, 2018]</p> <p>MSc</p> <p>The core course [IDS 1000H (0.5 FCE)] must be approved by the advisor and Graduate Coordinator; students may be required to complete the course in addition to the 4.5 FCEs in required coursework [confirmed with academic unit, Feb 27, 2018]</p>	N/A

	consultation with the Advisor		
MA in Geography, Department of Geography and Planning	<p>Thesis Option – all fields</p> <ul style="list-style-type: none"> • minimum 1.5 FCEs in coursework required total, of which 0.5 FCE is an elective course that can be taken outside of the dept. <p>Research Paper Option – all fields</p> <ul style="list-style-type: none"> • 3.0 FCEs in coursework required • 1.0 FCEs may be taken as electives, including at least 0.5 FCE, and up to 1.0 FCE, that must be taken outside the Department 	<p>Thesis Option – all fields</p> <p>The core course [IDS 1000H (0.5 FCE)] may be completed as part of the 1.5 FCEs in coursework requirement (i.e., as the 0.5 FCE in electives that can be taken outside of the department) [confirmed with academic unit, Feb 27, 2018]</p> <p>Research Paper Option – all fields</p> <p>The core course [IDS 1000H (0.5 FCE)] may be completed as part of the 3.0 FCEs in coursework requirement (i.e., as part of the 0.5 to 1.0 FCE that can be taken outside of the department) [confirmed with academic unit, Feb 27, 2018]</p>	N/A
MA in Political Science, Department of Political Science	<p>Political Economy of International Development Field</p> <ul style="list-style-type: none"> • 4.0 FCEs in coursework required total • 1.0 FCE in specified POL courses • 0.5 FCE must be in Anthropology, Geography, or Economics courses, selected from an approved list • 1.0 FCE from an approved list of political science 	<p>Political Economy of International Development Field</p> <p>The core course [IDS 1000H (0.5 FCE)] may be counted towards the 4.0 FCEs in required coursework [confirmed with academic unit, Feb 27, 2018]</p>	N/A

	<p>courses</p> <ul style="list-style-type: none"> • a Research Essay; students enrolled in a collaborative specialization with a similar requirement are exempted • an additional 0.5 FCE in other approved courses • 1.0 FCE may be taken in a cognate discipline with the approval of the department • Programs in which additional requirements must be met may take longer to complete <p>Political Science Field</p> <ul style="list-style-type: none"> • 4.0 FCEs required total, including • 0.5 FCE in Political Theory • 0.5 FCE in statistics or research design • 1.0 FCE may be taken in a cognate discipline with the approval of the department • 1.0 FCE in a Research Essay; students enrolled in a collaborative specialization with a similar requirement are exempted <p>Programs in which additional requirements must be met may take longer to complete</p> <p>Note: only the fields above are participating</p>	<p>Political Science Field</p> <p>The core course [IDS 1000H (0.5 FCE)] may be counted towards the 4.0 FCEs required total [confirmed with academic unit, Feb 27, 2018]</p>	
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<p>MA in Sociology, Department of Sociology</p>	<p>Coursework Option</p> <ul style="list-style-type: none"> 4.0 FCEs required total, of which 1.5 FCEs are in specified Sociology courses All courses must be approved by the department <p>Coursework Plus Research Paper Option</p> <ul style="list-style-type: none"> 3.0 FCE in coursework, of which 1.5 FCEs are in specified Sociology courses 	<p>Coursework Plus Research Paper Option</p> <p>The core course [IDS 1000H (0.5 FCE)] may be completed as part of the 3.0 FCEs in coursework requirements [confirmed with academic unit, Feb 27, 2018]</p>	<p>Coursework Option 30% of 4.0 FCE = 1.0 FCE:</p> <ul style="list-style-type: none"> 0.5 FCE: IDS 1000H is required as part of the CS, which can be completed as part of the 4.0 FCEs in coursework Students must take an additional 0.5 FCE in IDS related courses either inside or outside the department; see the list of electives provided in section 4 (SGS Calendar copy) <ul style="list-style-type: none"> 0.5 FCE may be completed as part of the 4.0 FCEs in coursework <p>[confirmed with the academic unit, Feb 27, 2018]</p>
<p>MA, MEd in Social Justice Education, OISE</p>	<p>MA</p> <ul style="list-style-type: none"> 3.0 FCEs in coursework required total 0.5 FCE in recommended SJE courses 2.5 FCEs, of which 1.5 FCE must be SJE courses Students registered in a CS may apply to have their SJE courses reduced by 0.5 FCE Students must consult with their faculty advisor before enrolling in any out-of- 	<p>MA</p> <p>The core course [IDS 1000H (0.5 FCE)] may be completed as part of the 3.0 FCEs in coursework requirements [confirmed with the academic unit, Feb 27, 2018]</p>	<p>MEd Option 1V – Coursework 30% of course work = 1.5 FCE</p> <ul style="list-style-type: none"> 0.5 FCE: IDS 1000H Students will be able to take an additional 1.0 FCE in IDS related courses, as part of the 5.0 FCEs in coursework requirements, either inside or outside the department; see the list of electives

	<p>department courses</p> <ul style="list-style-type: none"> • Students must complete a thesis <p>MEd Option II – Coursework Plus Major Research Paper</p> <ul style="list-style-type: none"> • 4.0 FCEs required total • 0.5 FCE in recommended SJE courses • 2.0 FCEs must be SJE courses • 1.0 FCE in a Major Research Paper • Students registered in a CS may apply to have their SJE courses reduced by 0.5 FCE • Students must consult with their faculty advisor before enrolling in any out-of-department courses <p>MEd Option III – Coursework Plus Thesis</p> <ul style="list-style-type: none"> • 3.0 FCEs required total • 0.5 FCE in recommended SJE courses • 1.5 FCEs must be SJE courses • Thesis • Students registered in a CS may apply to have their SJE courses reduced by 0.5 FCE • Students must consult with their faculty advisor before enrolling in any out-of-department courses 	<p>MEd Option II – Coursework Plus Major Research Paper</p> <p>The core course [IDS 1000H (0.5 FCE)] may be completed as part of the 3.0 FCEs in coursework requirements [confirmed with the academic unit, Feb 27, 2018]</p> <p>MEd Option III – Coursework Plus Thesis</p> <p>The core course [IDS 1000H (0.5 FCE)] may be completed as part of the 3.0 FCEs in coursework requirements [confirmed with the academic unit, Feb 27, 2018]</p>	<p>provided in section 4 (SGS Calendar copy) [confirmed with the academic unit, Feb 27, 2018]</p>
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	<p>MEd Option 1V – Coursework</p> <ul style="list-style-type: none"> • 5.0 FCEs required total • 0.5 FCE in recommended SJE courses • 2.5 FCEs must be SJE courses • Students registered in a CS may apply to have their SJE courses reduced by 0.5 FCE • Students must consult with their faculty advisor before enrolling in any out-of-department courses 		
<p>MPH in Public Health Sciences, Dalla Lana School of Public Health</p>	<p>Field in Health Promotion</p> <ul style="list-style-type: none"> • 10.0 FCEs required total • 3.0 FCEs in specified CHL courses • 1.5 FCE in research methods • minimum 1.0 FCE practicum placement • elective courses 	<p>Field in Health Promotion</p> <p>The core course [IDS 1000H (0.5 FCE)] may be completed as part of the coursework and practica requirements [confirmed with the academic unit, Feb 27, 2018]</p>	
<p>MEnvSc, Environmental Science, Department of Physical and Environmental Sciences</p>	<p>Field in Biophysical Interactions in Terrestrial and Aquatic Systems Internship Option</p> <ul style="list-style-type: none"> • 5.5 FCEs required total • EES1100H (0.5 FCE) • 3.0 FCEs in EES courses • 2.0 FCEs in placement <p>Research Paper Option</p> <ul style="list-style-type: none"> • 5.5 FCEs required total • EES1100H (0.5 FCE) 	<p>Field in Biophysical Interactions in Terrestrial and Aquatic Systems (Research Paper Option)</p> <p>The core course [IDS 1000H (0.5 FCE)] must be completed in addition to the 5.5 FCEs required total [confirmed with the academic unit, Feb 27, 2018]</p>	<p>Field in Biophysical Interactions in Terrestrial and Aquatic Systems</p> <p>(Internship Option) 30% of course work = 2.0 FCE</p> <ul style="list-style-type: none"> • 0.5 FCE: IDS 1000H (must be completed in addition to the 5.5 FCEs in coursework) • 1.5 FCEs in Critical Development Studies Related

	<ul style="list-style-type: none"> • 3.5 FCEs in EES courses • 1.5 FCEs research paper (Research Paper option) <p>Field in Climate Change Impact Assessment Internship Option</p> <ul style="list-style-type: none"> • 5.5 FCEs required total • 3.0 FCEs in specified EES courses • 0.5 FCE in elective EES courses • 2.0 FCEs in placement <p>Research Paper Option</p> <ul style="list-style-type: none"> • 5.5 FCEs required total • 3.0 FCEs in EES courses • 1.0 FCE in elective EES courses • 1.5 FCEs research paper <p>Field in Conservation and Biodiversity Internship Option</p> <ul style="list-style-type: none"> • 5.5 FCEs required total • 2.5 FCEs in specified EES courses • 1.0 FCE in elective EES courses • 2.0 FCEs in placement <p>Research Paper Option</p> <ul style="list-style-type: none"> • 5.5 FCEs required total • 2.5 FCEs in EES courses • 1.5 FCEs in elective EES courses • 1.5 FCEs research paper 	<p>Field in Climate Change Impact Assessment (Research Paper Option)</p> <p>The core course [IDS 1000H (0.5 FCE)] must be completed in addition to the 5.5 FCEs required total [confirmed with the academic unit, Feb 27, 2018]</p> <p>Field in Conservation and Biodiversity (Research Paper Option)</p> <p>The core course [IDS 1000H (0.5 FCE)] must be completed in addition to the 5.5 FCEs required total [confirmed with the academic unit, Feb 27, 2018]</p>	<p>courses from the following options: EES1122H, EES1134H, EES1135H, EES3002H</p> <p>[confirmed with the academic unit, Feb 27, 2018]</p> <p>Field in Climate Change Impact Assessment</p> <p>(Internship Option) 30% of course work = 2.0 FCE</p> <ul style="list-style-type: none"> • 0.5 FCE: IDS 1000H (must be completed in addition to the 5.5 FCEs in coursework) • 1.5 FCEs in Critical Development Studies Related courses from the following options: EES1122H, EES1134H, EES1135H, EES3002H <p>[confirmed with the academic unit, Feb 27, 2018]</p> <p>Field in Conservation and Biodiversity</p> <p>(Internship Option) 30% of course work = 2.0 FCE</p> <ul style="list-style-type: none"> • 0.5 FCE: IDS 1000H (must
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			<p>be completed in addition to the 5.5 FCEs in coursework)</p> <ul style="list-style-type: none"> • 1.5 FCEs in Critical Development Studies Related courses from the following options: EES1122H, EES1134H, EES1135H, EES3002H <p>[confirmed with the academic unit, Feb 27, 2018]</p>
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Appendix B: Core Faculty Research Synopses

Participating Graduate Program Name

Anthropology (MA, MSc), Department of Anthropology	
Christopher Krupa	<p>2015. <i>State Theory and Andean Politics: New Approaches to the Study of Rule</i> (co-edited with David Nugent). University of Pennsylvania Press.</p> <p>2015 (with Mercedes Prieto) “Corpus Mysticum estatal o ¿cómo podemos pensar el estado en América Latina hoy?” In <i>Íconos: Revista de Ciencias Sociales</i> Num. 52, Quito, mayo 2015, pp. 11-17.</p>
Sociology (MA), Department of Sociology	
Rania Salem	<p>Co-Principal Investigator, "Is Women's Work a Pathway to Their Agency in Rural Egypt?", Economic Research Forum (2013-2014)</p> <p>Grantee, "Gendering the Costs and Benefits of the Arab Uprisings in Six Arab Countries Using the Gallup Surveys", Silatech and Economic Research Forum (2013-2014)</p>
Political Science (MA), Department of Political Science	

Paul Kingston	<p>Minorities, Civil Society, and the State in the Contemporary Middle East: A Framework for Analysis” in (ed.) Paul Rowe, <i>Routledge Handbook on Minorities in the Middle East</i>, (forthcoming).</p> <p>Challenging the Gatekeepers: Disability Rights Advocacy and the Struggle for Self-Representation within Lebanon’s Postwar Sectarian Democracy”, in (eds.) Bettina von Lieres and Lawrence Piper, <i>Mediating States and Citizens: Representing the Marginalised in the Global South</i>, New York: Palgrave/MacMillan, 2015</p>
Judith Teichman	<p><i>The Politics of Inclusive Development, Policy, State Capacity, and Coalition Building</i>. Palgrave Macmillan, 2016.</p> <p><i>Social Forces and States: Poverty and Distributional Outcomes in South Korea, Chile and Mexico</i>. Stanford University Press, 2012.</p>
Geography (MA), Department of Geography & Planning	
Ryan Isakson	<p>2017 Jennifer Clapp, S. Ryan Isakson, and Oane Visser (Guest Editors). Symposium on “The Complex Dynamics of Agriculture as a Financial Asset.” <i>Agriculture and Human Values</i>, 34(1): 179-235. [D]</p> <p>2014 “Food and Finance: The Financial Transformation of Agro-food Supply Chains.” <i>The Journal of Peasant Studies</i>, 41(5): 754-782</p> <p>2014 “Maize Diversity and the Political Economy of Agrarian Restructuring in Guatemala.” <i>Journal of Agrarian Change</i>, 14(3): 347-379.</p>
Thembele Kepe	<p>Kepe, Thembele, Levin, Melissa and von Lieres, Bettina (eds.) 2016. <i>Domains of Freedom: Justice, Citizenship and Social Change in South Africa</i>, Cape Town, UCT Press.</p> <p>Kepe, T and Hall, R. 2017. <i>Creating Learning and Action Space in South Africa’s Post-apartheid Land Redistribution Program</i>. Action Research. DOI: 10.1177/1476750317705966</p> <p>Hall, R and Kepe, T. 2017. Elite Capture and State Neglect: New Evidence on South Africa’s Land Reform. <i>Review of African Political Economy</i>, Vol. 44, No.151:122–130.</p> <p>Tonda, N and Kepe, T. 2016. Spaces of Contention: Tensions around Street Vendors’ Struggle for Livelihoods and Spatial Justice in Lilongwe, Malawi. <i>Urban Forum</i>, Vol. 27, No. 3: 297-309. 40%</p>
Ken MacDonald	<p>Wilshushen, P. and K.I. MacDonald (2017) Fields of Green: Corporate Sustainability and the Production of Economistic Environmental Governance. <i>Environment and Planning A</i> 22pp. (D)</p> <p>MacDonald, K. I. 2014. Scales of Environmental Governance and the Configuration of Transnational Institutional Space. In B. Müller (ed) <i>The Anthropology of International Organizations: The Inner Workings of a Global Ideal</i>. London: Pluto Press. Pp. 227-254.</p> <p>MacDonald, K. I. 2013. Grabbing ‘Green’: Cynical Reason, Instrumental Ethics and</p>

	the Production of 'The Green Economy', <i>Human Geography</i> 6(1) 46-63
Sharlene Mollet	<p>Mollett, S. 2017 Irreconcilable Differences? A postcolonial intersectional reading of gender, development and Human Rights in Latin America. Jan Monk Distinguished Lecture. <i>Gender, Place and Culture</i>, 24 (1):1-17. C</p> <p>Mollett, S. Celebrating Critical Geographies of Latin America: Inspired by an NFL Quarterback. <i>Journal of Latin American Geography</i>, 16(1):165-171 (not previously listed)</p> <p>Mollett, S. 2016 Justice: The end of mis-recognition. In, Thembela Kepe, Melissa Levin and Bettina von Lieres (eds.) <i>Domains of Freedom: Justice, Citizenship and Social Change</i></p>
Social Justice Education (MA, MED), OISE	
Bettina von Lieres	<p>von Lieres, Bettina and Laurence Piper (eds). 2014. <i>Mediated Citizenships: The Informal Politics of Speaking for Citizens in the Global South</i>, UK, Palgrave Macmillan.</p> <p>Piper, Laurence and Bettina von Lieres, (2015). "Mediating between States and Citizens: The Significance of the Informal Politics of Third-party Representations in the Global South", <i>Citizenship Studies</i>, vol. 19 (2).</p> <p>Piper, Laurence and von Lieres, Bettina (2016). "The Politics of Participatory Democracy and Informal Representation in South Africa", <i>Journal of Civil Society</i>, vol. 12, issue 3. (Invited article for a Special Edition entitled "The Participatory Democracy Turn: Frontiers and Transformations".)</p>
Public Health (MPH), Dalla Lana School of Public Health	
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