



Development Studies Handbook 2018

**SCHOOL OF PEOPLE, ENVIRONMENT AND
PLANNING**

Contents

Institute of Development Studies at Massey University.....	1
Where Will Development Studies Take Me?	2
Admission.....	3
Fees and Funding.....	4
Distance and Block mode Study	4
International Students	5
Facilities for Graduates	6
Graduate Research Fund and Resource Minima	6
Library Resources for Development Studies Students	7
Postgraduate Certificate in International Development.....	8
Postgraduate Diploma in International Development	8
Master of International Development	8
Graduate Profiles	11
Courses/Papers	12
Which mode to choose?	12
Core Papers.....	12
Optional Papers Offered by the Institute of Development Studies.....	13
Graduate Profile	16
PhD in Development Studies.....	24
Entry Requirements	24
Useful Links.....	24
Graduate Research School	24
PhD Graduate Profiles	25
Undergraduate Courses in Development Studies.....	28
Papers Offered by the Institute of Development Studies.....	28
Development-Related Undergraduate Courses in Other Departments.....	29
Guidelines on marking of assignments.....	31
Staff of Development Studies	32
Development Studies Theses.....	39
Development Studies Seminar Series	45
Development Studies Newsletter	45
Working Paper Series.....	45
Contact Details.....	47
Development Studies.....	47



Institute of Development Studies at Massey University

Massey University, in 1989, was the first in New Zealand to offer courses leading to recognised qualifications in Development Studies. In 2018 we celebrate our 29th anniversary!

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 outcomes. Notably, issues such as poverty and inequality now challenge nearly every country in the world. 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.

There are three taught undergraduate papers contributing to an undergraduate Minor in Development Studies, but our main focus is at the postgraduate level. Here qualifications offered are a Postgraduate Diploma in Development Studies (PGDipDevStud), a Masters in International Development (MIntDev) (via either a coursework or research pathway), and a Doctorate (PhD). The PGDip and Masterate may be studied on a full or part-time basis, by block or distance mode.

Development Studies at Massey employs 6 specialist staff members, and also draws on Massey University's expertise in agriculture, sociology, 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. 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.



Waikanae workshop: students view Kapiti Island at sunset

Where Will Development Studies Take Me?

Our postgraduate students come from a wide range of academic, cultural and professional backgrounds, and our programme is enriched by this diversity. International students, mainly from Asia, the Pacific and Africa, are often nominated by their governments but also come to us from NGOs and UN agencies. New Zealand students have included agriculturists, aid agency workers, economists, conservationists, engineers, midwives, government employees in the Ministry of Foreign Affairs and Trade, 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. Recent graduates are working at UN Women (Bangkok), the World Bank (Washington DC), MFAT, NGOs in NZ (ChildFund, Tear Fund, World Vision, Caritas), anti-trafficking and gender rights NGOs in Laos and PNG, UNDP & consultancies...and that's just a sample!

Enrolment

The academic teaching year is from late February to November. Massey University has a semester system, with a break between semesters in June-July: we teach each of our 30 credit postgraduate papers in a single semester. You can begin your studies with us in either February (semester 1) or July (semester 2). Research projects can be completed in semester 3 (November-February).

Enrolment cut off 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 2018:

- 31 October 2017 for new international students
- 19 January 2018 for new domestic students
- 19 January 2018 for all returning students
- 26 February 2018 Semester 1 courses start
- 1 May 2018 for new international students wanting to enrol in Semester 2 courses
- 18 June 2016 for new domestic students wanting to enrol in Semester 2 courses
- 2 July 2018 for returning students wanting to add Semester 2 courses
- 16 July 2018 Semester 2 courses 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

Entry

You can enter directly into the MIntDev if you have either:

- a Bachelor's degree, with a B grade average or above across the relevant 200- and 300-level papers, and have relevant field or industry experience of an appropriate kind and duration; or
- a Bachelor of Arts with a major in Development Studies, with a B grade average or above across the 200- and 300-level specialisation papers; or
- a Postgraduate Diploma in International Development, or equivalent, with a B grade average or above.

You can enter directly into the PGDipIntDev if you have either:

- a Bachelor's degree, and relevant field or industry experience of an appropriate kind and duration
- a Bachelor of Arts with a major in Development Studies, or equivalent.

Entry to the Doctorate programme requires an average grade A- or above in one's postgraduate papers in Development Studies or a closely related field, as well as research experience, and a research proposal that closely aligns with the expertise of current staff members.

Please contact the Programme Coordinator for clarification of these points.



Mid-winter social event for staff and students

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 and Block mode Study



Classroom discussions during a Block Course in 2015

All of our postgraduate courses are now offered in **Block mode**, and we expect most students to enrol in Block mode. This means that, along with having study materials provided for work across a 14 week semester, you will come to Palmerston North for 3-5 days of intensive teaching per course. Block courses provide a stimulating environment as you have the chance to attend lectures, discuss topical issues, engage in exercises with classmates from around the world, and complete an assessment activity. Thus if you are based elsewhere in NZ, check out the Block course dates under course descriptions below and be on the lookout for cheap flights, bus fares etc. NB those students based in Palmerston North who enrol in Block mode will also be able to participate in weekly face- to-face tutorials.

Our courses are also offered in Distance/Extramural mode so that people who are based overseas

or who need to frequently travel overseas, have the most flexible mode of study possible open to them. Please note though that Distance study is not easy. It is run mainly through giving you access to course materials and study guides which you work through independently. Each course is also supported through Stream, a web-based learning environment, which provides things such as online forums and tutorials, but typically there is not a lot of contact with others in the course. Thus please think carefully before choosing this option.

With either Block or Distance/Extramural mode, 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 20 hours per week across a 14 week semester. 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, Pakistan, Laos, Solomon Islands, Papua New Guinea, Samoa, Philippines, Kenya and Tanzania) 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>

Development Studies 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.



Antics in the staff and student Common Room involving students from PNG, Lao PDR, Zimbabwe, Solomon Islands, Timor Leste and Samoa

Facilities for Graduates

Postgraduate students based at Massey in Palmerston North 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 room for lunch, tea and coffee breaks. 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 programme which includes a weekly seminar series, shared afternoon tea on a Wednesday, 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 Masters students doing a 60 or 120 credit research project/thesis, and PhD candidates.



Summer social event for staff and students

Library Resources for Development Studies Students

Massey University Library has possibly 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. there are over 7,000 books or journals with the subject heading ***developing countries***). Other related topics such as economic development, non-governmental organisations, globalisation, sustainable development, gender, human rights and disaster management 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 business, economics, management, sociology, social anthropology, women's studies, geography, environmental science, technology, engineering and natural resources.

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 of our dedicated Social Science librarians 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.



Group work during a Block Course in Palmerston North

Postgraduate Certificate in International Development

This comprises 60 credits of study at 700 level. It must include either 131.701 or 131.702, along with one other of our 131.7xx papers.

Students do not usually enrol directly into this qualification, rather, if they find they are unable to complete the PGDipIntDev they may exit with the Graduate Diploma in International Development.

Postgraduate Diploma in International Development

The PGDipIntDev comprises 120 credits of study at 700 level. There are two compulsory core papers:

- 131.701 Development and Underdevelopment
- 131.702 Development Management

In addition, students choose another 60 credits of optional 700 level papers to develop specialist skills or interests. Usually students choose two from the list below, but it is permissible to include one paper from outside of Development Studies (in the latter case, you must get approval from the Programme Coordinator):

- 131703 Gender and Development
- 131704 Sustainable Development
- 131706 Globalisation and Development
- 131707 Development Research Design
- 131708 Development Practicum

Master of International Development

Master of International Development

This can be completed in one of two ways:

1. Coursework pathway (180 credits): 120 credits coursework and a 60 credit research report
2. Research pathway (240 credits): 120 credits coursework and a 120 credit thesis

Coursework pathway – Option A

Part One: Complete the requirements of the PGDipIntDev (i.e. 131.701 and 131.702 plus 60 credits of optional papers). Part Two: Complete a 60 credit research report. NB to progress to Part Two students need to achieve a 'B' average or above in Part One.

Research pathway – Option B

Part One: Complete the requirements of the PGDipIntDev (i.e. 131.701 and 131.702 plus 60 credits of optional papers). Part Two: complete a 120 credit thesis. NB to progress to Part Two students need to achieve a 'B+' average or above in Part One.

Students who are not eligible to progress to either the Coursework or Research pathway may be awarded the Postgraduate Diploma or Postgraduate Certificate in International Development, as appropriate.

Thesis or Research Report

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, coming up with an incisive question to explore, 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' (e.g. you can't get access to a planned case study site), 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.

A thesis in Development Studies is *up to* 40,000 words in length and worth 120 credits (131.816 Part 1 and 131.817 Part 2). This is either a one year full-time course of study involving original research, or two years part-time.

A research report in Development Studies is *up to* 20,000 words in length and worth 60 credits (131.897). This is either a one semester full-time, or a one year part-time course of study. If you were to study full time for one year, you would also need to add two 30 credit courses to your schedule.

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, skype 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 (research report proposals for a mid-year start are required by the first week of May). All should attend the Research Preparation Workshop (see below) if possible. Further information on thesis guidelines is available from the Programme Coordinator.



*Development Studies student
Alavanah Phanthavong conducting
fieldwork in LaoPDR*

Research Preparation Workshop

Each year Development Studies staff and graduate students conduct a two-day research preparation workshop for students intending to enrol in a research report or thesis in the following year. The 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.

Time limits

The maximum time-frame for completing the Master of International Development is five years for the Coursework pathway and six years for the Research pathway.

To be eligible to have the qualification awarded with Distinction or Merit, students must complete the Coursework pathway within two years of first enrolling if full time or four years if part time. Students completing the Research pathway must do so within two years of first enrolling if full time and five years if part time.



MIntDev student, Anna Baldwin, and PhD student, Sharon Bell, participate in a Writing Retreat at Makoura Lodge, a chance to hone their writing skills and advance their thesis writing.

Graduate Profiles

Denise Arnold



I work full time as a lawyer but my passion is working in Cambodia as a volunteer for a charity that I have established called the Cambodia Charitable Trust. Having set this Trust up in 2008 I was concerned that I was making decisions in a development context without understanding the broader economic and political issues. I had heard about the Development Studies programme from a friend of mine who had undertaken some studies and had used our work in Cambodia for her research. With much of the Development Studies programme being able to be undertaken as a distance student it was perfect for me and my work, and for the times when I was travelling in Cambodia. Many of my assignments were completed while working in remote areas of Cambodia.

The programme was inspiring and at the same time cautionary. We need to be mindful of the impact of our actions and decisions, and we also need to challenge our assumptions. It is easy to think we are doing something good when in fact we are causing harm unintentionally. Completing my research paper was a really good way of engaging in broader research and understanding the influences on the work that I was involved in in Cambodia. The assistance of my supervisor and the broader team at Massey was hugely valuable in completing my research and I have been able to continue to reflect on the results as I develop programmes in Cambodia.

My time studying at Massey University was really helpful and I enjoyed the block courses. Meeting other students and hearing about their experiences was a real bonus, as was getting to know the lecturers. I thoroughly recommend the course and have had other people I know start their study at Massey as a result of me sharing my experience.

Ava Danlog



I have been involved in international development work for eight years. I managed regional and global projects on various issues such as climate change, right to water, SRHR and aid and development effectiveness. While I firmly believe that practice/experience is still the best teacher, pursuing a Master's degree in International Development at Massey University has been valuable in my aspiration to become an effective development worker. The postgraduate diploma programme in Development Studies helped me bridge the gap between theory and reality on the ground. The development landscape has been

changing and the programme not only provided me with a deeper understanding of fundamental concepts but helped me keep abreast of the recent trends and discourses in international development. Writing a full thesis under the Master's programme enhanced my research skills and gave me the confidence to take on bigger research projects. In addition, the programme's multicultural and diverse student community expanded my network (which is invaluable in this line of work) to include individuals from the academe, private and public sectors, NGOs and the donor community who do amazing work all over the world.

Currently I am back in the Philippines and have been taking on short-term research and project management jobs while waiting for my overseas volunteer deployment.

Courses/Papers

Table 1 is provided to help you to plan your course of study. Note that the 2018 offerings are set, whereas the 2019 and 2020 offerings are *likely* to be as indicated but we may need to make one or two changes.

Table 1: Proposed Development Studies Offerings 2018-2020

	2018	2019	2020
Semester 1	131701 (B & D) 131704 (B & D) 131708 (D, S12)	131701 (B & D) 131704 (B & D) 131708 (D, S12)	131701 (B & D) 131706 (B & D) 131708 (D, S12)
Semester 2	131702 (B & D) 131707 (B & D) 131703 (B & D) 131708 (D)	131702 (B & D) 131707 (B & D) 131706 (B & D) 131708 (D)	131702 (B & D) 131707 (B & D) 131703 (B & D) 131708 (D)

* All of the above papers are worth 30 credits

Which mode to choose?

Block mode (B) is the preferred option for enrolment for all of our students. Students enrolling in Block mode attend a 3-5 day on-campus course, getting the benefits of lectures, tutorials, exercises and face to face interaction with fellow students and staff. They also usually complete a piece of assessment while attending the block course, so can tick off 15-25% of their course marks while at the course.

Distance/Extramural (D) is option to choose if you are based overseas and cannot come back to New Zealand for the on-campus course, or if work commitments/regular travel overseas mean you cannot attend the on-campus course. In this case, you will need to rely mostly on the resources placed on Stream, our web-based learning environment, by your paper coordinator, and work very independently. Assessments will be the same as for the Block mode option, apart from one assignment you will complete in lieu of doing an assignment while attending the on-campus course.

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: they provide a great platform for understanding the complex field of Development Studies.

131.701 Development and Underdevelopment

An interdisciplinary paper which explores the historical origins and contemporary processes of development and underdevelopment. The main areas covered include: the origins and meaning of development; theories of development and underdevelopment; and contemporary approaches to development practice. (Block and Extramural mode, Semester 1, 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 (Block and Distance mode, Semester 2, 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 lectures” (PG Dip student)

Optional Papers Offered by the Institute of Development Studies

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

131.703 Gender and Development

An examination of the interaction of gender difference, development planning and social change. Selected topics include empowerment and human rights, masculinities, the household, work, education, and health. There is also a section on practical skills for gender analysis. (Block and Distance mode, 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. (Block and Distance mode; Semester 1, 30 credits). Paper Coordinator: Dr. Helen Leslie.

131.706 Globalisation and Development - *NB not offered in 2017; next offered S2 2019*

An examination of three critical themes in globalisation and development: tourism, migration, and development in conflict and post-conflict situations (30 credits). Paper Coordinator: Dr Helen Leslie.

131.707 Development Research Design – *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. This paper will help you to effectively design your own research project (Block and Distance mode, Semester 2, 30 credits). Paper Coordinator: Dr Rochelle Stewart-Withers.

131.708 Development Practicum

Advanced study in development practice, involving 260 hours of professional work in an approved development agency. As an integral part of the paper, students will reflect on how this work can be understood in relation to current literature on development theory and practice. Note that you cannot do a practicum within an organisation that already employs you – please check with the Programme Coordinator if you are unsure about this (Distance mode, Double Semester or Semester 2, 30 credits – NB completion of 131701 or 131702 is a pre-requisite to enrolling in 131.708; permission from the Programme Coordinator is needed). Paper Coordinator: Dr Rochelle Stewart-Withers.

What IDS Massey students think of our courses!

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

“The lecturers and tutors had vast knowledge of the topics and the resources put together were very relevant” (131703 course evaluation)

“I highly recommend this paper to anyone one is after a good understanding of development theories. The material put together was excellent. The Paper Coordinator was very helpful throughout the paper” (131701 course evaluation)

“This has been brilliant. I have loved how the lecturers have joined us for tea and coffee. Those informal chats have been my space of greatest learning”. “I enjoyed the course. It was challenging and pushed me out of my comfort zone, it was interesting and sometimes scary. I’m glad I came!” (131702 feedback on Block course).



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



Hardworking students in one of the Postgraduate rooms

Graduate Profile

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.



Map showing the wide range of places where IDS Massey have conducted research in recent years

Development-Related Papers from Other Departments

In addition to the papers offered by the Institute of Development Studies, a number of papers offered by other disciplines and programmes also have a strong development component. As noted earlier, 30 credits towards your PGDip or MintDev can come from outside of Development Studies. However, 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.

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, and natural resources, 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-related 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 or Block mode student, please look these up on the Massey website to check which ones require compulsory attendance at contact/block 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, Semester 1, 30 credits; Dr Raj Prasanna)

149.725 International Security and Peacekeeping

An advanced study of the role of peacekeeping in international security with a focus on the factors that need to be considered when establishing, conducting and evaluating international peacekeeping interventions in a multinational and interagency environment. (Distance, Semester 2, 30 credits: Mr Mark Malan)

178.755 Economic Growth, International and Development Economics

A critical assessment of topics from economic growth, international economics and the nature and measurement of development. There is an emphasis on the empirical and policy implications of development strategies including the relationship between managing development, role of the State, international economy, globalisation, trade theory and policy, global crises, and macroeconomic policy. Pre-requisite – an undergraduate economics paper (Internal and Distance, Semester 2, Palm Nth and Albany, 30 credits: Prof Rukmani Gounder)

150.701 Tino Rangatiratanga: Strategic Māori Development

Strategies for Maori advancement are examined within a Maori 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; Ms Veronica Tawhai)

200.761 International Relations: Theory and Practice

An exploration of the theory and practice of international relations (Internal and Distance, Semester 1, Palm Nth and Albany, 30 credits: Dr Bethan Greener)

231.704 Māori Health

This course provides an overview and analysis of Maori public health. Topics include: traditional Maori public health systems, the Treaty of Waitangi and health, models of Maori health, Maori development and advancement health agendas, diverse Maori realities, services delivery models, approaches to Maori health research, Maori development policy (Block – Wellington, Semester 1, 30 credits: Prof Marewa Glover).

240.757 Logistics in Humanitarian Aid Projects

Students will analyse the logistics of humanitarian aid projects in zones of conflict and relief assistance in natural disaster areas, from rapid assessment missions to the management of international supply chains for humanitarian aid. (Block – Albany, Semester 2, 15 credits: Prof Paul Childerhouse)



Students enjoying a post-exam get together with staff

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).

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 or A/Professor Glenn Banks, in order to do this. You will also have to formally enrol at Victoria University and pay the required fees. One paper that would compliment, but not duplicate, Massey offerings is:

DEVE 513 Development Policy (March-July 2018) 15 points

Practice in the concepts and tools of development policy formulation through scenario contexts and developing policy documents.



Laura Patterson, Masters Graduate, working for Medair in Afghanistan (see Laura's profile below)

Graduate Profiles

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.

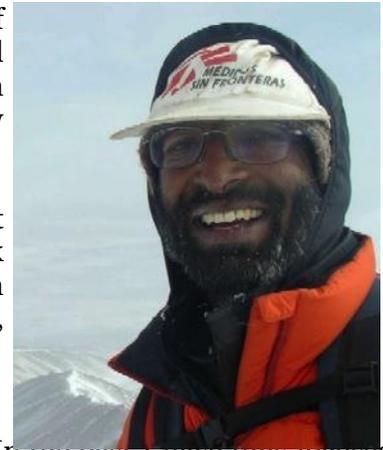
Jeph Mathias

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.



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 PG Dip Development Studies. The move was a good one because after integrating some climate change science and policy papers into my postgraduate 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 the NZ Aid Programme.

Later I gained a position at the Pacific Islands Forum Secretariat in Fiji as their Natural Resources Adviser. Work at the Secretariat provided a whole new perspective on the region and 2013 alone took me from the Rio+20 in Brazil to the UN General Assembly meeting in New York - where Obama and Ahmadinejad continued their high-stakes political 'waltz'.

In 2014, I took on a new position with the NZ High Commission in Suva. This was an interesting time to work in the Pacific, with issues such as growing sub-regionalism, and navigating the complex UN and intergovernmental processes associated with the 2030 Sustainable Development agenda. With a PG Dip Development Studies 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.

Vilayvanh Phonepraseuth

Studying in New Zealand was an amazing experience. The staff were really friendly and approachable, and I studied with a great cohort of students from all over the world. My interactions with everyone broadened my understanding about development and the differences between the issues in Asia and other countries.

My study gave me the opportunity to follow what I am passionate about and apply my learning and research to Laos, my home country. During my second year I travelled back home to collect data for my research project. I explored the potential of existing resettlement and livelihoods restoration programs to address the livelihood sustainability of resettled communities associated with a Hydropower Development project. I wanted to know how people felt about the project and how it affects their lives.

Now that I have finished my studies, I am back in Laos working with the World Bank Vientiane Office. My role is to help coordinate the work with our government counterparts and monitor the progress of projects. While there is no, “one size fits all,” best practice approach to development studies, my degree has opened my eyes to what development studies really is. I used to have a very limited and narrow idea of development, and now I’ve learned to think bigger. I’ve read more and experienced more, I’ve gained the knowledge and understanding that in order to succeed you need to be open –open to new ideas, open to what’s happening in the world around and open to flexibility.



Former Oxfam New Zealand executive director Barry Coates (now Green Party candidate) was on campus for a ‘coffee break’ event run by development studies students for fair trade fortnight.

From grassroots consultation to the global stage: Melanie Pimentel



Melanie Pimentel conducting Masters research in the Philippines, 2011



Melanie Pimentel (centre) attending the World Justice Forum in the Hague, Netherlands in 2013. Denise Arnold from Tauranga (a lawyer and founder of the Cambodian Charitable Trust, who completed a MIntDev with us), arranged for our graduates Melanie, and Zeyar Chit (from Myanmar) to attend this important event.

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 the latter cases, other evidence of research experience will need to be provided. 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 studies 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 Graduate Profiles

Apo Aporosa



Prior to enrolling at Massey University I had spent 15 plus years as a development practitioner in New Zealand and Fiji. A turning point came after I was asked to advice on aspects of education development in Fiji, which included the relevance of Fijian values, culture and identity to the education system. While I have a reasonably good understanding of my Fijian culture, and regardless that I was using culture to aid aspects of a relief school teaching role I had taken on, the ability to advise or engage these types of themes to assist education advancement was beyond me. That prompted me to enroll as an extramural Development Studies student, something I now regret not having done a lot earlier as it brought a new level of understanding and competence to my practical work.

My Doctoral thesis expanded on my Masters to consider theories of development and applied anthropology, community and economic development, education, the social and symbolic relationships of a number of traditional drug substances to cultural contexts together with their contemporary use as conflicts with modernity. This study also pushed post-development in a new direction by considering a post-development educational framework and, for the first time, the use of a quantitative measure (the psychometric assessment of teachers 'hung-over' after drinking kava - the traditional substance of Pasifika) as part of a post-development methodological approach.

Following my PhD graduation in 2013, I joined the research team at the Waikato-Tainui College for Research and Development where I worked on a number of Māori health and wellbeing projects. In late 2015 I was awarded the 2016 New Zealand Health Research Council Pasifika Post-Doctoral Fellowship. Based at The University of Waikato (Anthropology Programme/School of Psychology's Traffic and Road Safety Research Group), I am currently investigating driver safety following kava use at traditional consumption volumes, a role that includes some teaching and student supervision. I also continue to be involved in several development projects in Fiji.

My achievements and current post-doctoral research position would have been impossible without Massey University's Development Studies programme and the mentorship, supervision and patience of Professor Regina Scheyvens, Associate Professor Glenn Banks and Pasifika@Massey.

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.

Dora Kuir-Ayius



I had been lecturing for ten years in social work at the University of Papua New Guinea, after teaching in primary and secondary schools. I had achieved a Masters in Human Service Management in Social Work at La Trobe University in Melbourne, Australia but wanted to further my understanding on development theory and its practical applications. I also felt the need

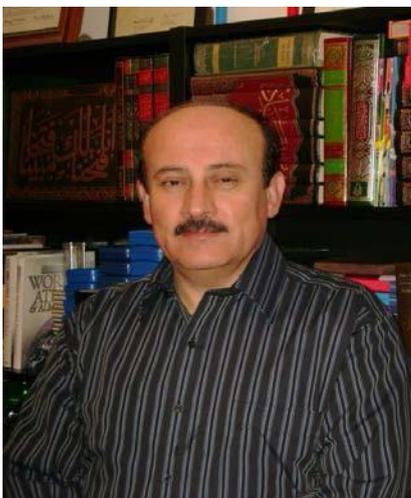
to further develop my research and writing skills. I was involved in a research project on corporate social responsibility sponsored by NZAID, and led by A/Prof Glenn Banks, when I found out about Development Studies at Massey University. My conversations with Glenn led me to PhD studies.

My research explored the building of community resilience in mine-impacted communities in Papua New Guinea. The study established the general relationship between community resilience, community capitals and the delivery of health services. It investigated the delivery of health services in three mining communities in PNG to see how these services contribute to or detract from the building of resilience.

My doctoral studies at Massey led to better understanding of relationship between theory and practice. Being at Massey enabled me to build networks with people from different professions and cultural backgrounds.

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*

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 is currently exploring the developmental role that entrepreneurship could play in advancing the common good and combating global poverty.



IDS Massey PhD students attending our 25th Anniversary celebration

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.

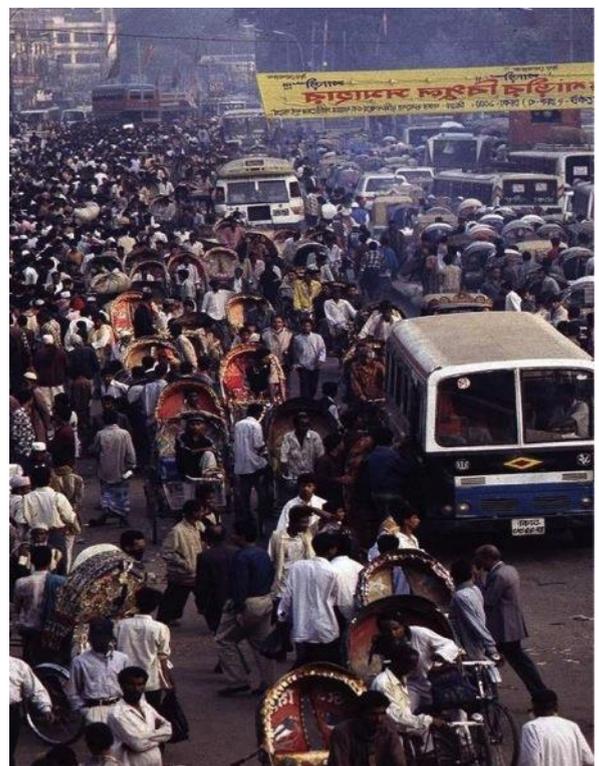
Requirements for a Minor in Development Studies

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-a-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
176.302 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, 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 (Distance, 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, 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. (Internal, Palm Nth, Semester 1, A/Prof Christine Cheyne)

146.102 Endangered Cultures

The impact of modern civilisation on indigenous peoples. Through a set of ethnographic case studies, exploration of Fourth World peoples' experiences of conquest, colonisation, culture change, assimilation, social disintegration, ethnocide, ecocide, modernisation and economic development and the indigenous movements they have developed in their struggle to survive and preserve their cultures. (Internal, Semester 2 – PN and Auckland; Distance Semester 2; Dr Graeme McCrae and 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; tbc).

145.311 Geographies of Globalisation

The paper explores processes of globalisation emphasising spaces and agents of global change, and global-local connections across a variety of topics. (Internal and Distance, Semester 2 Palm Nth; Internal Semester 2 Albany; Dr Russell Prince)

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. (Distance, Semester 1; Julia Taiapa)

200.201 Middle Eastern Politics

An examination of the contemporary politics of the Middle East, including North Africa. (Internal, Semester 2; Dr Nigel Parsons)

146.318 Environmental Anthropology

An exploration of contemporary approaches in environmental anthropology. (Internal and Distance, Semester 2; Dr Trisia Farrelly)



Urbanites of Mumbai, India. Sustainable development of cities in the global north and south is a major challenge ahead

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

BA(Hons), PhD (Massey)

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Office SST 3.04
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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 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 centres on a Marsden-funded project. Together with Glenn Banks, Sharon McLennan and two PhD students, we are exploring 'corporate community responsibility' in the mining and tourism sectors in Fiji and Papua New Guinea.

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	

Selected publications

- Scheyvens, R.**, & Biddulph, R. (2017). Inclusive tourism development. *Tourism Geographies*, 1-21
- Scheyvens, R.**, Banks, G and Hughes, E (2016). The private sector and the SDGs: The need to move beyond 'business-as-usual'. *Sustainable Development* 24(6): 371-82
- Hughes, E., & **Scheyvens, R.** (2015). Prospects for Sustainable Development in the Pacific: A Review of Corporate Social Responsibility in Tourism. *The Journal of Pacific Studies*. 35(1), 47-65
- Purcell, G. and **Scheyvens, R.** (2015). International Business Mentoring and development: Importance of local context and culture. *International Journal of Training and Development* 19: 211-222
- Scheyvens, R.** ed. (2014). *Development Fieldwork: A Practical Guide*. Sage, London.
- 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.** (2011). *Tourism and Poverty*. Routledge, New York.

Associate Professor Glenn Banks

Head of School of People, Environment and Planning

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

Phone 06 356 9099 x 83635
Office SSTE 3.03
Email g.a.banks@massey.ac.nz



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

I am currently acting as the Head of School for the next three years, but I am still involved in Development Studies, and will resume my teaching roles in 2019.

Selected publications

- Mawdsley, E., Murray, W., Overton, J., Scheyvens, RA., & **Banks, G.** (2017). Exporting stimulus and 'shared prosperity': Re-inventing foreign aid for a retroliberal era. *Dev Policy Review*, 1-24
- Banks, G.**, Scheyvens, R, McLennan, S and Bebbington, A (2016). Conceptualising corporate community development. *Third World Quarterly* 37(2), 245-263
- Banks, G.** (2016). Natural Resource Extraction and Indigenous Livelihoods: Development Challenges in an Era of Globalization. *Australian Journal of Anthropology*. 27(1), 121-122
- Overton, J., & **Banks, G.** (2015). Conspicuous Production: Wine, capital and status. *Capital & Class*. 39(3), 473-491
- Banks, G.** (2014). Drilling and Digging: Extractives, Institutions and Development. *Development and Change*. 45(1): 191-204.
- Banks, G.** (2013). Little by little, inch by inch: project expansion assessments in the Papua New Guinea mining industry. *Resources Policy* 38(4): 688-695.
- Banks, G.**, Klinsrisuk, R., Dilokwanich, S. and Stupples, P. (2013). Wines without Latitude: Global and local forces and the geography of the Thai wine industry, *EchoGeo*, 23(1).
- Banks, G.**, D. Kuir-Ayius, D. Kombako, and B. Sagir (2013). Conceptualising mining impacts, livelihoods and corporate community development in Melanesia. *Community Development Journal*, 48(3): 484-500.
- 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.

Dr. Maria Borovnik

MSc (Cologne), PhD

(Canterbury) Senior Lecturer

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Office SST 3.22
Email m.borovnik@massey.ac.nz



Key research interests

Migration, (im)mobilities in development, transnationalism, atoll island environments and communities, cultural and social geography.

Biographical notes

Having been trained in geography, my key research is within mobilities, migration and development. I am interested in the social strategies that people use to live mobile livelihoods, how families stay connected and how people are affected. My research engages with the complexities of shipping as a main driver of globalization, and the effects on small Pacific island nations and communities, such as Kiribati and Tuvalu. I have held conversations with seafaring men and women and their families in their home environments and spent time travelling with seafarers on board a containership to understand these complexities. – I have been involved in consultancy work considering development contributions and challenges related to shipping, seafaring and marine training in Kiribati, Tuvalu, the Marshall Islands, Fiji and Vanuatu.

Current research

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

Current teaching

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

Selected publications

- Borovnik, M.** (2017). Nighttime navigating: Moving a container Ship through darkness. *Transfers*. 7(3), 38-55
- Borovnik, M.**, & Adams-Hutcheson, G. (2017). Introduction: Mobilities and transformation. *New Zealand Geographer*. 73(2), 81-86
- Nunns, H., **Borovnik, M.** and Bedford, R. (2015). *Evaluation of New Zealand's support to the Marine Training Centre, Kiribati*. Ministry of Foreign Affairs and Trade. Available on: <https://www.mfat.govt.nz/assets/securedfiles/Aid-Prog-docs/Evaluations/Kiribati-MTC-Evaluation-Report-2014.pdf>
- Borovnik, M.**, Leslie, H. and Storey, D. (2014) 'Practical Issues', in: Scheyvens, R. (Ed.) *Development Fieldwork*, Chapter 6, pp. 103-124, Sage, London, Thousand Oaks, CA.
- Borovnik, M.** (2013). Mobilities: New perspectives on transport and society. *New Zealand Geographer*. 69(2), 172-173
- Borovnik, M.** (2012) The mobilities, immobilities and moorings of work-life on cargo ships. *SITES: a journal of social anthropology and cultural studies*. 9(1): 59-82
- Borovnik, M.** (2011) 'Occupational health and safety of merchant seafarers from Kiribati and Tuvalu'. *Asia Pacific Viewpoint* 52 (3): 333-346.

Dr. Rochelle Stewart-Withers

RN; BNursing; PGDip Development Studies (Distinction);
PGDip Nursing (Distinction); PhD (Massey)
Senior Lecturer

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Key research interests

Sport for development, ethics, 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. I am Chair of Human Ethics Committee Southern B.

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 a NZ Ministry of Foreign Affairs and Trade (MFAT) International Aid Division funded project which looks at understanding sport-labour migration and the value of sport-generated remittances in relation to the Pacific. I write also about methodology, fieldwork and ethics in practice.

Currently teaching

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

Selected publications

- Stewart-Withers, R.**, Sewabu, K., & Richardson, S. (2017). Talanoa: A contemporary qualitative methodology for sport management. *Sport Management Review* 20(1), 55-68
- Stewart-Withers, RR.**, Sewabu, K., & Richardson, S. (2017). Rugby union driven migration as a means for sustainable livelihoods creation: A case study of iTaukei, indigenous Fijian. *Journal of Sport for Development*. 5(9), 1-20
- Stewart-Withers, R.** (2017). Edge walking ethics. *NZ Journal of Sociology: Special Issue - Ethics in Practice*. 31(4), 28-42
- Farrelly, T., **Stewart-Withers, RR.**, McLennan, S., & Gibson, L. (2017). Collective memory-work as method and resistance. *SITES: A Journal of Social Anthropology and Cultural Studies*. 13(2)
- Stewart-Withers, R.** and Everill, A. (2015). Transforming hegemonic masculinities in Papua New Guinea: Rugby league as a vehicle for the prevention of gender-based violence and HIV/AIDS. *International Journal of Sport and Society*, 4(4): 57-69.
- Farrelly, T., **Stewart-Withers, R.**, & Dombroski, K. (2015). 'Being there': Mothering and absence/presence in the field. *Sites: A Journal of Social Anthropology and Cultural Studies*. 11(2), 25-56
- Stewart-Withers, R.**, Richardson, S., and Sewabu, K. (2014) *Increasing the Value of Sports-generated Remittances into the Pacific: A Feasibility Study of a Pacific-Wide Sport-for-Development Activity*. Fieldwork Report. MFAT: Wellington, New Zealand. Pp. 45.
- Stewart-Withers, R.**, Banks, G.A., McGregor, A. and Meo-Sewabu, L. (2014). Qualitative research. In R. Scheyvens (ed.) *Development Fieldwork: A Practical Guide*. Sage, London.

Dr Gerard Prinsen

MA Social Sciences (Groningen State University, the Netherlands), PhD (Massey University)
Senior Lecturer (part time)



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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

131.704 Sustainable Development

Selected publications

- Prinsen, G.**, & Blaise, S. (2017). An emerging "Islandian" sovereignty of non-self-governing islands. *International Journal*. 72(1), 56-78
- Prinsen, G.**, Lafoy, Y., & Migozzi, J. (2017). Showcasing the sovereignty of non-self-governing islands: New Caledonia. *Asia Pacific Viewpoint*.
- Prinsen, G.**, Hartog, I., & Vink, M. (2017). "it Would be Great to See an Example.." Collaboration between International NGOs and National Knowledge Institutes in Six African Countries. *Higher Education Policy*. 30(2), 203-223
- Prinsen, G.** and Nijhof, S. (2015). Between logframes and Theory-of-Change: Reviewing debates and a practical experience. *Development in Practice* 25(2): 234-46.
- McLennan, S., & **Prinsen, G.** (2014). Something old, something new: Research using archives, texts and virtual data. In R. Scheyvens (Ed.) *Development Fieldwork: A Practical Guide*. (pp. 81 - 100). Sage, London.
- Prinsen, G.** and Purcell, G. (2013). Measuring, defining, and valuing change. A database on development indicators for policy-makers, activists, and researchers. *Development Studies Working Paper Series*, 1, 1-12.
- 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.** 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.

Dr. Sharon McLennan

RN; BNursing; MPhil Development Studies
(Distinction); PhD (Massey)
Lecturer

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Key research interests

Volunteer Tourism: Social media and Information & Communication Technology for Development;
Global citizenship: DIY Development; Corporate Community Development; International Health

Biographical notes

My background is in nursing, and prior to doing my PhD worked in internal medicine, occupational health, as a clinical trial coordinator and in primary health care. I have also worked as a volunteer in the Vanuatu, the Philippines and in Central America.

In early 2012 I completed a PhD in Development Studies which looked at the networking of small, volunteer organisations in Honduras, and their politicization following the Honduran coup in 2009. Fieldwork for this research involved online methods as well as more traditional qualitative fieldwork in the often chaotic environment of post-coup Honduras. From 2013-16 I was the post-doctoral fellow on the Marsden-funded Corporate Community Development research, and I am now working as a lecturer in Development Studies and in the revamped Massey BA.

Current research

My current research focuses on voluntourism and its place in development. In 2015 and 2016 I carried out fieldwork for this research in Fiji where I explored the experiences of youth volunteers in Fiji as well as the discourses and images produced by Fiji-based voluntourism organisations, hosts and volunteers. I have recently secured Marsden funding for a 3 year study on Cuban medical cooperation in the Pacific. I also continue to be interested in social media and online research methods.

Currently teaching

230.110 Tu Rangaranga (Global encounters)

Selected publications

- McLennan, S.** (2017). Passion, paternalism, and politics: DIY development and independent volunteers in Honduras. *Development in Practice*. 27(6), 880-891
- Farrelly, T., Stewart-Withers, RR., **McLennan, S.**, & Gibson, L. (2017). Collective memory-work as method and resistance. *SITES: A Journal of Social Anthropology and Cultural Studies*. 13(2)
- Banks, G, Scheyvens, R, **McLennan, S.** and Bebbington, A. (2016). Conceptualising corporate community development. *Third World Quarterly* 37(2) : 245-263
- McLennan, S.** (2016). Techno-optimism or Information Imperialism: Paradoxes in Online Networking, Social Media and Development. *Information Technology for Development*.
- McLennan, S.** (2014). Medical voluntourism in Honduras: 'Helping' the poor?, *Progress in Development Studies* 14(2): 163-79
- McLennan, S.** (2014). Networks for development: Voluntourism, Information and Communications Technology, and the paradoxes of alternative development, *Political and Legal Anthropology Review (PoLAR)* 37(1) 48-68
- McLennan, S.** & Prinsen, G. (2014). *Something old, something new: Research Using archives, texts, and virtual data*, in Scheyvens, R. (ed) *Development Fieldwork: A Practical Guide*. Sage: 81-100

Dr Helen Leslie

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Key research interests

Pacific Regionalism and Development, Gender, Trauma and Conflict, Gender and Development (including Gender and Pacific Policing), and Pacific Health and Development (including HIV and AIDS in the Pacific).

Biographical note

While I am the newest member of the Development Studies team having joined in August, 2016, I am no stranger to Massey and Development! I completed my PhD in Development Studies in 1999 before taking up academic roles in Australia (Griffith University) and Fiji (the University of the South Pacific). I joined the New Zealand Ministry of Foreign Affairs and Trade in 2003 and held a number of senior policy, management and programming roles predominantly focused on the Pacific. A particular highlight was the opportunity to work as a diplomat in Samoa and Fiji over a period of 7 years. My PhD focused on gender and development in Post-conflict El Salvador and development and conflict was also a research interest of mine during my tenure at Griffith University and USP. Following 15 years of living working and travelling in the Pacific, however, my interest has expanded to Pacific regionalism and specific approaches to addressing development issues in the Pacific.

Current research

My current research is exploring the potential of the Framework for Pacific Regionalism to both identify and deliver 'game changing' regional development results in Pacific Island countries. I am also looking at a) how the Pacific managed to escape a potential development crisis caused by HIV and, b) the way in which a programme to combat domestic violence in the Pacific has altered the gendered experiences of women police officers in two Pacific Island countries.

Current teaching

131.221 Contemporary Development Issues	131.706 Globalisation and Development
131.702 Development Management	131.703 Gender and Development

Selected publications

- Leslie, HM.**, & Wild, K. (2017). Post-hegemonic regionalism in Oceania: examining the development Potential of the new framework for Pacific regionalism. *The Pacific Review*.
- Borovnik, M., **Leslie, H.** and Storey, D. (2014). Practical Issues. In R. Scheyvens (ed) *Development Fieldwork: A Practical Guide*, 2nd ed. Sage Publications, London, pp. 103-124.
- McLennan, S., Storey, D. and **Leslie, H.** (2014). Entering the Field. In R. Scheyvens (ed) *Development Fieldwork: A Practical Guide*, 2nd ed. Sage Publications, London, pp. 143-159.
- Leslie, H.** (2003) Torture. In Michael Flood, Judith Gardiner, Bob Pease and Keith Pringle (eds) *International Encyclopedia of Men and Masculinities* Routledge, New York, pp 605-6
- Leslie, Helen** and Boso, Selina Z. (2003) Gender-related violence in the Solomon Islands: The Work of Local Women's Organisations, *Asia Pacific Viewpoint* 44 (3), pp 325-333.
- Leslie, H** and McAllister, M. (2002). The Benefits of Being a Nurse in Critical Social Research Practice. *Qualitative Health Research* Vol. 12 (5), pp. 700-712
- Leslie, H.** (2001). Healing the psychological wounds of gender-related violence in Latin America: a model for gender sensitive work in post-conflict contexts. *Gender and Development* Vol. 9 (3), pp. 50-59.
- Scheyvens. RA and **Leslie, HM** (2000). Gender, Ethics and Empowerment: Dilemmas of Development Fieldwork, *Women's Studies International Forum* Vol. 23 (1), pp. 119-130.

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 200) housed in the Massey University Library. Search our thesis database by googling: Massey library development studies thesis.

Recent Masters theses

Viriginia Adams *'It's not a him, it's a her': an exploration into the changes and challenges, meanings and mechanisms in the lives of Timorese women workers on the offshore Bayu-Undan Gas Recycling Project*

Denise Arnold *Achieving quality teaching in developing countries: identifying factors that influence the delivery of quality teaching in primary schools in rural Cambodia.*

Anna Baldwin *Examining the role of interfaith dialogue initiatives towards peacebuilding: a case study of the community of Sant-Egidio*

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

Kevin Brennan *A comparison of NZ police officers' perceptions of development practice within NZ development programmes*

Ava Danlog *Precarious yet optimistic: the lived experiences of Filipina 457 visa holders in the Australian labour market.*

Fredrick Odhiambo Ajwang *Market in their palms? Exploring smallholder farmers' use of mobile phone farming applications and their effect on the farmers' farming, marketing and well-being: a case study of selected counties in Kenya.*

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.*

Steve Connor *Alternative Education and Community Wellbeing: A Case Study Of Tutu Rural Training Centre in Taveuni, Fiji*

Sharon Cuddy *Gender, Security and Development: A Bougainville Case Study.*

Joy Davidson *Enlarging the Field of Credible Experience: Supporting young Solomon Islanders as agents of positive change in their communities*

Aaron Davy *Human security for humanitarian and development practitioners: the experience of aid workers from New Zealand Red Cross*

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

James Faiau *Exploring community-based development: a case study of the Estate and rural community development in North Malaita, Solomon Islands.*

Jennifer Finlayson *Urban consumption spaces and practices of women in low-income urban settlements: a case study in Khlong Toey, Bangkok*

Amy Fraser *A Critical examination of the Role and Impact of NGOs in the Provision of Housing for the poor of Addis Ababa: Application of a Rights Based Lens*

Michelle Greene *'Get into groups': young Pacific Island women and the potential for empowerment in physical education*

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.*

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*

Swalihi 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.*

Kathlia Martokusumo *Divergent expectations: case studies of community-based tourism on the island of the gods, Bali.*

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

Shupayi Mpunga *Fitting feelings into frameworks: an examination of the involvement of primary stakeholders in the design and use of outcome indicators and evaluation use for development interventions*

Sandra Murphy *Fa'a Samoa: an aid to livelihood recovery following the Samoan tsunami? A case study examining two Samoan villages.*

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*

Gisela Purcell *Entrepreneurial assistance across the ocean: an examination of the effectiveness of international mentoring as a support service for entrepreneurs in Samoa*

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

Courtney-Jane Rose *Involving young men in preventing violence against women: a case study of Instituto Promundo's Program H.*

Carol Sasa *Local Government Accountability in Bougainville*

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

Gawain Sharp *Sustainable development: a model Indonesian SRI co-operative.*

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.*

Laura Stillwell *I am not the problem: challenging deficit narratives of indigenous development through alternative media.*

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

Nina Tu'I *Wind in the sails of captain of the Va'a? The influence of the global education agenda in the Samoan education system.*

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

Joanne Waitoa *E-whanaungatanga: the role of social media in Maori political engagement*

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*

Christey West *The migration-trafficking nexus: an investigation into the survival strategies of the Philippines' poorest migrants*

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 25th Anniversary of IDS Massey, April 2014

Recent PhD theses

S. Aporosa Yaqona *(kava) and education in Fiji: Investigating 'cultural complexities' from a post- development perspective*

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.*

Paul Beumelburg *Apiianga no te oraanga akapuapinga e te taporoporo i te ipukarea: education as sustainable development: Mangaia, Cook Islands*

Miranda Cahn *Sustainable rural livelihoods, micro-eterprise and culture in the Pacific Islands: case studies from Samoa*

Ross Cassells *Custom, governance and Westminster in Solomon Islands: charting a course out of the political quagmire*

Abdur Rehman Cheema *Exploring the role of the mosque in dealing with disasters: a case study of the 2005 earthquake in Pakistan*

Andrew Chilufya *Optimising community development through corporate social responsibility: an examination of the tourism industry in Livingstone, Zambia.*

Peter Sherwin Cole *The role of energy supply in the shaping of development prospects in small and isolated Pacific Island communities – past, present and future*

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

Amaliah Fitriah *Decentralization, identity construction, and conflict: education under Acey's special autonomy.*

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

Dora Dau Kuir-Ayius *Building community resilience in mine impacted communities: A study on delivery of health services in Papua New Guinea*

Sharon McLennan *An Alternative Model for Development? Promise and politics in the project Honduras 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*

Dennis Rockell *Pacific Island labour programmes in New Zealand: an aid to Pacific island development? A critical lens on the Recognised Seasonal Employer policy.*

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*

Patricia Webster *The marketization of charitable organisations in social development*

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

Yuanheng Zheng *Political and ethnic representation in Chinese local governance: analysis of the roles of the deputies of Leishan County People's Congress, Guizhou Province, China.*

Social and sporting events

Miscellaneous pics from a 'friendly' soccer match against Geography colleagues to feeding lambs and getting together for celebratory occasions



Photos from past DevNet Conferences – featuring some of our Postgraduate Students



Development Studies Seminar Series



The Institute runs a fortnightly seminar series at 2pm on Wednesday afternoons followed by an afternoon tea for staff and postgraduate students: this 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 or Maria for details of seminar series speakers in 2018 (r.r.stewart-witthers@massey.ac.nz; m.borovnik@massey.ac.nz).

Development Studies Newsletter



Newsletter

In 2015 the Institute started publishing an electronic newsletter, taking over from our older hard copy newsletters. Newsletters inform 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 Sharon (s.mclennan@massey.ac.nz)

Working Paper Series



We have 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 Helen Leslie (h.leslie@massey.ac.nz).

Graduation photo gallery

Paul Beumelburg and family



One, Melanie, Roni, Rochelle, Gloria and Regina



Glenn and Shupayi

Ha, Ava & Moni



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Development Studies

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Massey University Enrolments

Website <http://enrol.massey.ac.nz>
Phone 0800 MASSEY (0800 627 739)

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://www.massey.ac.nz/massey/learning/colleges/college-humanities-social-sciences/study/cohss-postgraduate-handbook.cfm>

Contact: postgradhumsocsci@massey.ac.nz

International Students Office

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

Graduate Research School

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

