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# Welcome to the National Centre for Peace and Conflict Studies

## About the Centre

The National Centre for Peace and Conflict Studies (NCPACS) was established at the University of Otago in 2009 and began teaching in 2010. The Aotearoa New Zealand Peace and Conflict Studies Centre Trust contributed significant funding to establish the Centre at the University of Otago. The Trust maintains a close relationship with and an active interest in the Centre's ongoing activities.

The focus of the Centre is on teaching, research and practice.

The Centre welcomes students from all over the world for postgraduate study towards three qualifications: Master of Peace and Conflict Studies (coursework), Master of Arts (research) and PhD.

## Research culture

A strong research culture is one of the Centre's guiding principles. We encourage respectful discussion of alternative perspectives, evidence-based argument and a spirit of open-minded enquiry into contemporary issues relating to peace and conflict.

Students and academic staff are encouraged to present their research in both weekly Centre Research Seminars (CRS) and weekly informal poster sessions. The opportunity to present, discuss and critique each other's work is important in developing research ideas and presentation skills. A number of NCPACS students have won awards at conferences for their research presentations. Students are encouraged to publish and attend conferences during their time at the Centre. See Appendices 1 and 2 for a list of recommended conferences and journals that you could consider.

The Centre hosts visiting scholars, and organizes regular seminars throughout the year for local, national and international scholars to present their peace and conflict studies-related research.

## Practice focus at the Centre

The Centre aims to have a strong practice focus. This is reflected in the background of many of the students particularly Rei Foundation PhD scholars, and as part of both the teaching and consultation work. Many graduates go on to work for agencies, NGOs, and government departments, both in New Zealand and overseas.

We welcome suggestions from students for social impact projects they would like to undertake alongside their studies. Past projects led by students include commemorating Hiroshima Day, an International Day of Peace community event, and setting up the Otago Peer Mediation Centre.

## Social functions

The Centre also holds a number of informal and social functions throughout the year and marks many of the important days in the peace calendar with events and ceremonies.

On Fridays, the Centre has a communal morning tea known as Fika (a Swedish term inherited from the Centre's close colleagues at Uppsala University). Catering is rostered during semester or 'pot luck' outside of semester.

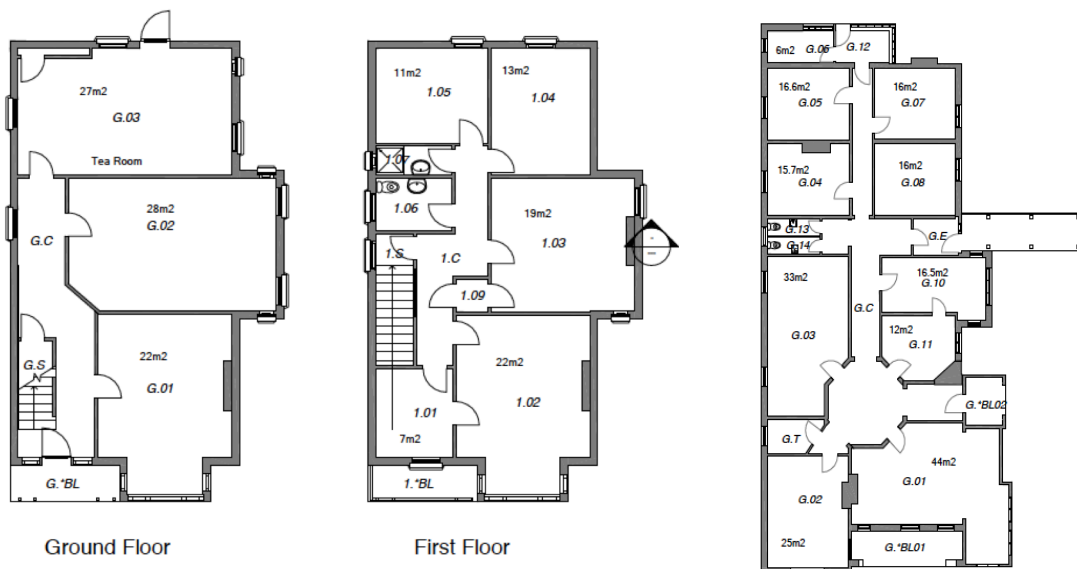
## Website

You are encouraged to provide a short biographical note and photo for the Centre's webpage.

## Newsletter

The Centre Manager compiles a newsletter each semester, which is circulated widely to Centre stakeholders. Contributions and ideas are welcome from all students.

## Map



### 518 Castle St Ground floor

- G01 Professor Richard Jackson
- G02 PhD office
- G03 Kitchen/meeting space

### 518 Castle St First floor

- 101 Dr Rachel Rafferty
- 102 Professor Kevin Clements
- 103 Dr Heather Devere
- 104 Dr SungYong Lee
- 105 Centre Manager, Rosemary McBryde

### 520 Castle St

- G01 Pool teaching space
- G02 PhD office
- G03 MPCS office
- G04 PhD office
- G05 PhD office
- G07 PhD office
- G08 PhD office
- G10 Dr Katerina Standish
- G11 Dr Mariska Kappmeier

## Biculturalism in the Centre

### What is biculturalism?

In New Zealand, biculturalism means partnership, as established between the indigenous people of New Zealand, the Maori, and the Crown under the Treaty of Waitangi (1840).

The Centre has an aspirational and practical commitment to biculturalism in its teaching and curriculum, relationships and partnerships, values and daily practice. Specifically, the Centre is working towards meeting the goals of the Maori Strategic Framework developed by the Office of Maori Development at the University of Otago. Further information can be found here [http://maori.otago.ac.nz/documents/MSF\\_2020.pdf](http://maori.otago.ac.nz/documents/MSF_2020.pdf)

The Centre is also committed to multiculturalism, acknowledging and valuing the diverse cultures that are represented in the Centre.

### Relationship with Tangata Whenua

Tangata Whenua means the people of the land, and is the term used to refer to the Maori people who are represented by a number of tribal groupings. For the Centre, our primary Tangata Whenua relationships are with the predominant tribe in the South Island (Ngai Tahu), the tribes or groups with recognized peace traditions (Parihaka, Rekohu and Waitaha) and the students of the Centre who identify as Maori.

In 2018, the Centre is presenting a Tangata Whenua speaker series and all students are strongly encouraged to attend these events.

### Marae visits

The marae is of central importance for Maori as a communal gathering place. The Centre visits one of the local marae annually, usually Otakou Marae on the Otago Peninsula. This visit is an opportunity to learn about tikanga (customs and traditional values), local history and to explore questions around biculturalism together.

### Te Reo and Waiata

Te Reo (Maori language) is used in the Centre, primarily in greetings, signage, and some official ceremonies of welcome or special events. All academic staff and students are encouraged to become familiar with greetings and other basic vocabulary in Te Reo. Here is link to a resource to introduce reo (language), tikanga (traditions and practices) and the Treaty of Waitangi.

<http://maori.otago.ac.nz/reo-tikanga-treaty>

The Centre has its own waiata (song) written by Maata Wharehoka and Michelle Jackson, which is sung regularly at Centre gatherings. You are encouraged to become familiar with the words and music, and to sing to acknowledge the Tangata Whenua.

## Maukaroko ki te whenua

Verse:

Maukaroko ki te whenua  
Whakaaro pai ki te tangata katoa  
Arohanui ki te aoraki  
Koa koa koa ki te aoraki

Chorus:

Pono whakapono ki te ao nei  
Ko Rongo No Rongo Na Rongo  
Me Rongo (me rongo)  
Me Rongo (me rongo)  
Me Rongo (me rongo)

## Translation

Peace to the land  
Be thoughtful to all  
Great love to the universe  
Joy, joy, joy to the universe  
Truth, truth to the world  
It is Rongo, from Rongo, by Rongo  
Peace, Peace, Peace

The atua (the nearest word for this in English is God) Rongo has many references in Maori culture. Rongo is responsible for cultivated food, the meeting house, peace and harmony.

An audio recording of the waiata is available:

<http://www.otago.ac.nz/ncpacs/resources/#waiata>

## Getting started at NCPACS

### Where to get help on arrival

Many students arrive at the Centre from outside Dunedin and New Zealand. Please ask if you have any questions, no matter how trivial they may seem. The Centre Manager can assist with most issues or will give you advice about who to see. The University Information Centre located on the ground floor of the Library building is also a good source of information.

Please see specific information relating to your course of study further on in this handbook.

### Sharing your research

The Centre has a number of regular opportunities for students and academic staff to share their research, including posters and CRS (see below).

### Conferences and journal publications

Attending conferences and publishing in journals are very important for any student, particularly those who wish to pursue an academic career. Your supervisors will advise you about the most appropriate conferences and journals for your research area. See the Appendices for lists of recommended conferences and journals.

### Centre Research Seminars (CRS)

CRS is a valuable opportunity for academic staff, Masters by Research and doctoral students to present research to an audience of critical friends. This is an excellent way to get feedback and to strengthen the work that you produce. Few other academic departments offer the opportunity for students to receive focused feedback from both academic staff and fellow students; CRS is unique in this respect. During semester time, the weekly 90-minute seminar features one paper, which is circulated several days before the presentation. All doctoral students and academic staff are expected to present at CRS and to act as discussant for a colleague.

Attendance is strongly encouraged as it is an important opportunity to improve skills such as critical analysis and giving feedback. It is also an important act of collegiality towards other members of the Centre community.

### Posters

Poster presentations are given weekly during semester and incorporate a short presentation (5-8 minutes) by a academic staff member or student, followed by refreshments.

## Working paper series

A working paper is a paper published in an edited but preliminary form, sharing ideas about a topic. The author may wish to elicit feedback prior to submitting their work to a conference or journal. It is a way of receiving feedback from peers and for students to get early publication.

The Centre's working paper series is published on the website. Contributions are welcome and should be sent to either Dr Rachel Rafferty or Dr Mariska Kappmeier, who are the current editors of the series. Reviewers for each submission are sought from within the Centre community. Both publishing and reviewing are valuable contributions to your CV.

## Blog

Contributions to the Centre blog are welcome. <https://ncpacs.wordpress.com/>

## Work opportunities

### *Teaching and tutoring*

As the Centre has no undergraduate programme, regular opportunities to teach and tutor are limited. However, academic staff sometimes seek expert contribution to their Masters classes from doctoral students. These opportunities are advertised by email and are usually unpaid; however, they are an excellent addition to your CV.

As many students come to the Centre with a background in other disciplines, it can be prudent to look outside the Centre for paid undergraduate tutoring in other departments. Jobs are advertised on the university website and sometimes by email. <https://corpapp.otago.ac.nz/casper/>

### *Research Assistant roles*

Academic staff often employ Research Assistants, usually after the awarding of research funding from inside or outside the university. All opportunities are advertised by email and are contracted through the Centre. These roles are paid at a rate that varies according to the level of skill required for the work (not necessarily the level at which you are studying).

## Emergency information

In the kitchens of both buildings you will find flip charts detailing what to do in the event of a whole range of emergencies.

The Centre runs fire drills twice per year. The assembly point is the Castle St footpath.

A full first aid kit is located in the bathroom at 518 Castle St. The nearest defibrillators are located in the Centre for Innovation and the Proctor's Office.



## Dealing with concerns and complaints

Postgraduate study is demanding, and it is a common experience to find that the doctoral journey in particular can sometimes feel long, lonely and difficult. Therefore it is normal to find you have stresses, issues or concerns that need to be addressed. These can relate to your study, interpersonal relationships at the Centre, health or personal circumstances, or a combination. Talking to academic staff face-to-face is encouraged. Your concerns will be taken seriously.

### *Procedure for dealing with study related concerns or complaints*

In general, the procedure is:

1. First, meet with your course teacher or supervisor about the issue.
2. If you would like to talk to someone else or feel you have not received a satisfactory response, meet with the Director of your programme (Dr Kappmeier for PhD, Dr Rafferty for Masters).
3. Finally, if required, meet with either the Director or Deputy Director.

The Centre is small so some of the academic staff in Steps 1 to 3 may be the same person. Use your common sense as to how to follow this guideline in that case. You may at any stage talk to the Centre Manager about the best process, or you may feel more comfortable seeking guidance from another academic staff member.

Within the Centre, we also have a Kaiawhina (Dr Devere), who has a pastoral role particularly for Maori and Pasifika Students.

Other options:

1. The Graduate Research School, located on the ground floor of the Registry building, may be able to assist.
2. Student representatives (PhD and Masters) who attend Centre meetings may be able to assist. They can discuss your concern with you, find out whether it is shared by others, and raise it on your behalf at the meetings.
3. There is a confidential feedback process available through the Graduate Research School as part of the PhD Progress Reports.
4. Issues may be raised in discussion at your Progress Report if appropriate.
5. International Office can assist international students with visas, scholarships, insurance and other matters.

### *Other concerns that may affect your study*

If you have concerns about your health or other matters of a personal nature, the following people and services are available:

1. Centre Manager or any academic staff member you are comfortable to talk with for guidance
2. Student Health [www.otago.ac.nz/studenthealth/index.html/](http://www.otago.ac.nz/studenthealth/index.html/)
3. University Chaplains [www.otago.ac.nz/chaplain/about/](http://www.otago.ac.nz/chaplain/about/)
4. OUSA offer a range of services and advice which you can read about here [www.ousa.org.nz/main/support/](http://www.ousa.org.nz/main/support/)
5. Disability Information and Support [www.otago.ac.nz/disabilities/index.html](http://www.otago.ac.nz/disabilities/index.html)

## Academic integrity

### 1. General Principles

- (a) The University shall investigate alleged instances of academic misconduct in a manner that is fair, consistent and transparent.
- (b) The University defines three levels of academic misconduct:
  - i. **Level One:** A first instance of academic misconduct where a student's actions may be regarded as unintentional or naïve and contributed to by a lack of understanding of acceptable academic practice.
  - ii. **Level Two:** A repeat instance of academic misconduct and/or academic misconduct where a student's actions are perceived to be intentional and where the student could reasonably be expected to understand academic practice.
  - iii. **Level Three:** Academic misconduct in which actions are perceived as being intentional and of an extremely serious nature including instances of falsification, impersonation and/or purchasing of assessment.
- (c) Notwithstanding the definitions provided in clause 1(b), any academic misconduct that occurs in a final examination and from which a student gains a demonstrable academic advantage, shall be considered Level Two or Level Three misconduct.
- (d) Consistent with the University's Academic Integrity Policy, Level One misconduct will be treated in an educative manner. Level Two and Three misconduct will result in disciplinary sanctions.

### 2. Types of Academic Misconduct

- (a) Plagiarism:
  - i. copying or cutting and pasting the work of others, from one or more sources, without clearly indicating the source (this includes paper and electronic sources as well as visual materials)
  - ii. using very close paraphrasing of sentences or whole passages without referencing the original work
  - iii. using another person's ideas, work or research data without acknowledgment
  - iv. copying computer files, algorithms or computer code without clearly indicating their origin
  - v. submitting another student's work in whole or in part, where this is not specifically permitted in the course outline
  - vi. submitting work that has been written by someone else on a student's behalf.
- (b) Unauthorised collaboration: Presenting group work in any form of assessment where individual answers are required. This does not include assessment tasks

where students are expressly required or permitted to present the results of collaborative work. Unless it is explicitly stated otherwise, each student's answers should be in their own words.

- (c) Multiple submissions of single assessment: Submitting substantially the same work for multiple assessments; presenting work submitted previously at the University or another educational institution.
- (d) Impersonation: Getting someone else to participate in any assessment on one's behalf, including getting someone else to sit a test or examination on one's behalf.
- (e) Use of unauthorised materials: Using notes, books or other material in the completion of assessment unless expressly permitted to do so; taking calculators, computers or other equipment into a test or examination unless expressly permitted to do so.
- (f) Assisting others in academic misconduct:
  - i. impersonating another student in a test or examination
  - ii. writing an assignment for another student
  - iii. giving answers to another student in a test, examination or any other assessment by any direct or indirect means
  - iv. allowing another student to copy answers in a test, examination or any other assessment.
- (g) Misrepresentation: Feigning disability, temporary illness or injury or exceptional circumstances beyond one's control, and then claiming special conditions and/or special consideration.
- (h) Purchasing assessment: Submitting for assessment material obtained from commercial essays, assignment services, other students or any other source.
- (i) Falsification: Falsifying the results of one's research or laboratory assignments; presenting as true or accurate material that one knows to be false or inaccurate.
- (j) Breach of ethics: A breach of a duty of confidentiality, privacy or the terms of any ethical approvals.
- (k) Other misconduct: Actions that are deemed to contravene the values and accepted practices associated with academic integrity.

## Getting started at Otago

The University website is an excellent resource for most enquiries.

### The role of the Graduate Research School (GRS)

GRS manages all services and support relating to postgraduate study. Their website is a good source of information <http://www.otago.ac.nz/graduate-research/study/> The office is located on the northern end of the ground floor of the Registry and you are welcome to call in if you have a question.

### The International Office

All international students will make contact with the International Office upon arrival. The staff here will provide ongoing support, including visas and insurance.  
<http://www.otago.ac.nz/international/studentsupport.html>

## Study Support

### The Library

#### Library Video Tutorial

This 5 minute video covers the basics: <http://bitly.com/TqJSmz>



#### Library Website

The Library website provides online access to resources and services, including the Catalogue, Summon, Article Databases, Group Room Bookings, Hours, Library Locations, Library News, New Books, Exam Papers, Subject Guides, and more!

Library Website: <http://www.library.otago.ac.nz>

From your mobile: <http://m.otago.ac.nz/library/>

#### Peace & Conflict Studies Subject Guide

This guide will help you find information for your assignments including articles, books, websites and more! <http://otago.libguides.com/peace>



#### Ask a Question

Library staff at any Lending and *i* desk are available Monday to Friday, 9am to 6pm to answer any questions you might have about using the Library.

Phone: 64 3 479 8910

Email: [ask.library@otago.ac.nz](mailto:ask.library@otago.ac.nz)

From your mobile: [www.library.otago.ac.nz/m/asklibrary.php](http://www.library.otago.ac.nz/m/asklibrary.php)

#### Liaison Librarian for Peace & Conflict Studies

If lending and / or desk staff are unable to answer your questions, contact Liaison Librarian Chris Seay for assistance.

Phone: 64 3 479 8976

Email: [christopher.seay@otago.ac.nz](mailto:christopher.seay@otago.ac.nz)

### **Student Learning Development**

SLD is located on the western end of the ground floor of the Library building. The staff at SLD offer a range of courses to assist at every stage of your postgraduate journey. They also offer bookings for one-on-one sessions.

<http://www.otago.ac.nz/hedc/students/index.html>

### **Information Technology Services**

ITS offer a range of software related training and assistance.

<http://www.otago.ac.nz/its/services/otago033765.html>

### **Career Services**

Discussion about career options will be part of your supervision and progress reporting, particularly for doctoral students.

Taking opportunities to add teaching, publishing, research assistance and other skills to your CV is always advised.

The university's Career Development Centre, located at the eastern end of the library building, offers advice on planning, CV preparation, job applications and interview skills.

<http://www.otago.ac.nz/careers/index.html>

## Settling in Dunedin

### Facilities

Most of the Centre's students move to Dunedin from other parts of New Zealand or from overseas. Dunedin is a small compact city, which has advantages for getting around and finding convenient housing. You will find a good range of sporting, cultural and arts related activities.

The University of Otago is one of the largest employers in Dunedin. There is also a teaching hospital and a growing technology sector.

### Climate

Dunedin has an oceanic climate, with many microclimates to be found in different parts of the city. Summers are mild and winters cool, with some frost and light snowfall. Average daytime temperatures range around 19 C (66 F) in summer to 10 C (50 F) in winter. Rainfall is more likely to be light or drizzly; heavy rain is rare.

The common complaint is that houses are colder than people from other places are used to. Many of Dunedin's houses are older housing stock and may not be well insulated or double-glazed. Central heating is rare; wood burners or heat pumps are the most common forms of heating. People heat the rooms in which they spend most time, but bedrooms and bathrooms especially can be cold. Be prepared by bringing warm clothing. New buildings are better but often command higher rent. Insulation will be compulsory in all rental homes by 1 July 2019.

### Bringing your family

Dunedin offers excellent schooling at all levels and the Centre is happy to offer advice about the best fit for your children.

The Centre has a family focus with parents of young families on the academic staff and amongst the student body. Some partners find work; others study or enjoy raising a young family. If you have specific questions related to bringing your family, please ask.

### Finding accommodation

January to June is the easiest time to find rental accommodation for immediate availability. From July to December, many listings are for rental beginning the following year.

Abbey College is the university's postgraduate residential college.

<http://www.otago.ac.nz/abbeycollege/index.html>

The University of Otago Accommodation Centre can also offer assistance.

<http://www.otago.ac.nz/about/accommodation/>

### Setting up your home

TradeMe is a popular website for purchasing items. There are several Facebook groups such as "Otago buy sell & swap". You can also visit Haywards auction house or Dunedin's numerous 'opshops' (consignment, used goods and second-hand thrift stores) for those on a limited budget.

## PhD

Please refer also to the PhD Handbook <http://www.otago.ac.nz/graduate-research/study/phddoctoral/programme/otago400006.html>

### Space and equipment

The Centre will provide you with shared office space and if you require it, a desktop computer. Most of our computer stock is iMac. Students are encouraged to use their own hardware if convenient. Students provide their own stationery needs.

The Centre will pay for basic software such as Endnote, Nvivo, SPSS and Stata. If you have specific software needs, please discuss this with the Centre Manager.

### Printing

Unlike many other departments, the Centre has free and unlimited access to printing for all students. It is expected that printing is always done in black and white, and double sided where possible. Personal printing is not encouraged.

### Supervision agreements

Early in your study period, you and your supervisors will negotiate a Student-Supervisor agreement. This covers the supervisory team, the proportion of supervision from each supervisor and what you can expect from your supervisors. You will also negotiate a guideline around the timing and nature of feedback with supervisors.

There will be a different level of input from your primary supervisor compared to others in your team. Primary supervisors will normally meet regularly, read drafts and deal with student concerns. The role of secondary and other co-supervisors may vary, and will be agreed and recorded in the Student-Supervisor agreement.

Other expectations, such as contribution to Centre Research Seminars, poster sessions and attendance at seminars and lectures organized by the Centre, will be noted in this agreement.

### Supervision changes

Where the supervisory relationship is unsatisfactory or new expertise is required for your project, changes can be made by negotiation. The Centre's preference is to seek supervision from within the Centre first; however, it is common practice to bring in supervision from other disciplines where required. In exceptional circumstances, supervisors may be sought from outside the University of Otago.

Students should be aware that anyone who has been on your supervision team is excluded from examining your thesis. It is important to ensure that there are sympathetic and expert examiners still available in the Centre when changes of supervision are considered.



## Teaching methods

Unlike doctoral study in many other countries, New Zealand universities do not usually offer coursework as part of the doctorate. They are like the British model rather than the American model. The advantage is that the doctorate can normally be completed in 3 to 4 years of full time study. However, some candidates feel the absence of formal research methods training.

The Centre offers some research methods training, as required. There are also research methods courses run by Student Learning Development. Other departments will offer training in specific quantitative methods and these are advertised by email.

## Support during your study

There are various ways that you can find support during your study period at the Centre.

1. Address problems early.
2. Talk to your supervisors about the challenges you are facing.
3. Connect with other students who are at the same stage in the journey as you and may therefore share similar concerns.
4. Connect with other students who are working in a similar area or using similar research methods.
5. Form a writing group or join an online writing group.
6. Have clear and realistic deadlines, and break your research down into a series of small goals.
7. Talk to any academic staff who you feel can give you advice on study skills, career goals or general matters.
8. Find excellent books that can help with all stages of the research journey. See Appendix 3 for a list of recommended books.

More specific information is in the section Getting Started at NCPACS, see 'Dealing with concerns and complaints'.

## 'Decompression' support

Some students come to New Zealand from conflict zones. Others may visit conflict zones and/or interact with people who have had experienced or participated in severe and disturbing violence. If for any reason you need someone to talk with to 'decompress', you are welcome to contact Dr Rachel Rafferty.

## The role of your supervisor

The supervisor's role is negotiated and agreed in the Supervisor-Student agreement; this is always worth referencing and updating if necessary throughout your period of study.

Students for whom English is a second language are encouraged to find a good proofreader and even a copy editor who can read your work for accuracy and sense. It is not your supervisors' role to proof read and edit your writing.

It is very important to have a clear understanding of how long your supervisors may take to give feedback on your writing. This should be spelt out in your Student-Supervisor agreement. In particular, be aware that your supervisor may need several weeks to read and respond to a full draft.

### **Progress reports**

Progress reports occur six monthly until your candidacy is confirmed, and thereafter annually. You attend with your supervisors and another academic staff member who chairs the progress report meeting. The chair will meet with you and your supervisors independently prior to the meeting date, to ascertain if there are any issues you wish to discuss or on which you need further assistance. You will also be required to write and upload a self-review report outlining your progress to date prior to the meeting. A template for the self review can be found at this link under the heading Progress Reporting: <http://www.otago.ac.nz/graduate-research/policies/index.html#Doctoral>

### **Understanding EFTS**

Equivalent Full Time Study or EFTS is the way in which your study period is calculated. A full time full year of study is equivalent to 1 EFTS; a full year of part time study or a part year of full time study is equivalent to 0.5 EFTS.

Students may change from full time to part time study or vice versa. This should be discussed with your supervisors in the first instance.

A doctoral candidate is expected to complete within 4 EFTS. Your EFTS calculation is available via eVision.

### **Deferrals**

A deferral is a period of temporary withdrawal from your study, which stops the clock on your EFTS calculation and fees. Be warned that it will also stop your scholarship payments for the period of the deferral.

Deferrals will not normally be granted for less than two months or more than 12 months. More than two deferrals will only be granted in exceptional circumstances. See the GRS PhD handbook for the application procedure or talk to the staff at GRS about your deferral needs.

### **Fieldwork funding**

Through the generosity of the Aotearoa New Zealand Peace and Conflict Studies Centre Trust and other supporters such as the Quakers, the Centre has some funding to support fieldwork. Applications for funding are called twice a year, usually around the beginning

of each semester. Normally funding supports air travel overseas and some internal travel and accommodation. Students are expected to contribute to fieldwork costs.

### **Conference funding**

The Humanities Division offers all doctoral students one opportunity to apply for funding to attend a conference during the period of their study. It is expected that the conference will fall in the second half of doctoral study when students are well underway with their research. However, the conference must occur at least six months before the expected submission date.

Further information about Humanities conference funding is available at this link.

<http://www.otago.ac.nz/humanities/forms/index.html#pg>

### **Examination process**

Prior to submission, your supervisors will arrange your examination panel of three examiners (normally one from the Centre or University of Otago, one from another New Zealand university and one from overseas) and a convener from the University of Otago.

Students may suggest possible examiners; however the examination panel is confidential until the oral examination. The examiners are not known to each other until this time.

Supervisors are required to verify in a letter to the Graduate Research School that they have seen the final version prior to submission, and it is your responsibility to provide the version you intend to submit to your supervisors after any final amendments are made. In the event that they have not seen it, this must be disclosed to GRS by supervisors.

### **Oral examination**

Any doctoral student beginning after 1 January 2014 is required to have an oral examination. Your supervisors will explain this process closer to the time and they will also help you to prepare.

## Master of Arts (MA)

### Research

Please refer also to the Research Master's handbook <http://www.otago.ac.nz/graduate-research/study/researchmaster/index.html>

### Space and equipment

The Centre will provide you with shared office space and if you require it, a desktop computer. Most of the computer stock is iMac. Students are encouraged to use their own hardware if convenient. Students provide their own stationery needs.

The Centre will pay for basic such as Endnote, Nvivo, SPSS and Stata. If you have specific software needs, please discuss this with the Centre Manager.

### Printing

Unlike many other departments, the Centre has free and unlimited access to printing for all students. It is expected that printing is always done in black and white, and double sided where possible. Personal printing is not encouraged.

### Supervision agreements

Early in your study period, you and your supervisor will negotiate a Student-Supervisor agreement. This sets out what you can expect from your supervisor. You will also negotiate a guideline around the timing and nature of feedback from your supervisor.

Other expectations, such as contribution to Centre Research Seminars, poster sessions and attendance at seminars and lectures organized by the Centre, will be noted.

### Supervision changes

Master of Arts students usually have one supervisor. Where the supervisory relationship is unsatisfactory or new expertise is required, changes can be made by negotiation. The Centre's preference is to seek supervision from within the Centre first; however, it is normal practice to bring in supervision from other disciplines where required.

### Teaching methods

The Centre offers some research methods training, as required. There are also research methods courses run by Student Learning Development. Other departments will offer training in specific quantitative methods and these are advertised by email.

### Support during your study

There are various ways that you can find support during your study period at the Centre.

1. Address problems early.
2. Talk to your supervisors about the challenges you are facing.

3. Connect with other students who are at the same stage in the journey as you and may therefore share similar concerns.
4. Connect with other students who are working in a similar area or using similar research methods.
5. Form a writing group or join an online writing group.
6. Have clear and realistic deadlines, and break your research down into a series of small goals.
7. Talk to any academic staff who you feel can give you advice on study skills, career goals or general matters.
8. Find excellent books that can help with all stages of the research journey. See Appendix 3 for a list of recommended books.

### **'Decompression' support**

Some students come to New Zealand from conflict zones. Others may visit conflict zones and/or interact with people who have been traumatised by their experiences. If for any reason you need someone to talk with to 'decompress', you are welcome to contact Dr Rachel Rafferty.

### **The role of your supervisor**

The supervisor's role is negotiated and agreed in the Supervisor-Student agreement; this is always worth referencing and updating if necessary throughout your period of study.

Students of English as a second language especially are encouraged to find a good proofreader and even a copy editor who can read your work for accuracy and sense. It is not your supervisors' role to proof read and edit your writing.

It is very important to have a clear understanding of how long your supervisors may take to give feedback on your writing. This should be spelt out in your Student-Supervisor agreement. In particular, be aware that your supervisor may need several weeks to read and respond to a full draft.

### **Progress reports**

At present progress reports are not required but expect to be phased into student degree tracking in 2018 or 2019.

### **Understanding EFTS**

Equivalent Full Time Study or EFTS is the way in which your study period is calculated. A full time full year of study is equivalent to 1 EFTS; a full year of part time study or a part year of full time study is equivalent to 0.5 EFTS.

Students may change from full time to part time study or vice versa. This should be discussed with your supervisors in the first instance.

A Masters candidate is expected to complete within 2 EFTS. Your EFTS calculation is available via eVision.

### **Deferrals**

A deferral is a period of temporary withdrawal from your study, which stops the clock on your EFTS calculation and fees. Be warned that it will also stop any scholarship payments for the period of the deferral.

The deferral can be from one month up to a period agreed by the Centre.

### **Examination process**

Prior to submission, your supervisor will arrange your examination panel of two examiners, normally one from the Centre and one from another New Zealand university or from overseas. The examination panel is anonymous and confidential.

# Master of Peace and Conflict Studies (MPCS)

## Coursework

### Space and equipment

The MPCS students have a room at 520 Castle St. This has shared desk space and several computers with internet access and printing. Students are encouraged to use their own hardware if convenient. Please see the Centre Manager about getting your computer set up for internet access and printing. Students provide their own stationery needs.

### Printing

Unlike many other departments, the Centre has free and unlimited access to printing for all students. It is expected that printing is always done in black and white, and double sided where possible. Personal printing is not encouraged.

### Supervision

Most of your classes are taught by one academic staff member. In the case of the Dissertation students (PEAC590 and PEAC591) you will have a course coordinator and a supervisor. The supervisor may be one of the other Centre academic staff. You and your supervisor will come to an agreement about the details of your supervision including regularity and length of supervision meetings.

Matters related to your project should be discussed with you supervisor. All other matters, including extensions, must be discussed with the course coordinator.

### Grades and assessment criteria

All teachers will set out the assessment structure and criteria for their course. This may vary from paper to paper. PEAC590 dissertations are marked by two examiners, one of whom is external to the Centre.

### Extensions

If you require an extension for any assignment please alert your course teacher as early as possible. Extensions for medical reasons will normally require a medical certificate. Only your course teacher or coordinator can grant extensions. As discussed above, in PEAC590 or PEAC591 the course coordinator, not your supervisor, must grant any extension.

### Penalties for lateness

If your assignment is late and no extension has been agreed, you will be penalized with a deduction of 5% for each day the assignment is overdue.

### **Appealing a mark**

You may appeal a mark for any assignment. The appeal must specify which aspect of the marking rubric you feel not been applied correctly or fairly, and why. If you and your course teacher agree that another academic staff member will mark the work again, the second mark will apply regardless of whether it is higher or lower.

### **Course content and support**

Due to the nature of the courses that are taught in the Centre, some students find course content traumatic. If you have difficulty with the nature of material presented in the course, please discuss this with your teacher as soon as possible.

### **'Decompression' support**

Some students come to New Zealand from conflict zones. Others may visit conflict zones and/or interact with people who have been traumatised by their experiences. If for any reason you need someone to talk with to 'decompress', you are welcome to contact Dr Rachel Rafferty.

### **Practicum funding support**

Students who are completing the Practicum and Research Report PEAC595 may be eligible for funding assistance for their practicum, through the Rei Foundation Limited. RFL offers funding support for students who are undertaking their practicum overseas. Students are required to submit a budget with supporting documentation to the Centre Manager after discussion with the course coordinator. The funding received is expected to contribute to costs, not fund the entire project.

### **Progress reports**

At present progress reports are not required but expect to be phased into student degree tracking in 2018 or 2019.



## Appendix 1 Recommended conferences

Major conferences that you might consider attending are:

- Asia Pacific Peace Research Association (APPRO)
- International Peace Research Association (IPRA)
- European Peace Research Association (EUPRA)
- Canadian Peace Research Association (CPRA)
- International Studies Association (ISA) (Feb/Mar, usually in the USA)
- New Zealand Political Studies Association NZPSA (November)
- Peace and Justice Studies Association

There are also conferences on specific themes such as:

- Disability issues
- Environment and climate change
- Gender issues
- Indigenous issues
- Social movements and activism

Academic staff will advise you about appropriate conferences and preparing submissions.

## Appendix 2 Recommended journals

The following are recommended as journals to which students may submit for publication:

- Critical Studies on Terrorism
- Journal of Peace Research
- Peace & Change
- Journal of Resistance Studies
- Peace Review
- Negotiation Journal
- Peacebuilding

Academic staff will advise on ways in which you can pursue external publication in relevant journals.

## Appendix 3 Recommended texts

Anderson, M. (1999). *Do No Harm: How Aid can Support Peace – or War*. Boulder: Lynne Reiner.

Bercovitch, J. and Jackson, R. (2009). *Conflict Resolution in the Twenty-first Century*. Ann Arbor, MI: University of Michigan.

Bercovitch, J., V. Kremenyuk, and I. Zartman, eds. (2009). *The SAGE handbook of conflict resolution*. Thousand Oaks, CA: Sage.

Bloomberg, L. and Volpe, M. (2016). *Completing Your Qualitative Dissertation: A road map from beginning to end*. 3<sup>rd</sup> ed. Thousand Oaks, CA: Sage.

Demmers, J. (2017). *Theories of Violent Conflict*. 2<sup>nd</sup> ed. London: Routledge.

Lederach, J. P. (1997). *Building peace: sustainable reconciliation in divided societies*. Washington, DC: United States Institute of Peace.

Mac Ginty, R. (2013). *Routledge Handbook on Peacebuilding*. London: Routledge

Ramsbotham, O., Woodhouse, T., and Miall, H. (2016). *Contemporary Conflict Resolution*, 4<sup>th</sup> ed. Hoboken, NJ: Wiley.