

## DVM6115 A - Special Topics: Foreign Aid

Professor Stephen Brown

Fall 2017

### COURSE OUTLINE

Class schedule	Monday, 11:30am-2:20pm Social Sciences Building, Room 11003
Professor's office hours	Monday, 2:30-4:00pm Social Sciences Building, Room 7052
Email	brown@uottawa.ca (Please include "DVM6115" in the subject line)
On Virtual Campus	Yes

### COURSE OBJECTIVES

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This course seeks to critically analyze a variety of issues that are central to foreign aid. It will examine the origins, evolution and forms of development assistance, the kinds of donors involved, their various motives, and the debates surrounding specific policy initiatives and foreign aid more generally, including critiques of aid. Particular reference will be made to Canada's evolving aid policies.

### ASSESSMENT METHODS

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#### Participation

This course is a seminar, organized around the collective analysis of readings, rather than lectures. It is therefore essential that students do all the readings before class and actively participate. To launch the in-class discussions, a student designated in advance will briefly "introduce" (but not summarize) each reading. This will involve making a few analytical comments, critically assessing or raising questions about the reading designed to elicit discussion.

Class attendance is necessary to successfully complete this course. Students' participation is assessed every week according to the following scale: absent = 0; present but did not participate = 1; minimal participation = 1½; active participation, depending on the *quality* of comments = 2, 2½ or 3 points. Points will be deducted for tardiness. Students whose attendance is insufficient will receive "EIN" as their final mark, which is a failing grade.

### Reaction papers

Over the course of the semester, students must submit four or five short reaction papers of about one single-spaced page each. The aim of the assignment is to *analyze* one of that week's readings. The reaction papers will consist of an analytical commentary on the reading's arguments and content, its logical implications or its relationship with theory or other readings. It is crucial to remember that reaction papers must not be descriptions, summaries or personal appreciations of the readings.

A few suggestions: If you raise questions that the reading inspires, try to answer them. If you name elements that are missing, explain why they matter and what impact they would have on the reading's argument. If you think the reading is brilliant and you agree with everything, try to extend the argument and apply it to other areas, potentially discussing some implications of the argument/findings for policymakers or for aid more generally.

Reaction papers must be submitted to the professor by email by noon on the day before the seminar. Late reaction papers will not be accepted. Students must ensure that they submit at least four reaction papers over the course of the semester. Students have the option of submitting a fifth reaction paper, in which case the top four will be used to calculate the final grade. No more than five reaction papers will be accepted. More than one reaction paper on a given week's readings is not permitted. A reaction paper may not be submitted for a reading that has already been discussed in class. Students who submit fewer than four reaction papers will receive "EIN" as their final mark (failure/incomplete).

### Term papers

Term papers topics must have a link to foreign aid, broadly defined. They may include aspects not covered in depth in the readings (e.g., the history of aid, humanitarian assistance, democratization assistance, gender mainstreaming, multilateral aid, climate change, or the securitization of aid) or focus on aid from a specific donor or to a particular recipient. They must be approved in person by the professor by October 2. Students are encouraged to pick a topic that will help them lay the foundation for their master's research paper (MRP), M.A. thesis or Ph.D. thesis.

A research proposal is due on October 30 at the beginning of class. It should consist of a summary of the paper, including the research question, tentative hypothesis and analytical framework (typed, one page, single-spaced), as well as an annotated preliminary bibliography of at least 12 academic sources, of which a minimum of six must be academic journal articles (no page limit).

Term papers are due by December 14 at 4:30pm. Their length should be about 20 pages for M.A. students and 25 pages for Ph.D. students (typed, double-spaced, not

counting notes or the bibliography). Term papers should cite at least 18 academic sources, including at least eight journal articles. Sources not cited in a paper should not be listed in the bibliography.

Please note that this course's compulsory readings may be used as references, but they do not count towards the total number of sources.

### Oral presentations

Students will make a very short oral presentation on their term paper, to be followed by about 15 minutes of questions and comments from the class, during the last two classes of the semester (December 4 and 6). Students should circulate a handout of 2-4 pages to all seminar participants at least 48 hours in advance that clearly states the research question, the tentative argument, the analytical framework and any other information that will be useful for eliciting feedback. (Modalities may be adjusted at a later date, depending on course enrollment.)

### Components of Final Mark

Evaluation format	Weight	Date
Research proposal	10%	October 30
Oral presentation	5%	December 4 and 6
Term paper	40%	December 14
Reaction papers (4 or 5)	25%	Throughout the semester
Participation	20%	Throughout the semester

### Late assignments

With the exception of reaction papers, any assignment that is not handed in directly to the professor should be left for him at the School of Political Studies (FSS 7005). If the office is closed for the day, assignments may be left in the slot of mailbox number 204, around the corner from the office. Assignments will be stamped with the date that the office reopens, which will count as the submission date. Papers handed in after 4:30pm will count as having been handed in on the following workday. Unless the professor has made an exception in advance, assignments may not be submitted by email (except for reaction papers) or slipped under the professor's door.

Extensions will not be provided unless cleared *at least one week in advance* by the professor. Last-minute exceptions will be made only for illness or other situations deemed serious by the professor and supported by adequate documentation. Each day of late submission results in a penalty of 5%. Assignments will not be accepted if more than seven days late, in which case the student will receive a failing grade (EIN).

University regulations require that all absences and all late submissions due to illness be supported by a medical certificate. In the event of an illness or related complications, only the counselling service and the campus clinic (located at 100

Marie-Curie) may issue valid certificates to justify a delay or absence. The Faculty reserves the right to accept or reject the reason put forth if it is not medical. Reasons such as travel, work and errors made while reading the syllabus or exam schedule are not usually accepted. Please notify the professor well in advance if a religious holiday or event forces your absence during an evaluation.

## **SCHEDULE AND READINGS**

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All readings can be obtained via the university library, Virtual Campus or downloaded from the links provided below.

### **September 11 - Introduction**

Video (in class): “Canadians Beyond our Borders” (Government of Canada, 1993, 22 minutes)

- Finn Tarp, “Aid, Growth, and Development”, in George Mavrotas (ed.), *Foreign Aid for Development* (Oxford: Oxford University Press, 2010), pp. 20-53. Do not write a reaction paper on this reading. It is meant as an introduction to some basic concepts and debates. Don’t worry about the analysis that is very rooted in economics, such as the “two-gap model”.

### **September 18 - Motives and rationales**

- Hans Morgenthau, “A Political Theory of Foreign Aid”, *American Political Science Review*, vol. 56, no. 2 (June 1962), pp. 301-309.
- Ali Arbia and Gilles Carbonnier, “Human nature and development aid: IR and the biology of altruism”, *Journal of International Relations and Development*, vol. 19, no. 3 (July 2016), pp. 312-332.
- Ilan Kapoor, “Foreign Aid as G(r)ift”, in *The Postcolonial Politics of Development* (London and New York: Routledge, 2008), pp. 76-94.
- A. Maurits van der Veen “The goals of foreign aid”, in *Ideas, Interests and Foreign Aid* (New York: Cambridge University Press, 2011), pp. 9-13. Do not write a reaction paper solely on this reading.

### **September 25 - Ethics and human rights**

- David Sogge, “Donors helping themselves”, in B. Mak Arvin and Byron Lew (eds.), *Handbook on the Economics of Foreign Aid* (Cheltenham, UK and Northampton, MA: Edward Elgar, 2015), pp. 280-304.
- John D. Cameron, “Revisiting the Ethical Foundations of Aid and Development Policy from a Cosmopolitan Perspective”, in Stephen Brown, Molly den Heyer and David R. Black (eds.), *Rethinking Canadian Aid*, Second Edition (Ottawa: University of Ottawa Press, 2016), pp. 55-69.

- Amy Allen, “Paradoxes of Development: Rethinking the Right to Development”, in Diana Tietjens Meyers (ed.), *Poverty, Agency, and Human Rights* (Oxford: Oxford University Press, 2014), pp. 249-269.
- Thomas Pogge, “Are We Violating the Human Rights of the World’s Poor?”, in Helmut P. Gaisbauer, Gottfried Schweiger and Clemens Sedmak (eds.), *Ethical Issues in Poverty Alleviation* (Cham: Springer, 2015), pp. 17-42.

#### October 2 - Poverty reduction (term paper topic clearance deadline)

- Owen Barder, “What Is Poverty Reduction?” (Washington, DC: Center for Global Development, April 2009), 24 pp. Available at [www.cgdev.org/sites/default/files/1421599\\_file\\_Barder\\_Poverty\\_Reduction.pdf](http://www.cgdev.org/sites/default/files/1421599_file_Barder_Poverty_Reduction.pdf).
- Zahabia Saleem and John A. Donaldson, “Pathways to poverty reduction”, *Development Policy Review*, vol. 34, no. 5 (September 2016), pp. 671-690.
- Jason Hickel, “The true extent of global poverty and hunger: questioning the good news narrative of the Millennium Development Goals”, *Third World Quarterly*, vol. 37, no. 5 (2016), pp. 749-767.
- Edward R. Carr, “Rethinking poverty alleviation: a ‘poverties’ approach”, *Development in Practice*, vol. 18, no. 6 (November 2008), pp. 726-734.

#### October 9 - Thanksgiving (no class)

#### October 16 - Canadian aid I

- Ian Smillie, “Foreign Aid and Canadian Purpose: Influence and Policy in Canada’s International Development Assistance”, in Robert Bothwell and Jean Daudelin (eds.), *Canada Among Nations 2008: 100 Years of Canadian Foreign Policy* (Montreal, Kingston, London and Ithaca: McGill-Queen’s University Press, 2009), pp. 183-208. Do not write a reaction paper on this reading. It is meant as an overview/introduction to Canadian aid.
- Government of Canada, Official Development Assistance Accountability Act, 2008, available at <http://laws-lois.justice.gc.ca/eng/acts/O-2.8/FullText.html>. Do not write a reaction paper on this reading.
- Molly den Heyer, “Untangling Canadian Aid Policy: International Agreements, CIDA’s Policies and Micro-policy Negotiations in Tanzania”, in Stephen Brown (ed.), *Struggling for Effectiveness: CIDA and Canadian Foreign Aid* (Montreal and Kingston: McGill-Queen’s University Press, 2012), pp. 186-216.
- Rachael Calleja, David Carment and Yiagadeesen Samy, “Aid Fragmentation and Coherence: Is a More Integrated Approach the Answer to Canadian Aid Effectiveness?”, in Stephan Klingebiel, Timo Mahn and Mario Negre (eds.), *The Fragmentation of Aid: Concepts, Measurements and Implications for Development Cooperation* (Basingstoke, UK and New York: Palgrave Macmillan, 2016), pp. 295-309.
- Elizabeth Blackwood and Veronika Stewart, “CIDA and the Mining Sector: Extractive Industries as an Overseas Development Strategy” in Stephen Brown (ed.), *Struggling*

for Effectiveness: CIDA and Canadian Foreign Aid (Montreal and Kingston: McGill-Queen's University Press, 2012), pp. 217-245.

### October 23 - Reading Week (no class)

### October 30 - Canadian aid II - gender considerations (term paper proposals due)

Video (in class): "Canada's Feminist International Assistance Policy" (Government of Canada, 2017, 2 minutes), <https://www.youtube.com/watch?v=wBlcj5q6l3k>

- Julia Keast, "Missed Opportunity: A Discursive Analysis of Canada's Commitments to Maternal Health under the Muskoka Initiative", in Rebecca Tiessen and Stephen Baranyi (eds.), *Omissions and Obligations: Canada's Ambiguous Actions on Gender Equality* (Montreal and Kingston: McGill-Queen's University Press, 2017), pp. 49-67.
- Paula Butler, "Gold 'n' Girls: Why Canada Weds Gender Equality with Mining Capitalism in Burkina Faso", in Rebecca Tiessen and Stephen Baranyi (eds.), *Omissions and Obligations: Canada's Ambiguous Actions on Gender Equality* (Montreal and Kingston: McGill-Queen's University Press, 2017), pp. 141-164.
- Government of Canada, "Canada's feminist international assistance policy", June 9, 2017, available at [http://international.gc.ca/world-monde/issues\\_development-enjeux\\_developpement/priorities-priorites/policy-politique.aspx?lang=eng](http://international.gc.ca/world-monde/issues_development-enjeux_developpement/priorities-priorites/policy-politique.aspx?lang=eng).
- Brown, Stephen and Liam Swiss. "Canada's Feminist International Assistance Policy: Game Changer or Fig Leaf?". In Katherine Graham and Allan Maslove (eds.), *How Ottawa Spends, 2017-2018* (Ottawa: Carleton University, 2017, forthcoming).

### November 6 - Aid effectiveness

Video (in class): "The Price of Aid" (First Run/Icarus Films, 2003, 56 minutes)

- *Paris Declaration on Aid Effectiveness* (2005), 13 pp. Do not write a reaction paper on this reading.
- Christoph Zürcher, "Conflict, state fragility and aid effectiveness: insights from Afghanistan", *Conflict, Security & Development*, vol. 12, no. 5 (December 2012), pp. 461-480.
- Caroline Hughes and Jane Hutchison, "Development Effectiveness and the Politics of Commitment", *Third World Quarterly*, vol. 33, no. 1 (2012), pp. 17-36.
- Frank Vollmer, "Debating 'visibility' and its effects on the effective delivery of Official Development Assistance - diagnosis, justification and possibilities", *Information Development*, vol. 30, no. 4 (November 2014), pp. 298-312.

### November 13 - South-South cooperation

- Giles Mohan, "Emerging Powers in International Development: Questioning South-South Cooperation", in Jean Grugel and Daniel Hammett (eds.), *The Palgrave Handbook of International Development* (London: Palgrave Macmillan, 2016), pp. 279-296.

- Haley J. Swedlund, “Is China eroding the bargaining power of traditional donors in Africa?”, *International Affairs*, vol. 93, no. 2 (March 2017), pp. 389-408.
- Emma Mawdsley, “Cooperation, competition and convergence between ‘North’ and ‘South’”, *Progress in Human Geography*, vol. 41, no. 1 (February 2017), pp. 108-117.
- Adriana Erthal Abdenur and João Moura Estevão Marques da Fonseca, “The North’s Growing Role in South-South Cooperation: keeping the foothold”, *Third World Quarterly*, vol. 34, no. 8 (2013), pp. 1475-1491.

### November 20 - NGOs and local dynamics

- Have a look at the Kiva.org website before coming to class. We will watch a TED Talk by co-founder Jennifer Jackley in class (2010, 18 minutes), [https://www.ted.com/talks/jessica\\_jackley\\_poverty\\_money\\_and\\_love](https://www.ted.com/talks/jessica_jackley_poverty_money_and_love).
- Susan Cotts Watkins and Ann Swidler, “Working Misunderstandings: Donors, Brokers, and Villagers in Africa’s AIDS Industry” *Population and Development Review*, vol. 38, Supplement s1 (February 2013), pp. 197-218.
- Susan Appe, “Civil Society Organizations in a Post-Aid World: New Trends and Observations from the Andean Region”, *Public Administration and Development*, vol. 37, no. 2 (May 2017), pp. 122-135.
- Alan Fowler, “Non-governmental development organisations’ sustainability, partnership, and resourcing: futuristic reflections on a problematic dialogue”, *Development in Practice*, vol. 26, no. 5 (2016), pp. 569-579.

### November 27 - Final reflections and the future of aid

- Emma Mawdsley, Warwick E. Murray, John Overton, Regina Scheyvens and Glenn Banks, “Exporting Stimulus and ‘shared prosperity’: Re-inventing foreign aid for a retroliberal era”, *Development Policy Review*, forthcoming, 24 pp., doi:10.1111/dpr.12282.
- Annalisa Prizzon, Romilly Greenhill and Shakira Mustapha, “An ‘age of choice’ for external development finance? Evidence from country case studies”, *Development Policy Review*, vol. 35, no. S1 (July 2017), pp. O29-O45.
- Robin Davies and Jonathan Pickering, “How should development co-operation evolve? Views from developing countries”, *Development Policy Review*, vol. 35, no. S1 (July 2017), pp. O10-O28.

### December 4 - Presentations

Handouts to be distributed ahead of time by presenters.

### December 6 - Presentations (yes, a Wednesday)

Handouts to be distributed ahead of time by presenters.

### ***Be Aware of Academic Fraud!***

Academic fraud consists of dishonest and wrongful acts on exams, test or assignments, resulting in flawed grades and assessments. The University does not tolerate academic fraud, and anyone found guilty of this behaviour is subject to severe penalties.

#### Examples of academic fraud

- Plagiarize or cheat in any way
- Present falsified research data
- Submit work you did not write in full or in part
- Present work from another course without written permission from the professors involved.

The Internet has made it very easy to detect cases of plagiarism since, with just a few words entered in a search engine, professors can quickly locate original sources of plagiarized work.

For more information on academic fraud and how to avoid it, visit

<http://www.studentservices.uottawa.ca/guides-en.html> and

<http://www.uottawa.ca/academic-regulations/academic-fraud.html>.

Persons who commit or attempt to commit academic fraud or who are involved in any way in cases of fraud committed will be penalized. Here are some examples of sanctions for academic fraud:

- The student will receive a grade of “F” for the assignment or course
- The requirement to complete additional credits (3 to 30 credits)
- Suspension or expulsion from the Faculty.

You can read the academic regulation at: <http://www.uottawa.ca/administration-and-governance/academic-regulation-14-other-important-information>.

### ***Sexual harassment and violence***

The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit <http://www.uottawa.ca/sexual-violence-support-and-prevention/>.



## ***Resources for you***

### ***Mentoring Centre - <http://socialsciences.uottawa.ca/mentoring/>***

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

A student may choose to visit the mentoring centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older students may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

### ***Academic Writing Help Centre - <http://sass.uottawa.ca/en/writing>***

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

### ***Career Development Centre - <http://www.uottawa.ca/career-development-centre/>***

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

### ***Counselling and Coaching Service - <http://sass.uottawa.ca/en/personal>***

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

### ***Access Service - <http://sass.uottawa.ca/en/access>***

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

### ***Community Life Service - <http://www.uottawa.ca/communitylife/>***

The Community Life Service aims to help enrich the student experience.