

# POLITICS OF FOREIGN AID

POL4170 B

Prof. Stephen Brown

Fall 2020

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## COURSE OUTLINE

<b>Class schedule</b>	Tuesday, 8:30-11:20am, via Microsoft Teams
<b>Professor's office hours</b>	Tuesday, 11:30am-12:30pm or by appointment, via Microsoft Teams
<b>Contact</b>	Email <a href="mailto:brown@uottawa.ca">brown@uottawa.ca</a> and include "POL4170" in the subject line. Please do not use the Teams chat to try to get in touch with the professor because it might take several days before he notices.

Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

Snoop Dogg on the importance of reading the syllabus:

<https://www.cameo.com/v/5f2b392a0299b100202e624a>

## OFFICIAL COURSE DESCRIPTION

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Analysis of issues relating to the politics of international development and foreign aid. Origins, evolution and modes of development assistance. The role and motivations of specific multilateral and bilateral donors. Aid policies and practices. Critiques of aid.

## GENERAL COURSE OBJECTIVES

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This course's objective is to analyze critically a wide variety of issues that are central to the politics of foreign aid. By the end of the course, students should be familiar with the origins, evolution and forms of development assistance, the kinds of donors involved and their various motives, and the debates surrounding specific policy initiatives and foreign aid more generally, including critiques of aid. They will also be familiar with Canada's evolving foreign aid policy and should be able to take their own position on desirable future reform. Although the course includes lectures,

students will refine their critical analytical skills beyond the specific content of the course through written assignments and in-class discussions.

## TEACHING METHODS

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Classes will have a lecture component, sometimes including guest speakers, and also emphasize student participation and discussion of the assigned readings and videos.

To launch the in-class discussions of the readings, 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. The introduction should not last more than 2–3 minutes. Likewise, a student volunteer will introduce each guest speaker, based on some online research (not just read out their biographical statement from a website) and trying to include a fun fact.

## ASSESSMENT METHODS

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### *Reaction papers*

On three different weeks – once in September, once in October and once in November/December – students must write reaction paper of about one page in length (single-spaced) on one of the assigned readings for that day. They are to be submitted via email before the *beginning* of the class for which that reading is assigned. Under no circumstances will they be accepted after class starts. More than one reaction paper on a given day’s readings is not permitted. A reaction paper may not be submitted for a reading that has already been discussed in class.

The purpose of a reaction paper is to *analyze* the reading. This could involve an analytical commentary on the reading’s arguments and content, its logical implications and/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 from the text, explain why they matter and what impact they would have on the reading’s argument. If they make no difference, there is not much point in raising the omission.
- 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. For instance, how should it influence the decisions made by actors in the aid sector, such as the Secretary General of the United Nations, the Minister for Cooperation of a northern country, the Head of Cooperation in the Embassy of a northern country in a southern country, politicians or high-level officials of a country in the Global South or leaders of an international or local NGO?
- Be critical, but remember to be reasonable and fair. Authors have limited time and funding to conduct their research, as well as limited space in which to write it up. Not every text can cover everything that might be interesting.
- A final recommendation: Before submitting your reaction paper, reread each paragraph and ask yourself whether the content of that paragraph is what the author is saying or what *you* are arguing. If you are just repeating the author’s points, delete the paragraph. It can be a challenge, but you need to find your own voice.

Keep in mind that academic texts in the social sciences are not meant to be just factual, unlike newspaper articles and Wikipedia entries that solely provide information. You are not expected to know more than the authors about the empirical facts that they are writing about (but shouldn't refrain from pointing out important errors if you see any). However, as an upper-level undergraduate student, **you should be able to assess the quality of the text's argumentation and make connections that go beyond the text.** If you find this exercise difficult, it is a sign that your analytical skills could use some sharpening. Consider that an important skill that you could develop over the course of the semester.

If they wish, students may hand in one or two additional reaction papers, in which case the three highest of the four or five marks will be used in the calculation of the final grade. This option is only available to students who hand in at least one paper in each of September, October and November/December. In other words, you cannot use that option to skip a month. Students who do not submit a reaction paper in a given month will get a zero for that reaction paper and not have access to the provision for best-three-out-of-four or best-three-out-of-five.

### *Term paper*

Students will write a 17–20 page research paper (typed and double-spaced, not including the bibliography or notes) that analyzes a topic relevant to the course. Students should verbally clear their topic with the instructor no later than October 13.

A paper proposal should be submitted via email by November 3 at 5pm. If you do not receive an acknowledgement of receipt within one working day, please resend it. The proposal should consist of a summary of the paper, including an explicit statement of the research question, the tentative argument, the analytical framework and an outline (typed, one page, single-spaced), as well as an annotated preliminary bibliography of at least 10 academic sources, of which a minimum of six must be academic journal articles (no page limit). The annotation refers to a one-paragraph specification of how the source will be useful specifically for your paper. It should not be a summary of the text.

The term paper is due on December 17 by 5pm, to be submitted by email. If you do not receive an acknowledgement of receipt within one working day, please resend it. The paper should draw on at least 15 scholarly sources, including a minimum of eight journal articles. Sources not cited in the term paper should not be included in its bibliography.

Please note that this course's readings may be used as references, but they do not count towards the total number of sources, nor do articles from "predatory journals". Also, sources that are not cited in the paper should not be included in the bibliography.

Proposals and papers submitted after 5pm will count as having been handed in on the following day. The time that the email was received will be counted as the time of submission of the document.

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 unforeseen 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 may receive a failing grade (EIN).

### *Very short assignments*

At the beginning of the semester, no later than September 22, students should describe on Brightspace (under "Assignments") their personal learning objectives and expectations for the

course. By December 1, they should revisit and reflect on them. Which ones did they meet and which ones not? Were there any surprises?

By November 24, students should submit an essay-format question that would be appropriate if there were a final exam in this course (just the question, not the answer). The professor will pick a few representative ones and we will go over what a good answer would consist of for each of them during the last class on December 8. The purpose is both to review the material from a macro perspective and improve strategies for answering essay-style exam questions.

### *Attendance and participation*

This component of your mark will be based on your attendance and in particular your participation, including in live discussions and in introducing readings and guest speakers.

Here are a few questions to guide your critical reading of a text. They are meant to help you think about a reading before we discuss it in class. They can also help you develop your analysis for a reaction paper, but they are *not* meant a checklist or formula for writing a reaction paper.

- Starting point: What does the text seek to do? Does it have an explicit or implicit research question? Which one?
- Key question: What is the text's central argument? Is it clearly stated?
- Who is the text speaking to? How is the author contributing to an ongoing debate?
- Is the central argument well supported? Is the evidence adequate? Are there counterarguments or counterexamples that challenge the argument?
- Is the logic of the argument convincing? Are there gaps in the way the argument is made? Is it based on any unjustified premises? Is there a plausible alternative explanation?
- What is the text's methodological approach? How appropriate is it? Does the methodology have any significant weaknesses? Would there have been a better way to answer the research question?
- How generalizable are the findings beyond the case(s) examined in the text?
- What are the implications of the argument?
- What links can we draw between this reading and the texts we previously read, the discussions we had in class or theoretical approaches?

**If remote classes are recorded**, the professor will notify you before turning on the recording and it will be done in accordance with the *Freedom of Information and Protection of Privacy Act* in Ontario and with University [Policy 90](#). In such circumstances, your personal information will be collected under the authority of the University of Ottawa Act, 1965. The sessions will be recorded for purposes consistent with the fulfillment of the course learning activities and outcomes. The recording may include the use of your video presence, picture, and voice. If you choose not to have your picture or voice recorded, you may disable the audio and video functionality or request accommodation from your instructor. The recording will be available only to authorized individuals through University of Ottawa systems. If you have questions about the collection, use and disclosure of your personal information in this notice, please contact your instructor.

If the sessions of this course are recorded, they may be made available for students to view for one week following each session. Student access to the recordings is conditional on them using the recordings solely for the purpose of the course. In order to respect participants' privacy, students must not share a class recording in whole or in part with anyone else or make it available to other people in any way, nor record a class themselves. All class recording files must be deleted from all systems upon completion of the semester.

## Components of the final mark

Evaluation format	Weight	Date
Three reaction papers	35%	Once each in September, October and November/December
Term paper proposal	10%	November 3 by 5pm
Term paper	35%	December 17 by 5pm
Three short assignments: - objectives and expectations - mock exam question - revisit objectives and expectations	1.5% 2% 1.5%	September 22 November 24 December 1
Attendance and participation	15%	Throughout the semester

**Failure to complete work worth a total of 15% or more of the final grade or missing four or more classes will result in an incomplete for the course (EIN), which is a failing grade.** For instance, an EIN will be given to students who only hand in one of the monthly reaction papers, or who skip one reaction paper and do not hand in a term paper proposal or do the three short assignments.

The marking scheme on this syllabus applies to all students. Please do not ask for any additional work for credit, to redo an assignment or for a mark to be “bumped up”, as such measures would be unfair to students who are not accorded a similar opportunity and, moreover, are not permitted under university regulations.

### Policy on class attendance, language quality, absence from an examination and late submissions

Class attendance is necessary to successfully complete this course. **Students who miss four or more classes without a justification deemed valid will receive a final grade of EIN (failure/incomplete).**

Your work will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, at the professor’s discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations. *There will be a penalty for late submissions.* University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate (including the student’s name, the date of both the absence and the return to studies, the medical consultation date, and the physician’s signature), by filling out a Request for a Deferred Mark. Absence from an examination or test and the late submission of assignments due to exceptional personal circumstances must be justified in writing as well, by filling out a Request for a Deferred Mark. The academic unit and the Faculty concerned reserve the right to accept or reject the reasons presented. Reasons such as travel, work and misreading of examination schedules are not accepted, except in exceptional and properly documented circumstances.

A *Request for a Deferred Mark* form must be completed by students for each request and for **all** examinations (exams, tests, assignments).

**The Request for a Deferred Mark form can be obtained at:** <https://socialsciences.uottawa.ca/students/undergraduate-forms>. Once completed, the form with supporting documentation (e.g., a medical certificate) will automatically be sent to the academic unit that offers the course. The request must be completed within five working days of the date of the examination and must respect all the conditions of Academic Regulation 19.5 (<https://www.uottawa.ca/administration-and-governance/academic-regulation-9-evaluation-of-student-learning>).

Students who are excused for missing an examination (exams, tests, assignments) will be required to write a deferred exam, except where the professor offers a re-weighting scheme which applies to the student's case. Professors may decline to offer a deferred exam and instead re-weight the remaining pieces of work only if (i) the re-weighted scheme is indicated on the syllabus and (ii) it respects both the 25 percent rule (Academic Regulation 9.0) and the final exam rule.

A penalty of 5% will be deducted for each subsequent calendar day following the due date. This applies for assignments submitted through email as well, and, in that case, the time that the email was received will be counted as the time of submission of the document. **Assignments will not be accepted if more than seven calendar days late.**

We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

## Policy on the “EIN” grade for the School of Political Studies

**Course failure – EIN (F):** according to regulation 10.6 (<https://www.uottawa.ca/administration-and-governance/academic-regulation-10-grading-system>), a student receives the equivalent to a failure mark whenever he or she has failed to complete **a significant portion of the course assignments and/or examinations.**

**According to the policy established by the School of Political Studies,** a significant portion of the work is either one or more examinations (midterm, final) or any work (quizzes, tests, presentations, research paper, etc.) **worth a total of 15% or more of the final grade.** Please note that a denied request for a deferral may therefore lead to a failing mark.

## Policy on justification of late submission of assignments and take-home examinations for the School of Political Studies

The new deadline granted by the School will be equal to the number of working days included in the period of disability specified on the medical certificate.

The medical certificate (sent online by the student with the DFR form) **MUST** specify in accordance with academic regulation 9.5:

- the name of the student;
- **the date of both the absence and the return to studies;**
- the medical consultation date and the physician's signature

### Determination of the new deadline:

- If the date of both absence and return to studies are before the due date for the assignment:

the new deadline will be calculated from the day following the original due date for the assignment or take-home exam.

- If the date of return to studies is during or after the due date for the assignment or take-home exam: the new deadline will be calculated from the day of the date of return to studies specified on the medical certificate.

**Please, note that in the case of a short-term absence, the new deadline established by this policy applies even if the request for a deferral has not yet been approved.**

**Example 1:**

- Due date for an assignment: April 20, 2020.
- DFR form submitted on April 24, 2020 (as allowed by Academic Regulation 9.5).
- Disability period specified on the medical certificate: March 19 to 24, 2020 (**6 calendar days but 4 working days**).

**New deadline granted:** until April 27, 2020, at the same time as on the original due date (**4 working days following April 20, 2020 and assignment to be handed in on the 5<sup>th</sup> working day following April 20, 2020**). If the assignment is handed in after the new deadline, the penalty for late submission specified in the course outline may apply.

**Example 2:**

- Due date for an assignment: April 20, 2020.
- DFR form submitted on April 24, 2020 (as allowed by Academic Regulation 9.5).
- Disability period specified on the medical certificate: April 20, 2020 (**1 working day**).

**New deadline granted:** until April 22, 2020, at the same time as on the original due date (**1 working day following April 20, 2020 and assignment to be handed in on the 2<sup>nd</sup> working day following April 20, 2020**). If the assignment is submitted on April 24 (**2 days later**) or at any time after April 22, 2020, the penalty for late submission specified in the course outline may apply.

## **SEXUAL VIOLENCE PREVENTION**

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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 [Sexual violence: support and prevention](#).

## SCHEDULE

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All readings are available on Brightspace or at the links provided.

### September 15 – Introduction to the course and the history of foreign aid

- Jean-Philippe Thérien, “Debating foreign aid: right versus left”, *Third World Quarterly*, vol. 23, no. 3 (2002), pp. 449–466.
- If you want a bit more background/a basic introduction on foreign aid, have a look at: Stephen Brown, “National Development Agencies and Bilateral Aid”, in Paul A. Haslam, Jessica Schafer and Pierre Beaudet (eds.), *Introduction to International Development: Approaches, Actors, and Issues*, Third Edition (Oxford: Oxford University Press, 2017), pp. 141–160. We won’t discuss this reading in class. Do not write a reaction paper on it.

### September 22 – Motives and ethics

- In the Assignments section on Brightspace, briefly describe your personal learning objectives and expectations for the course.
- Have a look at the seven aid frames here: 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 on this reading.

Videos (in class):

- Waya Quiviger, IE University, “What is foreign aid and does it work?” (2020, 7 minutes), <https://www.youtube.com/watch?v=5jCKSKYAzyQ>
- Shannon K. O’Neil, Council of Foreign Relations, “Is Foreign Aid Money Well Spent?” (2020, 3 minutes), <https://www.youtube.com/watch?v=-mUAXRrzd0o>
- Enough Food For Everyone IF, “What Has Aid Ever Done For Anyone?” (2013, 3 minutes), <https://youtu.be/AlKaNJzHdF0>
- Bill Gates, “Foreign Aid is Important and has Global Benefits” (2011, 2 minutes), <https://www.youtube.com/watch?v=hFbOzEI6IYk>
- Jason Hickel, Goldsmiths, University of London, “Here’s Why Foreign Aid Is a Scam”, Doha Debates (2020, 7 minutes), <https://www.youtube.com/watch?v=PfnojfvwY5Q>

Readings:

- Ilan Kapoor, “Foreign Aid as G(r)ift”, in *The Postcolonial Politics of Development* (London and New York: Routledge, 2008), pp. 76–94.
- 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*, 2nd edition (Ottawa: University of Ottawa Press, 2016), pp. 55–69.



## September 29 – Poverty reduction

- Video (in class): Bill Gates, “Living in extreme poverty” (2018, 12 minutes), <https://www.youtube.com/watch?v=efnHiz0USQE>.
- Owen Barder, “What Is Poverty Reduction?” (Washington, DC: Center for Global Development, 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).
- Guest speaker: Prof. Ryan Briggs, University of Guelph on “Why does aid not target the poorest?”

## October 6 – Food security

- Video (watch at home, before class): “The Price of Aid” (First Run/Icarus Films, 2003, 56 minutes), uOttawa login required, click on “Alexander St. Press” (you might have to try twice), [https://ocul-uo.primo.exlibrisgroup.com/permalink/01OCUL\\_UO/s28b5q/alma991039222579705161](https://ocul-uo.primo.exlibrisgroup.com/permalink/01OCUL_UO/s28b5q/alma991039222579705161).
- Jennifer Clapp, “Chapter 5: Corporate Interests in US Food Aid Policy: Global implications of Resistance to Reform”, in Jennifer Clapp and Doris Fuchs, eds. *Corporate Power in Global Agrifood Governance*. Cambridge, MA and London: MIT Press, pp. 125–152.
- Guest speaker: Dr. Nyambura Githaiga, Canadian Foodgrains Bank.

## October 13 – Canadian aid 1: Policies and priorities (topic clearance deadline)

- Discussion in class of expectations for term paper proposals.
- Government of Canada, *Official Development Assistance Accountability Act*, 2008, available at <https://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.
- 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.
- Guest speaker: Prof. Marc-André Anzueto, Université du Québec en Outaouais, on Canada and human rights in Guatemala.
- If you want a bit more background/a basic introduction on Canadian aid, have a look one or more of the following texts (which we won’t discuss in class, do not write a reaction paper on any of them):
  - 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 and Kingston: McGill-Queen's University Press, 2009), pp. 183–208.

- Hunter McGill, "Canada's Aid Program since 1945", in Mahmoud Masaeli and Lauchlan T. Munro (eds.), *Canada and the Challenges of International Development and Globalization* (Ottawa: University of Ottawa Press, 2018), pp. 69–87.
- Stephen Brown, « L'aide canadienne au développement », in Pierre Beaudet, Paul Haslam, Dominique Caouette et Abdelhamid Benhmade (dir.), *Enjeux et défis du développement international : Acteurs et champs d'action*, édition nouvelle et actualisée (Ottawa, Presses de l'Université d'Ottawa, 2019), pp. 249-253.

### October 20 – Canadian aid 2: Women, girls and gender equality

- 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.
- Have a good look at this document, but there is no need to read it word-for-word: Government of Canada, "Canada's Feminist International Assistance Policy" (Ottawa: Global Affairs Canada, 2017), 77 pp. Do not write a reaction paper on this reading.
- Video (in class): "Canada's Feminist International Assistance Policy" (2017, 2 minutes), <https://youtu.be/wBlcj5q6l3k>
- Video (in class): Rex Murphy, "Canada's feminist-focused foreign-aid policy", CBC News (2017, 4 minutes), <https://www.youtube.com/watch?v=402koCamzuU>
- Video (in class): "Canadian government aims to raise awareness of feminist foreign policy", Global News (2019, 2 minutes), <https://www.youtube.com/watch?v=QfYo3P7FjMM>
- Guest speaker: Prof. Laura Parisi, University of Victoria, on feminist foreign aid.

### October 27 – Reading week (no class)

### November 3 – Aid, the private sector and private foundations (paper proposal due)

- Discussion in class about academic integrity.
- Jessica Davis Plüss, "The risky business of foreign aid", Swissinfo, August 28, 2020, <https://www.swissinfo.ch/eng/business/the-risky-business-of-foreign-aid/45996150>. Do not write a reaction paper on this reading.
- Emma Mawdsley, Warwick E. Murray, John Overton, Regina Scheyvens and Glenn Banks, "Exporting stimulus and 'shared prosperity': Reinventing foreign aid for a retroliberal era", *Development Policy Review*, vol. 36, no. S1 (2018), pp. O25-O43.
- Radio show (in class): The Current, CBC Radio, January 26, 2012, 22 minutes.
- Roosa Jolkkonen, "Big philanthropies as agents of policy circulation in development: examining the Bill and Melinda Gates Foundation", in Tom Baker and Christopher Walker (eds.), *Public Policy Circulation: Arenas, Agents and Actions* (Cheltenham, UK and Northampton, MA: Edward Elgar, 2019), pp. 73–88.

### November 10 – Emerging donors and South-South cooperation

- Video (in class): “Why Is China Investing Billions in Africa?”, *Now This World* (2018, 7 minutes), <https://youtu.be/1HwxDxrKzMk>
- Video (in class): “How Africa is Becoming China’s China”, Wendover Productions (2018, 10 minutes), [https://youtu.be/zQV\\_DKQkt8o](https://youtu.be/zQV_DKQkt8o)
- Yahya Gülseven, “‘Aid with Chinese characteristics’: competitive and/or complementary?”, *The Pacific Review*, 2020 (forthcoming), 26 pp.
- Thomas McNamara, “Do the Chinese Bring Chitukuko? Rural Malawian Understandings of Chinese Development”, *Journal of International Development*, vol. 29, no. 8 (2017), pp. 1149–1165.
- Guest speaker: Prof. Emma Mawdsley, Cambridge University.

### November 17 – NGOs and local dynamics

- Explore the Kiva.org website before class.
- Video (in class): Kiva.org cofounder Jennifer Jackley’s TED Talk (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).
- Rebecca Clouser, “Reality and rumour: the grey areas of international development in Guatemala”, *Third World Quarterly*, vol. 39, no. 4 (2018), pp. 769–785.
- Videos (in class): Radi-Aid fundraising song and the Golden Radiator/Rusty Radiator award winners.
- Karen McVeigh, “MSF ran ‘white saviour’ TV ad despite staff warnings over racism”, *The Guardian*, September 10, 2020, <https://www.theguardian.com/global-development/2020/sep/10/msf-ran-white-saviour-tv-ad-despite-staff-warnings-over-racism>. Do not write a reaction paper on this reading.
- Guest speaker: Prof. John Cameron, Dalhousie University, “Canadian NGO advocacy”.

### November 24 – Humanitarian assistance and COVID-19

- In the Assignments section on Brightspace, submit an essay-format question that would be appropriate if there were a final exam in this course.
- Discussion in class of expectations for the term paper.
- Tony Vaux, “Humanitarian trends and dilemmas”, *Development in Practice*, vol. 16, nos. 3–4 (2006), pp. 240–254.
- Johan A. Oldekop et al., “COVID-19 and the case for global development”, *World Development*, vol. 134, no. 105044 (2020), pp. 1–4.
- Guest speaker: Maxime Michel, CARE Canada.

## December 1 – The future of aid

- Go to the Assignments section on Brightspace and reflect on what you said your learning objectives and expectations were for the course in September. Which ones did you meet and which ones not? Were there any surprises?
- Emma Mawdsley, “The ‘Southernisation’ of development?”, *Asia Pacific Viewpoint*, vol. 59, no. 2 (2018), pp. 173–185.
- Andy Sumner, Nilima Gulrajani, Myles Wickstead and Jonathan Glennie, “A Proposal for a New Universal Development Commitment”, *Global Policy*, 2020 (forthcoming), 8 pages, <https://doi.org/10.1111/1758-5899.12844>.

## December 8 – Review

- Discussion in class of mock exam questions and how to answer them.
- Feedback on the course.

## RESOURCES FOR YOU

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### [Faculty Mentoring Centre](#)

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](#)

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

## [Counselling Services](#)

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

- Personal counselling
- Career counselling
- Study skills counselling

## [Human Rights Office](#)

### **Mandate**

To provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.

### **Contact information**

1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 / Email: [respect@uOttawa.ca](mailto:respect@uOttawa.ca)

## [Academic Accommodations Service](#)

Students who have a disability or functional limitation and who need adaptive measures (changes to the physical setting, arrangements for exams, learning strategies, adaptive technologies, etc.) to progress or participate fully in university life should contact [Academic Accommodations Service](#) by:

1. email at [adapt@uottawa.ca](mailto:adapt@uottawa.ca) or by calling at **613-562-5976**;
2. logging into the [Academic Accommodations Portal \(Ventus\)](#) and completing the intake form

The Academic Accommodations Service offers services and implements measures to break down barriers to learning for students with physical or mental health issues, visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities.

### **Deadlines for submitting requests for adaptive measures during exams**

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
  - November 15 for the fall session
  - March 15 for the winter session
  - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

## [Career Development Centre](#)

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

## [Campus Activities](#)

Student events aimed at fulfilling all sorts of student needs.

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### SHAKE THINGS UP!

Do you have any [comments on your university experience or suggestions on how to improve it?](#)

Tell us!

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## BEWARE OF ACADEMIC FRAUD!

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Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the [Writing and Style Guide for University Papers and Assignments](#).

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of “F” for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

For more information, refer to the [Student’s Guide to Academic Integrity](#) and the [Academic Integrity Website \(Office of the Provost and Vice-President, Academic Affairs\)](#).