



Faculté des sciences sociales | Faculty of Social Sciences

**École de développement international et mondialisation | School of  
International Development and Global Studies**

**DVM6120 A – Special Topics in International Development: Foreign Aid  
Fall 2023**

## **Course Information**

### **Class Schedule**

Mondays, 11:30am-2:20pm, FSS 8003 (in person)

### **Instructor Information**

**Name:** Stephen Brown

**Email:** brown@uottawa.ca

**Phone number:** 613-562-5800 x1896

**Office hours:** Mondays, 3:00-4:30pm, FSS 7052 (Sept. 11-Dec. 4)

**Communication preference:** Email

## **Course Description**

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.

## **Course Learning Outcomes**

### **General Course Learning Outcomes**

By the end of the course, students will be familiar with the main issues and debates regarding foreign aid and able to present their own critical analysis.

### **Specific Course Learning Outcomes**

- Understand the main issues and debates regarding foreign aid

- Critically analyze the perspectives presented and the key strengths/weaknesses of individual texts and approaches
- Express in class succinct personal analysis related to the assigned readings
- Design and write an in-depth analysis of one particular aspect of foreign aid in a long essay format
- Provide constructive suggestions on other students' research-in-progress

## Required Materials

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

## Assessment

### 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. These opening remarks should not last more than 2–3 minutes.

Class attendance is necessary to complete this course successfully. 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 = between 2 and 3 points. Points will be deducted for tardiness. **Students who miss more than three classes, in whole or in part, will receive "EIN" as their final mark, which is a failing grade.**

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 to be 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? What is it?
- 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?

### Reaction papers

Over the course of the semester, students must submit 3, 4, or 5 short reaction papers of about one page in length (single-spaced) on one of the assigned readings. They are to be submitted via Brightspace before the *beginning* of the class for which that reading is assigned. They should be uploaded as a Microsoft Word file (.doc, .docx or .rtf), not a PDF or any other format.

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, potentially highlighting key weaknesses in methodology, evidence or generalizability. **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 left unanswered by the text, try to answer them yourself. 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. You have only one page, so use it to make somewhat important points, not just nitpick.
- 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.
- 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 should not refrain from pointing out important errors if you see any). However, as a graduate 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.

**Under no circumstances will reaction papers be accepted after class starts.** Students must submit a minimum of three reaction papers on three different weeks. If they wish, students may hand in an additional reaction paper on one or two other weeks, in which case the three highest marks will be used in the calculation of 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 two reaction papers will receive “EIN” as their final mark (failure/incomplete).**

### Research proposals and term papers

Term paper 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 adaptation and mitigation, 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. Failure to have the topic approved will result in a 5% deduction from the student’s final mark. Students are encouraged to pick a topic that will help them lay the foundation for their major research paper (MRP) or M.A. thesis.

A term paper proposal is due on October 30 before the beginning of class, to be uploaded to Brightspace in a Microsoft Word file, not a PDF or any other format. The proposal should consist of a summary of the paper, including an explicit statement of one or two research questions, the tentative argument(s) and the analytical framework and an outline of the structure of the paper (typed, about 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). 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.

Term papers are due by December 14 at 11:59pm via Brightspace, also in a Microsoft Word file, not a PDF or any other format. Their length should be about 20 pages (typed, double-spaced, not counting notes or the bibliography). Term papers should cite at least 18 academic sources, including at least nine 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, nor do book reviews, websites or articles from “predatory journals”. Multiple chapters from a single book count as only one source. It may seem obvious to most students, but sources that are not cited in the paper should not be included in the bibliography and entries in the bibliography should be alphabetized by the author’s last name.

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 Faculty of Social Sciences and supported by adequate documentation. **Each day of late submission results in a penalty of 5%. Term papers and proposals will not be accepted if more than seven calendar days late.**

### Peer reviews

During the last three classes of the semester (November 27, December 4 and December 6), we will spend about 10–15 minutes collectively asking (hopefully) helpful questions and making suggestions for improving pre-designated individual students’ term papers. Discussion will be based on pre-circulated handouts of 2–4 pages. The handouts should clearly state the research question, the tentative argument, the analytical framework, the structure of the paper and any other information that will be useful for eliciting feedback. The deadlines for circulating handouts are specified in the “Course calendar” section below. (Modalities may be adjusted at a later date, depending on course enrollment.)

## Components of the final mark

Evaluation format	Weight	Date
Term paper proposal	10%	October 30
Peer-review handout	5%	Nov. 23, Nov. 30 or Dec. 4
Term paper	40%	December 14
Reaction papers (3, 4 or 5)	25%	Throughout the semester
Participation	20%	Throughout the semester

This marking scheme 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 the “EIN” grade

**Course failure – EIN (F):** according to [regulation 10.6](#), students receive the equivalent to a failing mark if they have not completed one or more evaluations identified as mandatory in the course syllabus.

## Late Assignments

All assignments are to be submitted by their due date and time. As specified above, late reaction papers will not be accepted. Late submissions of outlines and term papers will be immediately docked 5%, with an additional 5% for each subsequent day late to a maximum of 7 days, including weekends. **After 7 days, late outlines and term papers will no longer be accepted and will be given a zero (0%) grade, leading to an EIN (F) mark for the course.**

## Course Calendar

### 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. Do not worry about the analysis that is very rooted in economics, such as the “two-gap model”.
- Optional: 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, Issues, and Practice*, Fourth Edition (Oxford: Oxford University Press, 2021), pp. 150–167. We won’t discuss this reading in class. Do not write a reaction paper on it.

### September 18 – Motives and rationales

- 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.
- Hans Morgenthau, “A Political Theory of Foreign Aid”, *American Political Science Review*, vol. 56, no. 2 (June 1962), pp. 301–309.
- R. Melis Baydag and Stephan Klingebiel, “Partner country selection between development narratives and self-interests: A new method for analysing complex donor approaches”, *Review of Development Economics*, vol. 27, no. 2 (2023), pp. 1199–1223.
- Ilan Kapoor, “Foreign Aid as G(r)ift”, in *The Postcolonial Politics of Development* (London and New York: Routledge, 2008), pp. 76–94.

### 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.
- Yuefen Li, Daniel Uribe and Danish, “Challenges and Potential to Revamp the Normative Framework on the Right to Development”, *Development*, vol. 65, nos. 2–4 (2022), pp. 136–144.
- 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. Discussion in class on academic integrity. Please watch the relevant video in Brightspace *before* coming to class.

- 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).
- Saleem Zahabia 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)**

- To be confirmed: For up to three bonus marks, email me suggestions for improving my draft book chapter tentatively entitled “Business-as-Usual Feminism? Foreign Aid under the Trudeau Government” no later than midnight.

### **October 16 – Canadian aid I**

Discussion in class of expectations for term paper proposals. Please watch the relevant video in Brightspace *before* coming to class.

- David Black, “Canada in the Evolving World of Development Cooperation: The Dynamics of Deliquescence?”, in Robert W. Murray and Paul Gecelovsky (eds.), *The Palgrave Handbook of Canada in International Affairs* (Cham: Palgrave Macmillan, 2021), pp. 367–389. 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.
- 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.

Optional: If you want a bit more background on Canadian aid, take a look at the following chapters (which we won’t discuss in class, do not write a reaction paper on either of them).

- 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.
- 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: McGill-Queen’s University Press, 2009), pp. 183–208.

### **October 23 – Reading Week (no class)**

### **October 30 – Canadian aid II: The Feminist International Assistance Policy**

Term paper proposals due.

- Government of Canada, *Canada’s Feminist International Assistance Policy* (Ottawa: Global Affairs Canada, 2017), 77 pp. Have a good look at the document, but there is no need to read it word-for-word. Do not write a reaction paper on this reading.

- Laura Parisi, “Canada’s New Feminist International Assistance Policy: Business as Usual?”, *Foreign Policy Analysis*, vol. 16, no. 2 (2020), pp. 163–180.
- Sam E. Morton, Judyannet Muchiri and Liam Swiss, “Which feminism(s)? For whom? Intersectionality in Canada’s Feminist International Assistance Policy”, *International Journal*, vol. 75, no. 3 (2020), pp. 329–348.
- Candace Johnson, “The end of the maternal health moment: an examination of Canada’s evolving global reproductive policy commitments”, *International Feminist Journal of Politics*, vol. 25, no. 1 (2023), pp. 54–75.

### **November 6 – NGOs and local dynamics**

- Susan Cotts Watkins and Ann Swidler, “Working Misunderstandings: Donors, Brokers, and Villagers in Africa’s AIDS Industry”, *Population and Development Review*, vol. 38, no. S1 (2013), pp. 197–218.
- Rebecca Clouser, “Reality and rumour: the grey areas of international development in Guatemala”, *Third World Quarterly*, vol. 39, no. 4 (2018), pp. 769–785.
- Alena Sander, “Reclaiming partnership – ‘rightful resistance’ in a Norths/Souths cooperation”, *Third World Quarterly*, vol. 42, no. 11 (2021), pp. 2538–2551.
- Albert A. Arhin, Emmanuel Kumi and Mohammed-Anwar Sadat Adam, “Facing the Bullet? Non-Governmental Organisations’ (NGOs’) Responses to the Changing Aid Landscape in Ghana”, *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, vol. 29, no. 2 (2018), pp. 348–360.

### **November 13 – The role of the private sector and private foundations**

Discussion in class of expectations for peer reviews and term papers. Please watch the relevant video in Brightspace *before* coming to class.

- Jon Harald Sande Lie, “In the name of development? The moral economy of a private sector–NGO partnership in Ethiopia”, *Critical African Studies*, forthcoming, 18 pages, <https://doi.org/10.1080/21681392.2022.2076706>.
- Sarah Hughes-McLure and Emma Mawdsley, “Innovative Finance for Development? Vaccine Bonds and the Hidden Costs of Financialization”, *Economic Geography*, vol. 98, no. 2 (2022), pp. 145–169.
- 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 20 – Emerging donors and South-South cooperation**

- Veysel Tekdal, “Taking the power shift seriously: China and the transformation of power relations in development cooperation”, *Australian Journal of International Affairs*, vol. 76, no. 5 (2022), pp. 596–616.



- 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.
- Helena de Moraes Achcar, “Re-Thinking Recipient Agency in South-South Cooperation: Strategies of Contestation, Strategies of Transformation and the South’s Own View of Development”, *Journal of Development Studies*, forthcoming, 18 pages, <https://doi.org/10.1080/00220388.2023.2236271>.
- Emma Mawdsley, “South–South Cooperation 3.0? Managing the consequences of success in the decade ahead”, *Oxford Development Studies*, vol. 47, no. 3 (2019), pp. 259–274.

### **November 27 – Final reflections and the future of aid**

- Peter Taylor, Keir Macdonald, Sam Huckstep and Yu Sun, “Shifting norms, multiplying actors, turbulent times: An emerging landscape of international development co-operation”, *Development Policy Review*, vol. 41, no. 4 (2023), pp. 1–16.
- Andy Sumner, Nilima Gulrajani, Myles Wickstead and Jonathan Glennie, “A Proposal for a New Universal Development Commitment”, *Global Policy*, vol. 11, no. 4 (2022), pp. 478–485.
- Peer reviews, part 1: Handouts to be distributed ahead of time by students no later than November 23 at midnight.

### **December 4 – Peer reviews, part 2**

Handouts to be distributed ahead of time by students no later than November 30 at midnight.

### **December 6 – Peer reviews, part 3 (yes, a Wednesday)**

Handouts to be distributed ahead of time by students no later than December 4 at midnight.

## **Indigenous Affirmation**

### **ANISHINÀBE**

*Ni manàdjiyànànìg Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj.*

*Ni manàdjiyànànìg kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.*

*Ninisidawinawànànìg kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nigijeweninmànànìg ogog kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.*

[Listen to the audio file](#)

### **ENGLISH**

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa

home.

We acknowledge the traditional knowledge keepers, both young and old.

And we honour their courageous leaders: past, present, and future.

## **Intellectual Property Rights of Course Content**

If you would like clarification regarding the intellectual property right of course content, please visit the [Copyright Office webpage](#) or consult your professor.

## **Institutional Policies and Academic Regulations**

It is very important to know the institutional policies and academic regulations associated with your academic success. This information is available on the Faculty of Social Sciences website, on the [Student Hub webpage](#) under the “Institutional policies and academic regulations” tab.

Course assignments will be analyzed using a plagiarism detection tool for a review of textual similarity. This process implies that assignments will be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting similarities.

The use of generative artificial intelligence tools, such as ChatGPT, is highly discouraged. If students use AI for any assignment in this course, they must document that use in an appendix to the assignment. The documentation should include what tool or tools were used, what prompts were used to generate content, the entire content that was generated (with no modifications) and an explanation of how the results from the AI were incorporated into the submitted work. Failure to comply with this requirement or otherwise representing as one’s own an idea or expression of an idea that was AI-generated will be considered an academic offence in this course.

### Academic Fraud Regulations

If you would like clarification regarding academic integrity and misconduct, please consult [Academic Regulation A-4](#) or consult your professor.

### Academic Regulations A-1 on bilingualism at the University of Ottawa

Per [Academic Regulation A-1](#): “Except in programs and courses for which language is a requirement, all students have the right to produce their written work and to answer examination questions in the official language of their choice, regardless of the course’s language of instruction.”