

DVM6115 A - Special Topics: Foreign Aid

Professor Stephen Brown

Fall 2015

COURSE OUTLINE

Class schedule	Wednesday, 2:30-5:20 p.m. Social Sciences Building, Room 8003
Professor's office hours	Tuesday, 10:00-11:30 a.m. Social Sciences Building, Room 7052
Email	brown@uottawa.ca (Please include "DVM6115" in the subject line)
Course website	http://lore.com/DVM6115

COURSE OBJECTIVES

This course seeks to analyze critically 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

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 participate actively. 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 or raising questions about the reading designed to elicit discussion.

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 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, 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. Consider discussing some implications of the argument/findings for policymakers or for aid more generally.

Reaction papers must be submitted 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 the readings (e.g., the history of aid, humanitarian assistance, gender mainstreaming, multilateral aid, or triangular cooperation) or focus on aid from a specific donor or to a particular recipient. They must be approved in person by the professor by September 30. A research proposal is due on October 21 at the beginning of class. It should consist of a summary of the paper, including 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 five must be academic journal articles (no page limit).

Term papers are due by December 10 (Group A) or December 17 (Group B) by 4:30 p.m. 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 seven 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 an oral presentation of about five minutes on their term paper, to be followed by about 15 minutes of class questions and comments, during the last two classes of the semester (November 25 and December 2). Students should circulate a handout, 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 21
Oral presentation	5%	Group A: November 25 Group B: December 2
Term paper	40%	Group A: December 10 Group B: December 17
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, 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 4:30 p.m. 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.

Policy on attendance, language quality and late submissions

Class attendance is necessary to successfully complete this course.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes. You will be penalized for poor writing at the professor's discretion.

Late submissions are not tolerated, unless cleared at least *one week in advance* by the professor. Last-minute exceptions are made only for illness or other serious situations deemed as such by the professor. *There will be a penalty for late submissions.* Each day of late submission results in a penalty of 5% (weekends not excluded). Assignments will not be accepted if more than seven days late, in which case the student will receive a failing grade (EIN). This also applies to assignments sent by email, and in this case, the time of

receipt of the email by the recipient is guarantor of the time of delivery.

University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate. 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 exam schedule are not usually accepted.

In the event of an illness or related complications, only the counseling service and the campus clinic (located at 100 Marie-Curie) may issue valid certificates to justify a delay or absence.

We advise you to notify your professor as soon as possible if a religious holiday or event forces your absence during an evaluation.

SCHEDULE AND READINGS

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

September 9 - 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.

September 16 - Motives

- Ali Arbia and Gilles Carbonnier, “Human nature and development aid: IR and the biology of altruism”, *Journal of International Relations and Development* (forthcoming), 21 pp., doi:10.1057/jird.2014.15.
- 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.
- 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 23 - Poverty and aid allocation

- Lindsay Whitfield, “How Countries Become Rich and Reduce Poverty: A Review of Heterodox Explanations of Economic Development”, *Development Policy Review*, vol. 30, no. 3 (May 2012), pp. 239-60.
- 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.
- Edward R. Carr, “Rethinking poverty alleviation: a ‘poverties’ approach”, *Development in Practice*, vol. 18, no. 6 (November 2008), pp. 726-34.
- Andrew Giovanni Collodel and Derica Alba Kotzé “The Failure of Cross-country Regression Analysis in Measuring the Impact of Foreign Aid”, *Journal of Developing Societies*, vol. 30, no. 2 (June 2014), pp. 195-221.

September 30 - Canadian aid I (term paper topic clearance deadline)

- 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.
- Hunter McGill, “Canada among Donors: How does Canadian Aid Compare?”, in Stephen Brown, ed., *Struggling for Effectiveness: CIDA and Canadian Foreign Aid* (Montreal and Kingston: McGill-Queen’s University Press, 2012), pp. 24-52.
- 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.
- David R. Black, “The Muskoka Initiative and the Politics of Fence-mending with Africa”, in Yiagadeesen Samy and Rohinton Medhora, eds., *Canada Among Nations 2013. Canada-Africa Relations: Looking Back, Looking Ahead* (Waterloo, ON: Centre for International Governance Innovation, 2013), pp. 239-251.

October 7 - Canadian aid II

- Laura Macdonald and Arne Ruckert, “Continental Shift? Rethinking Canadian Aid to the Americas”, in Stephen Brown, Molly den Heyer and David R. Black, eds., *Rethinking Canadian Aid* (Ottawa: University of Ottawa Press, 2014), pp. 125-142.
- Dragana Bodruzic, “Promoting international development through corporate social responsibility: the Canadian government’s partnership with Canadian mining companies”, *Canadian Foreign Policy Journal*, vol. 21, no. 2 (2015), pp. 129-145.
- Ian Smillie, “Tying up the Cow: CIDA, Advocacy and Public Engagement”, in Stephen Brown, ed., *Struggling for Effectiveness: CIDA and Canadian Foreign Aid* (Montreal and Kingston: McGill-Queen’s University Press, 2012), pp. 269-286.
- François Audet, Francis Paquette and Stéphanie Bergeron, “Religious nongovernmental organisations and Canadian international aid, 2001-2010: a preliminary study”, *Canadian Journal of Development Studies*, vol. 34, no. 2 (2013), pp. 291-320.

October 14 - Canadian aid III

- David R. Black and Rebecca Tiessen, “What Does It Mean to Be a Country of Focus? Canada’s Foreign Aid to Ethiopia”, in Rosalind Warner, ed., *Unsettled Balance: Ethics, Security, and Canada’s International Relations* (Vancouver: UBC Press, 2015), pp. 155-182.
- Adam Chapnick, “The Politics of Reforming Canada’s Foreign Aid Policy”, in Stephen Brown, ed., *Struggling for Effectiveness: CIDA and Canadian Foreign Aid* (Montreal and Kingston: McGill-Queen’s University Press, 2012), pp. 305-326.
- 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* (Ottawa: University of Ottawa Press, 2014), pp. 51-65.

October 21 - Aid effectiveness (term paper proposals due)

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. 461-80.
- David Booth, “Aid effectiveness: bringing country ownership (and politics) back in”, *Conflict, Security & Development*, vol. 12, no. 5 (December 2012), pp., 537-58.
- 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 4 - South-South cooperation

- Paolo de Renzio and Jurek Seifert, “South-South cooperation and the future of development assistance: mapping actors and options”, *Third World Quarterly*, vol. 35, no. 10 (2014), pp. 1860-1875.
- Deborah Bräutigam, “Aid ‘With Chinese Characteristics’: Chinese Foreign Aid and Development Finance Meet the OECD-DAC Aid Regime”, *Journal of International Development*, vol. 23, no. 5 (July 2011), pp. 752-64.
- Peter Kragelund, “Towards convergence and cooperation in the global development finance regime: closing Africa’s policy space?”, *Cambridge Review of International Affairs*, vol. 28, no. 2 (2015), pp. 246-262.
- 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 11 - NGOs and local dynamics

- Nicola Banks, David Hulme and Michael Edwards, “NGOs, States, and Donors Revisited: Still Too Close for Comfort?”, *World Development*, vol. 66 (February 2015), pp. 707-718.
- Giles Mohan, “The disappointments of civil society: the politics of NGO intervention in northern Ghana”, *Political Geography*, vol. 21, no. 1 (January 2002), pp. 125-54.
- 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.
- Wilem Elbers and Bas Arts, “Keeping body and soul together: southern NGOs’ strategic responses to donor constraints”, *International Review of Administrative Sciences*, vol. 77, no. 4 (December 2011), pp. 713-32.

November 18 - Final reflections and the future of aid

- Roger Riddell, “Does foreign aid really work? An updated assessment” (Canberra: Development Policy Centre, Australian National University, March 2014), 62 pp. Available at http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2409847.
- Sophie Harman and David Williams, “International development in transition”, *International Affairs*, vol. 90, no. 4 (July 2014), pp. 925-941.
- Morgan Brigg, Jodie Curth-Bibb, Elizabeth Strakosch and Martin Weber, “Knowing and Doing Between the Academic and Policy Worlds in Development Assistance”, *Journal of International Development* (forthcoming), 18 pp., doi:10.1002/jid.3068.

November 25 - Group A presentations

Handouts to be distributed ahead of time by presenters.

December 2 - Group B presentations

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 located original sources of plagiarized work.

For more information on academic fraud and how to avoid it, visit the Faculty's page on academic writing resources:

<http://socialsciences.uottawa.ca/undergraduate/student-life-academic-resources>.

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 regulation at:

<http://www.uottawa.ca/about/academic-regulation-14-other-important-information>.

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 student 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 Services - <http://sass.uottawa.ca/en/careers>

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.

Student Resources Centres - <http://www.communitylife.uottawa.ca/en/index.php>

The Student Resources Centres aim to fulfill all sorts of student needs.