

POL 3396G
The Politics of Foreign Aid
Winter 2015
Tuesdays 1:30-3:30p.m., SSC 4105

Instructor: Lindsay Scorgie-Porter
Office: SSC 2040A
Office Hours: Wednesdays 12:00-2:00 & by appointment
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COURSE DESCRIPTION:

This seminar course offers a broad survey of the international politics of foreign aid. Specifically, it will examine the use of official development assistance as a foreign policy tool, as well as the wide variety of international actors involved in the allocation of foreign aid. The course seeks to understand both the motivations behind the giving of aid, and the impact of the aid in recipient countries. Several themes in the political economy of development will be addressed, including economic growth, governance, democracy promotion, human rights, conflict, and climate change. Students will become familiar with the benefits and harms associated with foreign aid from a variety of perspectives.

Pre-Requisites:

POL 2231: International Relations; POL 3324: Research Methods

REQUIRED COURSE READINGS

- Easterly, William. 2006. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good* (New York: Penguin Books).
- Riddell, Roger C. 2007. *Does Foreign Aid Really Work?* (Oxford: Oxford University Press).
- Gill, Peter. 2010. *Famine and Foreigners: Ethiopia Since Live Aid* (Oxford: Oxford University Press).

All three books are available at the Western bookstore. All other listed required readings are available online via Western libraries.

COURSE REQUIREMENTS

Participation	Value 15%	Ongoing evaluation
Critical Commentary Paper	Value 10%	Due date TBD
Essay	Value 40%	Due March 10, 2015
Final Exam	Value 35%	During exam period

Participation:

The grade of 15% is divided as follows:

- 7.5% for regular attendance
- 7.5% for contributing discussion on a regular basis

Please note: This is a reading-intensive course. All listed readings are *required* readings, to be done in *advance* of the class, and students should come to class prepared to discuss.

Critical Commentary Paper:

Students are required to write a critical commentary paper examining at least one week's assigned readings. The papers should be roughly 1,500 words in length. The purpose of the paper is not to summarize the readings. Rather, students should critically discuss one or two major points addressed in the readings, highlight important questions or issues identified by the author(s), and provide their own observations and critical analysis.

In addition, students will be required to prepare and present three questions / exploratory issues for the class to discuss, during the class of the week of their assigned readings. Part of their 'presentation' will be the incorporation / discussion of a recent media article (or two) on the subject.

The critical commentary paper is due at the start of that particular week's class. Please note that late penalties do not apply to these assignments and no extensions will be granted. Sign-up for presentation dates will take place during the first class in January.

Essay:

Students are required to write a research essay of 3,000-3,500 words (excluding bibliography and footnotes), and based on a minimum of ten academic sources. Students are asked to choose their own research topic *in consultation with the professor*. This essay is due at the beginning of class on March 10, 2015. The late penalty for the essay is 10% per day, and essays will not be accepted after Friday March 13, 2015.

Formatting requirements for both papers are the following:

- 12-point Times New Roman font
- double-spaced (except for footnotes and bibliography)
- 2.5cm margins
- pages numbered
- title page with your name, date, course title, and paper title
- footnotes and bibliography *must* be included
- Chicago Manual of Style citation format should be carefully and consistently followed throughout

Please note: other than for serious cases of emergency, extensions will *not* be granted. Thus, having multiple work assignments due around the same time, employment responsibilities, or being out of town, do not constitute valid reasons for extensions. Extensions are very rarely granted; if requesting one, documentation of your reason (i.e.

doctor's note, hospital records) must be provided.

Final Exam:

The final exam will take place during the April examination period; the specific date will be set by the Office of the Registrar. It will cover the *entire* course: readings, lectures, and discussions.

COURSE COMMUNICATION

I am happy to meet with students during my office hours, both to discuss issues relating to the course, as well as your academic career more generally. If getting in-touch by email, please note that I will respond within two business days.

Students should check the course website on a regular basis, as items such as the following may be posted throughout the year: additional tutorial readings, grading rubrics for essays, further instructions for assignments, notifications of any changes in lecture or tutorial schedules, etc.

LECTURE AND TUTORIAL SCHEDULE:

Part I	ACTORS
Jan. 6	Introduction to Course (Overview, Syllabus, Evaluation) <ul style="list-style-type: none">▪ Moyo, Dambisa. 2009. "Chapter 1: The Myth of Aid" and "Chapter 2: A Brief History of Aid", in <i>Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa</i> (London: Penguin Books): pg. 3-28.▪ Sachs, Jeffrey. 2009. "Aid Ironies", <i>The Huffington Post</i>. (http://www.huffingtonpost.com/jeffrey-sachs/aid-ironies_b_207181.html)
Jan. 13	Introduction <ul style="list-style-type: none">▪ Riddell, Chapters 2 and 3, pg. 17-50.▪ Lumsdaine, David H. 1993. "Chapter 1: Do Morals Matter in International Politics?", in <i>Moral Vision in International Politics: The Foreign Aid Regime, 1949-1989</i> (Princeton: Princeton University Press): pg. 3-29.
Jan. 20	The Motivations of Foreign Aid <ul style="list-style-type: none">▪ Riddell, Chapter 9, pg. 139-162.▪ Easterly, Chapters 1 and 2, pg. 3-59.
Jan. 27	Bilateral Foreign Aid Actors <ul style="list-style-type: none">▪ Riddell, Chapter 4, pg. 51-76.▪ Lancaster, Carol. 2000. "The Phenomenon of Foreign Aid", in

	<p><i>Transforming Foreign Aid: United States Assistance in the 21st Century</i> (Washington: Institute for International Economics): pg. 9-16.</p> <ul style="list-style-type: none"> ▪ Lebovic, James H. 2005. “Donor Positioning: Development Assistance from the U.S., Japan, France, Germany, and Britain”, <i>Political Research Quarterly</i> 58, 1: pg. 119-126.
Feb. 3	<p>Multilateral Foreign Aid and Other Actors</p> <ul style="list-style-type: none"> ▪ Riddell, Chapter 5, pg. 77-88. ▪ Addison, Tony, Mark McGillivray, and Matthew Odedokun. 2004. “Donor Funding of Multilateral Aid Agencies: Determining Factors and Revealed Burden Sharing”, <i>The World Economy</i> 27: pg. 173-191. ▪ Edwards, Michael, and David Hulme. 1996. “Too Close for Comfort? The Impact of Official Aid on Nongovernmental Organizations”, <i>World Development</i> 24, 6: pg. 961-973.
Part II	THEMES
Feb. 10	<p>Economic Growth</p> <ul style="list-style-type: none"> ▪ Riddell, Chapters 12 and 13, pg. 195-230. ▪ Rajan, Raghuram G., and Arvind Subramanian. 2008. “Aid and Growth: What Does the Cross-Country Evidence Really Show?”, <i>Review of Economics and Statistics</i> 90, 4: pg. 643-665.
Feb. 19	READING WEEK
Feb. 24	<p>Governance and Transparency</p> <ul style="list-style-type: none"> ▪ Riddell, Chapter 14, pg. 231-252. ▪ Knack, Stephen. 2001. “Aid Dependence and the Quality of Governance: Cross-Country Empirical Tests”, <i>Southern Economic Journal</i> 68, 2: pg. 310-329. ▪ Kharas, Homi. 2010. “Transparency: Changing the Accountability, Engagement and Effectiveness of Aid”, in <i>Catalyzing Development: A New Vision for Aid</i> (Washington: The Brookings Institution Press): pg. 233-259.
Mar. 3	<p>Democracy Promotion</p> <ul style="list-style-type: none"> ▪ Carothers, Thomas. 1997. “Democracy Assistance: The Question of Strategy”, <i>Democratization</i> 4, 3: pg. 109-132. ▪ Knack, Stephen. 2004. “Does Foreign Aid Promote Democracy?”, <i>International Studies Quarterly</i> 48: pg. 251-266. ▪ Finkel, Steven E., et al. 2007. “The Effects of U.S. Foreign Assistance on Democracy Building, 1990-2003”, <i>World Politics</i> 59, 3: pg. 404-440.
Mar. 10	<p>Human Rights</p> <ul style="list-style-type: none"> ▪ Poe, Steven C., C. Neal Tate, and Linda Camp Keith. 1999. “Repression of the Human Right to Personal Integrity Revisited: A Global Cross-National Study Covering the Years 1976-1993”,

	<p><i>International Studies Quarterly</i> 43: pg. 291-313.</p> <ul style="list-style-type: none"> ▪ Lebovic, James H., and Erik Voeten. 2009. “The Cost of Shame: International Organizations and Foreign Aid in the Punishing of Human Rights Violations”, <i>Journal of Peace Research</i> 46, 1: pg. 79-97. ▪ Organization for Economic Cooperation and Development. 2007. <i>DAC Action-Oriented Policy Paper on Human Rights and Development</i>: pg. 1-12. (http://www.oecd.org/development/governance-development/39350774.pdf)
Mar. 17	<p>Conflict</p> <ul style="list-style-type: none"> ▪ Gill, All Chapters (**reading instructions for this to be explained during first class in January).
Mar. 24	<p>Aid in Complex Environments</p> <ul style="list-style-type: none"> ▪ Riddell, Chapters 18 and 19, pg. 311-344. ▪ Collier, Paul. 2007. “Aid to the Rescue?”, in <i>The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It</i> (Oxford: Oxford University Press): pg. 99-123. ▪ Baranyi, Stephen, and Anca Paducel. 2012. “Whither Development in Canada’s Approach Toward Fragile States?”, in <i>Struggling for Effectiveness: CIDA and Canadian Foreign Aid</i> (Montreal: McGill-Queen’s University Press): pg. 108-134.
Mar. 31	<p>Is Aid the Solution?</p> <ul style="list-style-type: none"> ▪ Sumner, Andy, and Michael Tribe. 2011. “The Case for Aid in Fiscally Constrained Times: Morals, Ethics and Economics”, <i>Journal of International Development</i> 23, 6: pg. 782-801. ▪ Easterly, Chapter 10, pg. 341-366. ▪ Moyo, Dambisa. 2009. “Chapter 3: Aid is Not Working” and “Chapter 4: The Silent Killer of Growth”, in <i>Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa</i> (London: Penguin Books): pg. 29-68.
Apr. 7	<p>Concluding Debate: Easterly Vs. Collier</p> <ul style="list-style-type: none"> ▪ Easterly, Chapter 11, pg. 367-384. ▪ Collier, Paul. 2007. “An Agenda for Action”, in <i>The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It</i> (Oxford: Oxford University Press): pg. 175-192.

IMPORTANT INFORMATION – PLEASE READ

Use of Electronic Devices

Electronics are increasingly an important component in learning. Therefore, laptop use is

permitted as long as it does not disrupt the learning experience of other students. Disruptive behavior will be dealt with on a case-by-case basis and may result in the suspension of laptop privileges.

Please note that all cellphones, music players, and other electronic gadgets should be turned off during class.

Recording of lectures is NOT permitted.

Academic Offenses

Scholastic offences are taken seriously and students are directed to read the appropriate policy – specifically the definition of what constitutes a Scholastic Offence, at the following:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Medical Illness Policy

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf [downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca/> under the Medical Documentation heading].

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components, and/or assignments worth 10% or more of their final grade must apply to the Academic Counseling office of their home faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS **MUST** BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.