Advanced Seminar in International Relations: The Politics of International Development

Fall 2023

First version of the syllabus: August 24, 2023
This version of the syllabus: October 4, 2023
For an up-to-date version of the syllabus please visit the course Moodle page.

Course number:	POLI 486	**Delivery mode:**	In person
Department:	Political Science	**Faculty:**	Arts and Sciences
Instructor:	Prof. Alexandra O. Zeitz	**Time:**	Wednesdays 14:45-17:15
Email:	alexandra.zeitz@concordia.ca	**Course Website:**	POLI 486 Moodle
Room:	FB S109 SGW		
Office hours:	Wednesdays, 12:20-14:20 in H1225-07 or on Zoom. By appointment only, sign-up on Moodle.		

Mode of Delivery

This course will meet in person. You must attend seminars in person on Wednesday every week. Since this is a seminar class, premised on discussion and exchange with your peers, full participation is an important part of your final grade, making up 10 %. You cannot fully participate if you do not attend the seminar.

Course Description

This course explores the politics of international development. It starts from a foundational question in politics: Why are some countries rich and some countries poor? The course investigates the historical evolution of international development cooperation, examining the legacies of colonialism, changing intellectual frameworks, and the contemporary rise of emerging powers. After examining different approaches to development, students will evaluate the institutions and norms of contemporary international development cooperation, particularly foreign aid. Which countries and institutions give aid and why? What does it mean for aid to be effective? How does the governance of international financial institutions affect their accountability and effectiveness? Are shifts in the international distribution of power, including the rise of China, altering the institutions, ideas, and governance of development?

Learning outcomes
Students who take this course will:

- Understand, compare, and critique different accounts of what development is and why it happens

- Critically evaluate the relationship between development and growth

- Appraise the role of aid in the international economy

- Interpret and critique changes in the actors and institutions of international development

Territorial Acknowledgement

I would like to acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather. Tiohtiá:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

This territorial acknowledgement and resources were created by Concordia University's Indigenous Directions Leadership Group (2017). To read the entire territorial acknowledgement and learn more about why it was written this way, please visit https://www.concordia.ca/about/indigenous/territorial-acknowledgement.html.

Course expectations and policies

Course expectations
This is a seminar. I expect that you attend seminars having completed the required readings, reflected on them, and prepared questions and reflections to contribute to the discussion. I also expect that you participate in the seminar in a constructive, open-minded, and respectful manner. If you ever feel that the seminar environment is discouraging your participation, please let me know.

Policy on attendance and absences
Attendance at seminar is mandatory. If you are unable to attend a seminar because of a religious observance, please contact me ahead of time. If you are ill and unable to come to class, please complete the university's short-term absence form, which does not require a medical note. If you have a medical or personal reason for a longer absence, please let me know as soon as possible. To make sure you do not fall behind, it is important that I know sooner rather than later if you will not be able to come to class, but you never need to divulge personal information about your health or well-being.

Policy on late work
If you are ill, please complete the university'sshort-term absence form, which does not require a medical note. If you are unable to submit a piece of work on time for another reason, please contact me ahead of time to work out a plan. Work that is more than two days late without a previous extension will receive a reduced grade, and work that is more than seven days late without a previous extension will receive a failing grade.

Policy on generative artificial intelligence (AI)
Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit. Material drawn from ChatGPT or other AI tools must be acknowledged; *representing as one's own an idea, or expression of an idea, that was AI-generated will be considered an academic offense.* Students *may not directly copy* from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.

Acknowledging the use of AI: Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content. Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI, including APA, https://style.mla.org/citing-generative-ai/, and Chicago citation styles.

Course materials
There is no textbook for this course, nor will you need to buy any books for this course. All required readings are

articles and Ebooks available through Concordia Library or have been made available as e-reserves through the Course Reserves system. The further readings are truly optional, they are intended to give you the opportunity to read further into topics you find interesting, and to give you suggestions for your research paper.

Accessibility and accommodations
I am committed to the full inclusion of all students. If you require accommodations or modification of any of the following course procedures because of a disability or other condition, please inform me early in the semester. You may contact me via email or speak with me during office hours. For more information, students may contact the Concordia Access Centre for Students with Disabilities (ACSD).

Behavior
All individuals participating in courses are expected to be professional and constructive throughout the course, including in their communications. Concordia students are subject to the Code of Rights and Responsibilities which applies when students are physically and virtually engaged in any University activity, including classes, seminars, meetings, etc. Students engaged in University activities must respect this Code when engaging with any members of the Concordia community, including faculty, staff, and students, whether such interactions are verbal or in writing, face to face or online/virtual. Failing to comply with the Code may result in charges and sanctions, as outlined in the Code.

Changes to the syllabus
I may amend the schedule of meetings and assignments listed in this syllabus as might become necessary based on events throughout the semester. I will announce any changes to the syllabus announced and students will receive an updated syllabus on the Moodle course page.

Extraordinary circumstances
In the event of extraordinary circumstances and pursuant to the Academic Regulations, the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

Third party technology
Students are advised that external software, website and/or tool ("Third Party Technology") will be used in the course and students may be asked to submit or consent to the submission of their work to an online service. Students are responsible for reading and deciding whether or not to agree with the Third Party Technology's terms of use. Use of any Third Party Technology is voluntary. Students who do not consent to the use of Third Party Technology should identify themselves to the course instructor as soon as possible to discuss alternate acceptable modes of participation that do not require them to give the third party intellectual property rights. By using the Third Party Technology, students agree to provide and share their work and certain personal information (where applicable) with the third party provider. Students are advised that the University cannot guarantee the protection of intellectual property rights or personal information provided to any third party provider (website or software company) and that applicable intellectual property and personal information laws could be those of foreign jurisdictions.

Academic integrity and plagiarism
Submitting someone else's work or ideas as your own (even if you worked together as a group) is plagiarism. Using someone's ideas without citing them appropriately is also plagiarism. You must give a citation when you use someone else's ideas in-text, even if you do not quote them word-for-word. It's completely normal to draw on the ideas of others, but you must acknowledge their intellectual contributions! Develop good note-taking and citation habits to ensure you adequately and appropriately reference others' work. If you have any questions, please get in touch. See the Political Science Department Statement on Plagiarism at the end of the syllabus

for more information.

Intellectual property
Content belonging to instructors shared in online courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the Academic Code of Conduct and/or the Code of Rights and Responsibilities. As specified in the Policy on Intellectual Property, the University does not claim any ownership of or interest in any student IP. All university members retain copyright over their work.

Course Structure

Session	Date	Topics covered
Part 1		**Debates in international development**
1	Sep 6	• Why take this course? What's at stake in international development? • Defining development: What is the goal? Is it only about economic growth?
2	Sep 13	• Colonialism, independence, and early development cooperation • What are the historical roots of disparities in development?
3	Sep 20	• Debt crises, structural adjustment, and the Washington Consensus • What are contemporary legacies of the Washington Consensus?
4	Sep 27	• New development norms for a new millennium • How can sustainability be integrated into development?
5	Oct 4	• Emerging donors and alternative development perspectives • Can development cooperation support state-led development?
Part 2		**Aid and International Development**
6	Oct 18	• The design and politics of contemporary development cooperation • Who decides how foreign aid is delivered?
7	Oct 25	• Why do donor countries give aid? How have motivations changed over time? • What does it mean for aid to be effective?
8	Nov 1	• The politics of aid in recipient countries • What are the constraints of aid, for governments in recipient countries?
9	Nov 8	• NGOs, non-state actors, and international development • What is distinctive about non-state actors in international development?
10	Nov 15	Research paper workshop • Writing an effective research paper: research skills and argumentation
11	Nov 22	• Policy coherence: Aligning development cooperation with other goals • Climate change and development cooperation
12	Nov 29	• Review

ASSESSMENT

Assignment	Weight	Due date
1. Weekly active reading (Perusall)	10%	10am, Wednesday of class
2. Weekly group discussion prep sheets	10%	10am, Wednesday of class
3. Weekly seminar participation	10%	Throughout term
4. Mid-term short essay (1,500-2,000 words)	20%	6pm, Friday, October 6
5. Topic short essay (1,500-2,000 words)	15%	6pm, Friday of your assigned week
6. Paper outline (500 words)	5%	12 noon, Monday, November 13
7. Final paper (2,500-3,000 words)	30%	12 noon, December 8

1. Weekly active reading (Perusall)
We will be using Perusall (www.perusall.com) to read articles collectively throughout the course. Perusall is a platform that allows you to collectively annotate and discuss a text with your peers outside of class time.
In the reading list below, one reading per week has been highlighted with a star (★) indicating that it has been uploaded to Perusall for you to read and annotate before class. You are still expected to complete each reading in your own time, but only this one reading is assigned for annotations.
Annotations are due on the day of class at 10am. Each annotated reading exercise is graded by the Perusall platform for the quality and quantity of your contributions. You first assignment will not count toward your evaluation and nor will your lowest grade.
Instructions for accessing the Perusall course page are available on Moodle. Please note that Perusall is third-party software not licensed by the University. If you do not consent for any of your personal information to be revealed using this technology, please contact me and we can arrange alternative arrangements, such as using a pseudonym.

2. Weekly group discussion prep sheet
Seminars are an opportunity to explore texts and ideas in-depth. To this end, we will structure some of the class discussion into group work. The class will be divided into reading groups of five to six students. Over the semester, each student will rotate through five roles designed to engage with different aspects of an assigned reading. You will prepare a short reading group prep sheet for your role and submit this on Moodle at on the day of class at 10am.
In the reading list below, the reading for each week's reading group exercise is highlighted with a checkmark symbol (✓). Some weeks have no reading group exercises.
These are the five roles (outlined in more detail at the end of the syllabus):

1. Discussion leader: responsible for facilitating group discussion, calls on other students to contribute from their role

2. Theory master: responsible for summarizing key concepts and theoretical arguments

3. Evidence supporter: responsible for explaining the empirical part of the paper that supports the argument

4. Devil's advocate: responsible for raising objections and being critical of the paper

5. Creative connector: responsible for expanding beyond the paper to link it up with current events, other theories, topics, readings, etc.

3. Weekly seminar participation
The expectation is that all those enrolled in this course will attend each seminar in person. Grades for seminar participation are given based on active engagement in seminar discussion. The components of seminar participation are:

- Preparation: Demonstrating advance preparation for the seminar through prepared notes or referencing texts without consulting open texts.

- Listening: Respectfully and actively listening to others in the group, including noting down relevant contributions from others

- Frequency of contributions: Contributing regularly and respectfully to the discussion

- Quality of contributions: Showing understanding and critical engagement with texts, outside material, and contributions of others. Not simply summarizing, but analyzing, critiquing, and comparing the readings

- Impact of contributions: Moving the discussion forward though your contributions

Let me know if there is anything I can do to support your participation in the seminar. If you find it difficult to engage in seminar discussion, know that by practising it in this setting you are also cultivating a valuable skill for outside the seminar context!

4. Mid-term essay (1,500-2,000 words)
You will write a short essay of 1,500-2,000 words on the question "What causes development? How can development cooperation support development?" Further details about the assignment will be provided closer to the time.

5. Topic short essay (1,500-2,000 words)
You will sign up for a week in which you will write a short essay of 1,500-2,000 words on that week's topic. Choose one of the discussion questions for that week and write an essay in response to that question. You must cite at least one of the required readings and at least two of the further readings, but the papers should not just summarize those readings. Instead, you should use the readings from that week to help you develop an answer to the question. You will submit the essay the Friday following the class on that topic. That means you can reflect on arguments from class discussion about the topic, but you should be planning and preparing your essay before class.

6. Detailed paper outline (500 words)
I will provide you with a set of final paper questions to choose from. In preparation for your final paper, you will submit a 500 word detailed outline. The word count does not include the bibliography. The outline must give a clear indication of your answer to the question you have chosen. The outline should show the research and preparation you have already done for your final paper.

7. Final paper (2,500-3,000 words)
You will write a 2,500-3,000 word final paper. This is a research paper. You must cite at least ten peer-reviewed sources, of which six must be from outside the reading list. You will be expected to draw on material from both the required and additional readings from the relevant week(s)n. The final paper must incorporate feedback you

received on your detailed outline. You must include a short paragraph at the front of your paper that explains how you addressed the feedback in your final paper.

Extra credit: Reflection on economic policy speaker event
There will be a speaker event in the Fall term that touches on international development issues:

- Monday, October 30, 10:15-11:30am, François-Philippe Dubé, Deputy Director, Climate Finance Division, Global Affairs Canada, Government of Canada, " Financing for development; innovative finance; and pathways out of poverty"

For 2.5% extra credit, you can attend the speaker event (or watch the recording) and write a 2-page reflection on how Mr. Dubé's remarks connect to this course.

Note
Final grades may be adjusted to bring grades in line with the expected distribution in the course. In making those adjustments, I will reward those whose performance has improved over the course of the term, reflecting the effort they put into improving their grades.

Requirements for all written assignments
All essay assignments (mid-term, topic paper, final research paper) must conform to the following requirements:

- All written work must be original. Work submitted for evaluation must not be, or have been, submitted for other courses

- You must consistently cite all references, quotations, and uses of evidence. Any opinions that are not your own ideas must be referenced. It's completely normal to draw on the ideas of others, but you must acknowledge their intellectual contributions

- You can use whichever citation format you prefer (e.g. MLA or Harvard), as long as you are consistent

- Written work should be submitted via Moodle as a Word document (.doc/.docx), with your name in the title of the document and in the document itself

- You must include a final bibliography

- Use a standard typeface in 12 point font with double-spaced type

- Adhere to the policy on the use of generative AI outlined above

PART 1 - DEBATES IN INTERNATIONAL DEVELOPMENT

Session 1 - Defining development and international development cooperation

- What constitutes development? How can we measure it?

- What are the politics of international development cooperation?

Required readings:

- ★ Justin Fox. "The Economics of Well-Being". *Harvard Business Review* (2012)

- Homi Kharas. "Development Assistance". *International Development: Ideas, Experience, and Prospects.* Ed. by Bruce Currie-Alder et al. Oxford University Press, 2014. Chap. 50, pp. 848–865, available as an eBook via Concordia Library

- Activity: Look at different measures of well-being. Which make the most sense to you?

Additional readings:

- Amartya Sen. *Development as Freedom.* First Anchor Books, 1999, pgs. 3-34, available on Course Reserves

- Ha-Joon Chang. "Hamlet without the Prince of Denmark: How Development Has Disappeared from Today's "Development" Discourse". *Towards New Developmentalism: Market As Means Rather Than Master.* Ed. by Shahrukh Rafi Khan and Jens Christiansen. London: Routledge, 2011. Chap. 3, pp. 47–58, available on Course Reserves

- John Harriss. "Development Theories". *International Development: Ideas, Experience, and Prospects.* Ed. by Bruce Currie-Alder et al. Oxford University Press, 2014, pp. 35–50, available as an eBook via Concordia Library

Session 2 - Colonialism, independence, and early development cooperation

- What are the continuities from colonialism to development cooperation?

- What were the political priorities of early development cooperation in the post-colonial period?

- What are the lasting impacts of colonialism on developing countries?

Required readings:

- ★ Corinna R. Unger. *International Development: A Postwar History.* Bloomsbury Academic, 2018, ch. 4 "The Emergence of Development in the Mid-Twentieth Century".

- Thandika Mkandawire. "On Tax Efforts and Colonial Heritage in Africa". *Journal of Development Studies* 46.10 (Nov. 2010), pp. 1647–1669

Additional readings:

- Uma Kothari. "From colonialism administration to development studies: a postcolonial critique of the history of development studies". *A radical history of development studies : individuals, institutions and ideologies.* Ed. by Uma Kothari. Zed Books, 2005. Chap. 3, available on Course Reserves.

- Elias Papaioannou and Stelios Michalopoulos. "Historical Legacies and African Development". *African Economic History Network* (2020), https://www.aehnetwork.org/blog/historical-legacies-and-african-development/

- Pat Noxolo. "Postcolonial Approaches to Development". *The Palgrave Handbook of International Development.* Ed. by Jean Grugel and Daniel Hammett. Palgrave, 2016, pp. 41–53, available as an eBook via Concordia Library

Session 3 - Debt crises, structural adjustment, and the "Washington Consensus"

- What was the understanding of development that underpinned structural adjustment programs?

- What were the assumptions of the "Washington Consensus"?

Required readings:

★ Sarah Babb and Alexander Kentikelenis. "Markets Everywhere: The Washington Consensus and the Sociology of Global Institutional Change". *Annual Review of Sociology* 47.1 (July 2021), pp. 521–541

✓ John Williamson. "What Washington Means by Policy Reform". *Latin American Adjustment: How Much Has Happened?* Peterson Institute for International Economics, 1990 https://www.piie.com/commentary/speeches-papers/what-washington-means-policy-reform

- Jeffrey D. Sachs. "Conditionality, Debt Relief, and the Developing Country Debt Crisis". *Developing Country Debt and the World Economy.* Ed. by Jeffrey D. Sachs. University of Chicago Press, 1989. Chap. 14, pp. 275–284, available on Course Reserves

Additional readings:

- Anne O Krueger. "Government Failures in Development". *Journal of Economic Perspectives* 4.3 (Aug. 1990), pp. 9–23

- Dani Rodrik. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's "Economic Growth in the 1990s: Learning from a Decade of Reform"". *Journal of Economic Literature* 44.4 (2006), pp. 973–987

- Nancy Birdsall and Francis Fukuyama. "The Post-Washington Consensus: Development After the Crisis". *Foreign Affairs* 90.2 (2011), pp. 45–53

Session 4 - New development norms for a new millennium

- What are the political challenges of "aligning" development cooperation with recipient priorities?

- How useful are the SDGs as an expression of shared development goals?

Required readings:

★ Martin Sjöstedt. "Aid Effectiveness and the Paris Declaration: A mismatch between ownership and results-based management?" *Public Administration and Development* 33.2 (Feb. 2013), pp. 143–155

✓ Jean-Philippe Thérien and Vincent Pouliot. "Global governance as patchwork: the making of the Sustainable Development Goals". *Review of International Political Economy* 27.3 (Oct. 2020), pp. 612–636

- Activity: Explore the list of Sustainable Development Goals https://sdgs.un.org/goals. Which goal do you think is the most important? Is it well captured by the related targets?

Additional readings:

- Thandika Mkandawire. "How the New Poverty Agenda Neglected Social and Employment Policies in Africa". *Journal of Human Development and Capabilities* 11.1 (Feb. 2010), pp. 37–55

- Sophie Harman and David Williams. "International development in transition". *International Affairs* 90.4 (2014), pp. 925–941

- Sakiko Fukuda-Parr and David Hulme. "International Norm Dynamics and the "End of Poverty": Understanding the Millennium Development Goals". *Global Governance* 17.1 (2011), pp. 17–36

- Malin Hasselskog. "What happened to the focus on the aid relationship in the ownership discussion?" *World Development* 155 (July 2022)

Session 5 - Emerging donors and alternative development perspectives

- In what ways is Chinese development finance different from traditional donors' aid?

- What alternative approaches to development does China introduce into international development cooperation?

Required readings:

- ★ Andreas Fuchs and Marina Rudyak. "The motives of China's foreign aid". *Handbook on the International Political Economy of China*. Ed. by Ka Zeng. Edward Elgar, 2019. Chap. 23, pp. 392–410

- ✓ Peter Kragelund. "Donors Go Home: Non-traditional State Actors and the Creation of Development Space in Zambia". *Third World Quarterly* 35.1 (2014), pp. 145–162

- Elsje Fourie. "China's Examples for Meles' Ethiopia: When Development 'Models' Land". *Journal of Modern African Studies* 53.3 (2015), pp. 289–316

Additional readings:

- Catherine Weaver. "The Rise of China: Continuity or Change in the Global Governance of Development?" *Ethics & International Affairs* 29.4 (2015), pp. 419–431

- Folashadé Soulé-Kohndou. "Passive agents? Bureaucratic agency in Africa-China negotiations: A case study of Benin". *LSE Working Paper Series* (2016) https://www.lse.ac.uk/international-relations/assets/documents/global-south-unit/WPS2.pdf

- Ha-Joon Chang and Antonio Andreoni. "Industrial Policy in the 21st Century". *Development and Change* 51.2 (Jan. 2020), pp. 324–351

- Lindsay Whitfield and Lars Buur. "The politics of industrial policy: ruling elites and their alliances". *Third World Quarterly* 35.1 (Jan. 2014), pp. 126–144

- Justin Yifu Lin and Celestin Monga. "The Evolving Paradigms of Structural Change". *International Development: Ideas, Experience, and Prospects*. Ed. by Bruce Currie-Alder et al. Oxford University Press, 2014. Chap. 16, pp. 277–294, available as an eBook via Concordia Library

Part 2 - Aid and International Development

Session 6 - The design and politics of contemporary development cooperation

- What counts as development assistance? Why does it matter?

- Who decides how much aid a country extends? Who decides how to allocate that money?

Required readings:

- ★ Steven Radelet. "A Primer on Foreign Aid". *Center for Global Development* (2006) https://www.files.ethz.ch/isn/36066/2006_07_24.pdf

- ✓ Nilima Gulrajani. "Bilateral Donors and the Age of the National Interest: What Prospects for Challenge by Development Agencies?" *World Development* 96 (Aug. 2017), pp. 375–389

- Skim sections of the Report to parliament on the Government of Canada's international assistance 2021-2022. Choose one example of a Canadian international assistance project or program you find interesting. What is noteworthy about this example of a Canadian aid project or program?

Further readings:

- Dustin Tingley. "Donors and domestic politics: Political influences on foreign aid effort". *The Quarterly Review of Economics and Finance* 50.1 (Feb. 2010), pp. 40–49

- Michael J. Tierney et al. "More Dollars than Sense: Refining Our Knowledge of Development Finance Using AidData". *World Development* 39.11 (Nov. 2011), pp. 1891–1906

- OECD. "What is ODA?" (2021) https://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/What-is-ODA.pdf

- Roger C. Riddell. *Does Foreign Aid Really Work?* Oxford University Press, 2008, ch. 18 and 19. Available as an eBook via Concordia Library

- Dan Honig and Catherine Weaver. "A Race to the Top? The Aid Transparency Index and the Social Power of Global Performance Indicators". *International Organization* 73.03 (2019), pp. 579–610

Session 7 - Donor country motivations and aid effectiveness

- Why do donor countries give aid? How and why have donors' motivations changed over time?

- Is multilateral aid less politicized than bilateral aid?

- What does it mean for aid to be effective?

Required readings:

- ★ Sarah Blodgett Bermeo. "Aid Allocation and Targeted Development in an Increasingly Connected World". *International Organization* 71.04 (2017), pp. 735–766

- ✓ Nilima Gulrajani. "Transcending the Great Foreign Aid Debate: managerialism, radicalism and the search for aid effectiveness". *Third World Quarterly* 32.2 (Mar. 2011), pp. 199–216

- Richard Clark and Lindsay R. Dolan. "Pleasing the Principal: U.S. Influence in World Bank Policymaking". *American Journal of Political Science* (May 2020)

Additional readings:

- Carol Lancaster. *Foreign Aid: Diplomacy, Development, Domestic Politics.* Chicago ; London: University of Chicago Press, 2007, xii, 284 p. ch. 1, on course reserves

- Nilima Gulrajani and Rachael Calleja. "Understanding donor motivations: Developing the Principled Aid Index". *ODI Working Paper* (2019)

- Stephen Brown. "All about that base? Branding and the domestic politics of Canadian foreign aid". *Canadian Foreign Policy Journal* 24.2 (Apr. 2018), pp. 145–164

- Helen V. Milner. "Why Multilateralism? Foreign Aid and Domestic Principal-agent Problems." *Delegation and Agency in International Organizations.* Ed. by Darren G. Hawkins et al. Cambridge University Press, 2006. Chap. 2, pp. 107–139, on course reserves

- Raphaëlle Faure et al. "Multilateral Development Banks: A Short Guide". *Overseas Development Institute* (2015) https://cdn.odi.org/media/documents/10650.pdf

- Eric Helleiner. "Multilateral Development Finance in Non-Western Thought: From Before Bretton Woods to Beyond". *Development and Change* 50.1 (Jan. 2019), pp. 144–163

- Simone Dietrich. "Donor Political Economies and the Pursuit of Aid Effectiveness". *International Organization* (2015), pp. 1–38

- Joseph Wright and Matthew Winters. "The Politics of Effective Foreign Aid". *Annual Review of Political Science* 13.1 (2010), pp. 61–80

Session 8 - The politics of aid in recipient countries

- What do developing countries bargain for in aid negotiations?

- For a developing country government, what are the opportunities and constraints of foreign aid?

- Why might developing countries not implement the conditions they agreed with donors?

Required readings:

- ★ Lindsay Whitfield. *The Politics of Aid: African Strategies for Dealing with Donors.* Oxford: Oxford University Press, 2009, ch. 1

- ✓ Desha M. Girod and Jennifer L. Tobin. "Take the Money and Run: The Determinants of Compliance with Aid Agreements". *International Organization* 70.01 (2016), pp. 209–239

- Ryan S. Jablonski. "How Aid Targets Votes: The Impact of Electoral Incentives on Foreign Aid Distribution". *World Politics* 66.2 (Mar. 2014), pp. 293–330

Further readings:

- Cesi Cruz and Christina J. Schneider. "Foreign Aid and Undeserved Credit Claiming". *American Journal of Political Science* 61.2 (Dec. 2016), pp. 396–408

- William Brown. "Sovereignty matters: Africa, donors, and the aid relationship". *African Affairs* 112.447 (Feb. 2013), pp. 262–282

- Lindsay R. Dolan. "Rethinking Foreign Aid and Legitimacy: Views from Aid Recipients in Kenya". *Studies in Comparative International Development* 55.2 (May 2020), pp. 143–159

- Robert A. Blair and Matthew S. Winters. "Foreign Aid and State-Society Relations: Theory, Evidence, and New Directions for Research". *Studies in Comparative International Development* 55.2 (May 2020), pp. 123–142

- Pablo Yanguas. "The Role and Responsibility of Foreign Aid in Recipient Political Settlements". *Journal of International Development* 29.2 (Feb. 2017), pp. 211–228

Session 9 - NGOs, non-state actors, and international development

- Can development cooperation through NGOs and civil society organizations bring aid closer to its intended targets?

- How are non-state actors held accountable for their role in international development?

- What is the appropriate role of private philanthropy in international development?

Required readings:

- ★ David Lewis et al. *Non-Governmental Organizations and Development*. Taylor & Francis Group, 2020, Ch. 5, "NGO roles in contemporary development practice"

- ✓ Kendra Dupuy et al. "Hands Off My Regime! Governments' Restrictions on Foreign Aid to Non-Governmental Organizations in Poor and Middle-Income Countries". *World Development* 84 (Aug. 2016), pp. 299–311

- Michael Moran and Diane Stone. "The New Philanthropy: Private Power in International Development Policy?" *The Palgrave Handbook of International Development*. Ed. by Jean Grugel and Daniel Hammett. Palgrave Macmillan, 2016. Chap. 17, pp. 297–313, available as an eBook via Concordia Library

Further readings:

- Nicola Banks et al. "NGOs, States, and Donors Revisited: Still Too Close for Comfort?" *World Development* 66 (Feb. 2015), pp. 707–718

- Susanna Campbell et al. "International Development NGOs and Bureaucratic Capacity: Facilitator or Destroyer?" *Political Research Quarterly* 72.1 (May 2018), pp. 3–18

- Simone Dietrich. "Bypass or Engage? Explaining Donor Delivery Tactics in Foreign Aid Allocation". *International Studies Quarterly* 57.4 (2013), pp. 698–712

- Michael Edwards. "Why 'Philanthrocapitalism' is not the answer: Private initiatives and international development". *Doing Good or Doing Better: Development policies in a globalizing world*. Ed. by Monique Kremer et al. Amsterdam University Press, 2009. Chap. 10, pp. 237–154, available as an eBook via Concordia Library

Session 10 - Research Paper Workshop

Session 11 - Policy coherence: Aligning development cooperation with other tools and goals

- How effective can international development cooperation be without aligning it with other forms of foreign policy, such as trade or security policy?

- What role can international development cooperation play in addressing climate change? How can development cooperation be made more coherent with climate change goals?

Required readings:

★ Florian Weiler et al. "Vulnerability, good governance, or donor interests? The allocation of aid for climate change adaptation". *World Development* 104 (Apr. 2018), pp. 65–77

✓ Stephen Brown. "A Samaritan State Revisited: Historical Perspectives on Canadian Foreign Aid". Ed. by Greg Donaghy and David Webster. University of Calgary Press, 2019. Chap. 13

- Morgan Scoville-Simonds et al. "The Hazards of Mainstreaming: Climate change adaptation politics in three dimensions". *World Development* 125 (Jan. 2020)

Further readings:

- Sander Chan et al. "Maximising Goal Coherence in Sustainable and Climate-Resilient Development? Polycentricity and Coordination in Governance". *The Palgrave Handbook of Development Cooperation for Achieving the 2030 Agenda*. Ed. by Sachin Chaturvedi et al. Palgrave, 2021. Chap. 2, pp. 25–50, in Course Reserves.

- Erin R. Graham and Alexandria Serdaru. "Power, Control, and the Logic of Substitution in Institutional Design: The Case of International Climate Finance". *International Organization* (June 2020), pp. 1–36

Session 12 - Review

Reading group roles

Discussion leader Your job is to develop at least two possible discussion questions that you can discuss in groups to help everyone understand the main points of the assigned reading. Don't worry about the small details. Your task is to help people talk over the big ideas in the reading and to share reactions to the text. One way to get started is to think about how this reading connects to the big themes in the class — e.g., What is development? What are countries' and other actors' motivations in development policy? Be prepared with your own brief answers to your questions. You will also be responsible for facilitating the group discussion. You will need to turn in at least two discussion questions with your own short answers.

Theory master Your job is to identify the key argument and concepts in the paper. One way to get started is to highlight a few important passages in the reading. These may outline the core argument, distinguish the author's argument from counterarguments, or summarize the author's key points. How would you re-state the author's argument in your own words? What would we need to see in the world to know if the argument was correct? You might also select any passages that are particularly well written, or might be controversial or contradictory with other reading or other information learned in class. You will need to turn in a very brief re-statement of the key argument in the reading and at least one key passage from the text that elaborates it, as well as a short explanation of why you think the passage is important.

Evidence supporter Your job is to lay out the author's case for why their argument is valid. What pieces of evidence does the author use to support their argument? What is the research design? You will need to turn in a brief summary of the research design and an example of how evidence is used to support the author's point.

Devil's advocate Your job is to challenge the ideas in the article by developing a list of critical, thoughtful questions and arguments that might be raised by critics of the authors or by those with different points of view. You will need to turn in at least two challenging questions or arguments, including a brief explanation of why you are making this critique.

Creative connector Your job is to help everyone make connections to other important ideas, both to ideas from this class and also to other political ideas. You may make connections to other readings for that week, from other weeks, to other classes, events in the news, movies, or other experiences. You will need to turn in at least two connections, with a short description of the connections and discussion questions to help others make the connections themselves.

Department of Political Science Statement on Plagiarism

The Department of Political Science has zero tolerance for plagiarism.

1. What is plagiarism? The University defines plagiarism as "the presentation of the work of another person, in whatever form, as one's own or without proper acknowledgement" (Concordia Undergraduate Calendar 2020/2021, section 17.10.3). Plagiarism is an academic offence governed by the Code of Conduct (Academic). To find out more about how to avoid plagiarism, see the Concordia University Student Success Centre.

2. What are the consequences of getting caught? Students caught plagiarizing are subject to one or more of the following sanctions: (a) a written reprimand; (b) a piece of work be re-submitted; (c) a grade of zero for the piece of work in question; (d) a grade reduction for the course; (e) a failing grade for the course; (f) a failing grade and ineligibility for a supplemental examination or any other evaluative exercise for the course; (g) the obligation to take and pass courses of up to twenty-four (24) credits in addition to the total number of credits required for the student's program as specified by the Dean or Academic Hearing Panel. If the student is registered as an Independent student, the sanction will be imposed only if he or she applies and is accepted into a program; (h) suspension for a period not to exceed six (6) academic terms. Suspensions shall entail the withdrawal of all University privileges, including the right to enter and be on University premises; (i) expulsion from the University. Expulsion entails the permanent termination of all University privileges. In the case of a student who has already graduated, the only two available sanctions are (i) a notation on the student's academic record that he or she has been found guilty of academic misconduct; or (ii) a recommendation to Senate for the revocation of the degree obtained (Concordia Undergraduate Calendar 2020/2021, section 17.10.3).

3. For complete regulations and resources on avoiding plagiarism, see:

- Academic Integrity and the Academic Code of Conduct Concordia Undergraduate Calendar

- Concordia Political Science Guidance on Plagiarism

- Student Services Resource "Avoiding Plagiarism"