



Victoria University of Wellington
School of History, Philosophy, Political Science & International Relations

2007 TRIMESTER 2

INTP 375: Aid and Development Course Outline

Lecturer	Dr Ray Goldstein
Room	Murphy 504
Phone	463 5796; Mobile 021 254 5923
Email	Ray.Goldstein@vuw.ac.nz
Seminar Time	Wednesday 9-10:50 (there are no tutorials for this course)
Venue	HM LT002
Consultations	during term, Thurs 3:30-5; other times by appointment
Additional Info.	Notices and supplementary resources will be handed out in class and placed on Blackboard website http://blackboard.vuw.ac.nz ; urgent notices will also be e-mailed.

Course Aims: To introduce students to the role of international development agencies, both official and unofficial, with special reference to New Zealand's overseas aid programmes, and to expose them to differing views on the aims, functioning, and effectiveness of development assistance, as well as different ways of evaluating development aid.

Course Content Outline: *Seminar Schedule*

11 July	Introduction and Course Organisation
18 July	Motives and Interests
25 July	Goals and Strategies
1 August	Size and Distribution of Foreign Aid
8 August	Official Bi- and Multilateral Aid
15 August	Role of NGOs

NB: First written assignment is due on Friday 17 August, 4:30pm; deposit hard copy in INTP 375 box outside Pols & IR Office, 5th floor Murphy Building and also post in Blackboard Digital Drop Box.

MID TRIMESTER BREAK-Two Weeks

5 September	Interaction of Actors
12 September	Emergency Relief/Humanitarian Assistance
19 September	Evaluation and Impact
26 September	Problems and Challenges

NB: Second essay is due on Friday 28 Sept, 4:30 PM; deposit hard copy in INTP 375 box outside Pols & IR Office on level 5 of Murphy Building and also post in Blackboard Drop Box.

3 October	Perspectives and Prospects
10 October	Course Review, Evaluation and Examination Preparation

Course Objectives: Students passing the course should be able to:

- identify and access the main sources used by development assistance practitioners and researchers
- demonstrate a good grasp of some of the main concepts, theories, issues and debates concerning international development assistance
- have a good, basic understanding of the policies, processes and practices of New Zealand's official and non-governmental overseas development programmes
- critically analyse several controversial aspects of development assistance

Estimated Workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote about 18 hours per week to the course. This includes the 2 hours of seminars per week.

COURSE TEXTS:

Essential:

John Degnbol-Martinussen and Poul Engberg-Pedersen. *AID: Understanding International Development Cooperation* (Zed Books, 2003)

Stephen Browne. *Aid and Influence: Do Donors Help or Hinder?* (Earthscan 2006)

Roger C. Riddell. *Does Foreign Aid Really Work?* (Oxford UP 2007)

Recommended:

Jan P. Pronk. *Catalysing Development? A Debate on Aid* (Blackwell 2004)

Leslie Groves and Rachel Hinton, eds. *Inclusive Aid: Changing Power and Relationships in International Development* (Earthscan 2005)

William Easterly. *The White Man's Burden: Why the West's efforts to aid the rest have done so much ill and so little good.* (Penguin 2006)

Finn Tarp, ed. *Foreign Aid and Development: Lessons Learnt and Directions for the Future* (Routledge 2000)

David Mosse and David Lewis, eds. *The Aid Effect: Giving and Governing in International Development* (Pluto Press 2005)

Limited copies of the above will be placed on closed and 3 day loan reserve in the library for the duration of the course

Textbooks can be purchased from Vicbooks located in the Student Union Building on Kelburn Campus. www.vicbooks.co.nz ; enquiries@vicbooks.co.nz; tel: 463 5515.

Remedial Reading

Students who have not completed an introductory level university course on development are encouraged to peruse some of the following books that have been utilised in such courses at this university. Copies will be placed on Closed Reserve.

- Peter Calvert and Susan Calvert, *Politics and Society in the Developing World*, Pearson Longman, 2007
- Anna K. Dickson, *Development and International Relations*, Polity Press, 1997
- Branwen Gruffydd Jones, *Explaining Global Poverty*, Routledge, 2006
- John Isbister, *Promises Not Kept: Poverty and the Betrayal of Third World Development*, Kumarian Press, 2006
- Damien Kingsbury, et al, *Key Issues in Development*, Palgrave, 2004
- Uma Kothari and Martin Minogue, eds, *Development Theory & Practice*, Palgrave, 2002
- Ronaldo Munck & Denis O’Hearn, eds, *Critical Development Theory*, Zed Books, 1999
- Philip McMichael, *Development and Social Change*, 2nd edition, Pine Forge Press, third edition, 2004
- Tim Allen & Alan Thomas, eds, *Poverty and Development into the 21st Century* Oxford University Press, 2000
- Barbara P. Thomas-Slayter, *Southern Exposure: International Development and the Global South in the Twenty-First Century*, Kumarian Press, 2003.
- Marshall Wolfe, *Elusive Development*, Zed Books, 1996
- Uma Kothari, ed. *A Radical History of Development Studies* Zed Books, 2005

Supplementary Reading

A guide to relevant resources will be circulated early in the course and placed on the Blackboard site. Also see references and bibliographies in the course texts.

Relationship between Assessment and Course Objectives

The two essays will demonstrate achievement of three of the four course objectives, namely utilising relevant source materials and diverse frameworks to analyse several controversial aspects of development assistance. The final examination tests overall knowledge and mastery of the course contents, including the fourth objective regarding understanding of New Zealand’s official and nongovernmental aid policies and programmes. A Guide to the Final Exam will be distributed in the final class meeting on 10 October.

Written Work

Two pieces of work, each 2,000-2,500 words on a selected controversial aspect of development aid. A guide to these written assignments is located later on in this paper.

Assessment requirements

	<i>weighting</i>	<i>word limits</i>	<i>due date</i>
• First Essay:	35%	2,000-2,500	Friday 17 Aug
• Second Essay	35%	2,000-2,500	Friday 28 Sept
• Final Examination	30%	3 hours, closed book	tba between 19 Oct & 10 Nov

Penalties

- **late essays are discouraged and will be penalised as indicated below**; they must be handed to the course organiser, or to the School Secretary who will record the date and time it was received on the essay before giving it to the course organiser.
- essays not handed in by the due date or by the date of an extension will have their mark out of 100 reduced by 5% for each day the essay was late;
- essays handed in more than 5 days late after the due date or after the date of an extension will not be accepted (=0 mark)

However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

Mandatory Course Requirements

To gain a pass in this course each student must:

- Submit two written assignments
- Complete final examination

Failure to meet these requirements will result in a fail grade for the course.

PLEASE NOTE that **Friday 19 October 2007** is the FINAL DATE on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after this date must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

Attendance

Attendance will be taken in seminar meetings but, while students are encouraged to attend as many seminars as possible, there are no mandatory attendance requirements for the course.

Statement on legibility

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

Statement on the use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Aegrotats

Please note that under the Assessment Statute (Sections 4.5) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of **second** trimester courses in 2007 the starting point for this period is Monday **24 September 2007**.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/staffconduct

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

www.vuw.ac.nz/policy/academicgrievances

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.vuw.ac.nz/home/studying/plagiarism.html

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: disability@vuw.ac.nz

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for

Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses

- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Guide to the Written Assignments

Both essays allow you to make a selection of **ONE** topic from among a range of controversial statements. **If you wish to examine a topic not on this list, the course coordinator must approve it before you begin research. In both cases this format must be followed:**

- a cover page that includes: your name and student number, course title, title of the essay, date submitted; estimated word count; your contact details (i.e. e-mail, telephone)
- content headings for sections (e.g. introduction, pro and con arguments, empirical evidence, analysis, conclusion, bibliography, appendices)
- double spacing with adequate margins
- proper notation of references (via footnotes, in-text notation or end notes, and in bibliography); use a constant system
- page numbering

Each essay has a 2,000-2,500-word limit (excluding bibliography and appendices), with a value of 35% of total grade.

First Assignment: Due: not later than Friday August 17

Topics: select **one** of the following:

1. Development aid to the Third World (South) should be stopped or phased out.
2. Development aid to the Third World (South) should be radically restructured.
3. Development aid policy should be based on the views of the general public in donor countries.
4. Development aid should be completely “untied” from donor interests.

5. Development aid should be limited to countries that practice good governance and/or economic restructuring along neo-liberal lines.
6. Most Development Aid should be channelled through multilateral agencies.
7. Most Development aid should be channelled through NGOs.
8. Most Development aid should be bilateral (government to government).
9. Most Development aid should be clearly separated from emergency and humanitarian relief.
10. Recipient countries should be given full responsibility for formulating their development aid agendas and for evaluating development assistance.

Second Assignment: Due: not later than Friday September 28

Topics: select **one** of the following:

1. Improvement in human rights should be the main focus of all development aid.
2. Poverty elimination should be the main focus of all development aid.
3. All development aid should include an objective of combating terrorism.
4. Development aid should be targeted at the most disadvantaged in recipient countries.
5. Development aid should be evaluated in terms of the Millennium Development Goals.
6. Development aid should be focused on strengthening the capacity of civil society organisations in the recipient countries.
7. The level of development aid should be progressively increased but contingent on the state of the economy of the donor country.
8. Governmental development agencies should be completely autonomous from other governmental agencies, including ministries of foreign affairs and trade.
9. All development aid in reality is a form of imperialism.
10. Effective development aid does and should act as a catalyst to mobilise other development resources.

Seminar Programme

Format: The following is intended to provide a general guide for each week. The readings and questions are keyed to the main texts and some or all of them may be covered in the relevant seminar. The actual format of seminars will vary, with a combination of lectures, discussions, small group workshopping; audio-visual presentations, and guest lectures. To prepare for each seminar, students should read as many of the listed sources as possible, think about the listed questions, look for announcements and course documents contained in Blackboard, and check e-mails to see if there are messages relevant to the course. Changes to the programme will be notified in class and via blackboard and e-mail.

Week 1: Introduction and Course Organisation (11 July)

Reading: *AID* Preface and Introduction; *Does Foreign Aid Really Work?* Preface & chap 1; *Aid and Influence* Preface & chap 1.

Discussion/Study Questions:

1. Why do we give aid and why are so many countries interested in receiving it?
2. What are the objectives?
3. How successful has aid been in meeting these objectives?
4. Which if any, of the following ‘central themes’ do you feel are most important and why?
 - Isolation of foreign aid policy in donor countries
 - Change and expansion of the goals for development cooperation

- The role of the state as a major actor under pressure
 - Marginalization of foreign aid as a consequence of economic globalization
 - Foreign aid's lack of acknowledgement of power relations and conflict
 - No recognition of differences and diversity
5. What changes in foreign aid seem to have resulted from recent global meetings and events?
 6. Why do many authors adopt a donor perspective and is this problematic?
 7. If aid doesn't match need, why not? Is it true that the 'less aid you have, the better you do'?
 8. Is there a simple answer to the question 'does foreign aid really work'?
 9. Are there any particular aspects of foreign aid that interest you that do not appear to be covered in the course outline?

Week 2: Origins, Motives and Interests (18 July)

Reading: *AID* chap 2; *Aid and Influence* chap 2; *Does Foreign Aid Really Work?* chap 2 & Part II, chaps 6, 8 & 9.

Discussion/Study Questions:

1. What are the most important types of motives for giving aid?
2. If you had to rank them, which would come first and which last, and what is the basis for this ordering?
3. Was it evident from the early stages that 'aid was to be a form of patronage serving the political and commercial interests of its donors'?
4. Why did 'early optimism lead to doubts and uncertainties'?
5. Since the terrorist attacks of 11 September 2001, have national security considerations re-emerged to displace environmental considerations as the basis for bilateral foreign aid?
6. What are the recipient countries' motives for receiving foreign aid?
7. What insights into motives and interests can be gained from recent global meetings and events?

Week 3: Goals, Strategies and Recently Evolving Fashions (25 July)

Reading: *AID* Chaps 3 & 4; *Does Foreign Aid Really Work* chap 3; *Aid and Influence* chap 3.

Discussion/Study Questions:

Goals

1. Should economic growth be seen as a goal or as a means or obstacle to other goals?
2. Is the goal of gender equality still of paramount importance, and how is it problematic?
3. Why have democratization and good governance become 'second-generation conditionalities' placed on aid recipients?
4. Why has foreign aid to the private sector gained in importance in recent years?
5. Why is there renewed and expanded interest in institutional development?
6. Do the goals of Northern NGOs differ significantly from those of donor governments?
7. Why have development goals of foreign aid generally increased in number and complexity?
8. What are the goals of NZAID?

Strategies

1. How have the dominating aid strategies since the 1960s changed from one decade to the next?
2. What are NZAID's key strategies?
3. Why do you think these 'pendulum like swings' have happened?
4. What are the various explanatory factors behind the various aid models (or 'development fashions')?
5. Does the outcome of recent global meetings and events indicate a significant change in aid strategy for the first decade of the 21st century?

Week 4: Size and Distribution of Foreign Aid (1 August)

Reading: *AID*, Chap 5

Discussion/Study Questions:

1. Why should calculations of the size of foreign aid be read 'with critical care'?
2. Is it important to trace the size of donor countries' aid transfers in relation to international goals?
3. What conclusions can be drawn from looking at these aid levels over time?
4. Why didn't a 'peace dividend' (= substantially increased aid levels) occur after the end of the Cold War?
5. Why do France, Japan and the USA give the least aid, in relative terms, through multilateral organizations, while the UK and Denmark are among the countries giving the most? Does this matter?
6. Has New Zealand's recent increase in development aid been significant and why has it suddenly increased?
7. What does the distribution of aid among regions and countries tell us about the bilateral donors' aid goals?
8. What do we know about private financial transfers to developing countries and what are the implications for the size and distribution of official aid?
9. Is the outcome of the recent global meetings and events changing the size and distribution of countries' foreign aid programmes?

Week 5: Official Bi-and Multilateral Aid (8 August)

Reading: *AID* chaps 6 & 7; *Does Foreign Aid Really Work?* chaps 4 & 5;

Discussion/Study Questions:

Bilateral Assistance

1. How important a role does the OECD Development Assistance Committee (DAC) play in facilitating cooperation among the DAC countries?
2. What are the factors that contribute to the linkage of USA foreign aid to national security policies? Have these or the policies changed significantly since 9-11?
3. Why has Japan's foreign aid been so closely linked to its foreign economic policy?
4. Why has French foreign aid 'traditionally been closely integrated with foreign policy as a whole, especially in relation to francophone Africa'?
5. What did radical changes in British foreign aid policy take hold towards the end of the 1990s?
6. Are the 'basic contradictions' in the British foreign aid programme manifest in the Blair Government's campaign to Make Poverty History in Africa?
7. In what important ways does Denmark's aid and development policy differ from those of the large industrial countries and also the majority of the smaller DAC countries?
8. Has NZAID been used to 'bully' the military government in Fiji?

Multilateral Aid

1. Why is the provision of multilateral aid so complex?
2. Why is the UN system overshadowed in multilateral aid giving by the World Bank and the EU and does this matter?
3. What are the strengths and weakness of the UN system and which predominate?
4. How does this compare to the World Bank and its 'dilemma in relation to at least three trends'?
5. How does the EU compare to the UN system and the World Bank with regard to development aid? Have the recent European Commission reforms overcome the criticisms of the EU's aid practices?

6. Is 'active multilateralism' by small countries like Denmark (and New Zealand) preferable to 'active bilateralism'?
7. What are the 'systemic issues' that have arisen within multilateral aid and why have they 'increased over time'?
8. Do you agree that 'the demands on the World Bank and IMF by progressive states and international civil society should be focused more on the quality and relevance of their advice and services than on the democratic deficit in their constitution and operations'?

Week 6: Role of NGOs (15 August) NB: First essay is due Friday

Reading: *AID* Chap 8; *Does Foreign Aid Really Work?* chaps 16 & 17

Discussion/Study Questions:

1. What insights are gained from utilising Korten's 'Four Generations' classification of NGOs? Might there be a 'fifth generation' type?
2. Is it useful to distinguish between 'Third-party and First-party' organizations?
3. What are some of the problems faced by NGOs in the South?
4. Why is Northern NGO adoption of empowerment strategies problematic?
5. What are the supposed NGO 'comparative advantages' and are they more myth than reality?
6. Do you agree that 'claims that NGO capacity building and institutional development do not work are very wide of the mark'?
7. How should NGOs improve their developmental impact?
8. Should Northern NGOs concentrate more on development education and advocacy activities and less on fund-raising and on development work in Southern countries?
9. How important and problematic is it for Northern NGOs to strengthen trade unions in Southern countries?
10. How important and problematic is it for them to strengthen civil society in Southern countries?
11. Have NGOs had any significant effect on recent global aid meetings?

Week 7: Interaction of Actors (5 September)

Reading: *AID*, Chap 9; *Does Foreign Aid Really Work* chap 7.

Discussion/Study Questions:

1. What is the significance of increased professionalization of aid?
2. How important is poor people's participation in aid decision-making?
3. What generalizations can be made about popular support and aid policy-making in donor countries?
4. Why is it important to have an accurate understanding of the institutional frameworks for aid in developing countries?
5. Which is preferable, donor and aid coordination or aid integration?
6. What are the pro and con arguments about the World Bank's management approaches, including: the comprehensive development framework (CDF), Poverty Reduction Strategy Papers (PRSPs), and sector-wide programme support (SWAs)?
7. Since donor agencies are involved in all dimensions of societal development in recipient countries, why don't they have more direct interaction with the poor?

Week 8: Emergency Relief and Humanitarian Assistance (12 September)

Reading: *AID* chap 10; *Does Foreign Aid Really Work?* chaps 18 & 19; *Aid and Influence* chap 5.

Discussion/Study Questions:

1. What is the 'conventional wisdom' about disasters and relief and are these more myths than realities?
2. What are the four main constraints on the effectiveness of humanitarian assistance and how might these be overcome?

3. Try to apply this analysis to the recent Asian Tsunami and Darfur disasters or other 'humanitarian emergencies'.
4. How should donor engagement address 'the twin challenges of state failure: political will and incapacity'?
5. What are the main debates about the role and purpose of the humanitarian response?
6. Is the 'acid test for aid' how 'donors meet the challenges of fragile and failing states'?

Week 9: Evaluation and Impact of Aid (19 September)

Reading: *AID* chaps 11 & 12; *Does Foreign Aid Really Work?* chaps 10-15.

Discussion/Study Questions

Evaluation

1. What are the 'four generations' of aid evaluation?
2. What are the main components of project (and programme) evaluation?
3. What is the argument for abandoning conventional procedures in favour of participatory evaluations, and what are the difficulties in doing so?
4. How important and difficult is it to provide aid for capacity building in the South?

Impact

1. Which of the four main (or other) views on the impact of aid do you subscribe to and why?
2. Why is it so difficult to draw clear conclusions on the effects of aid?
3. What are the key questions to ask 'when trying to understand if aid does indeed work'?
4. What are the 'main factors which impede and enhance the wider impact of aid'?
5. What are the prospects for aid contributing to a reduction in corruption and a strengthening of participation and reform?
6. Is the effect of aid on poverty reduction 'still something of an enigma'?
7. Is the best approach to try to rely on aid targeting on poverty reduction combined with influence on 'local power structures, capacities and processes in developing countries'?

Week 10: Problems and Challenges of Development Cooperation (26 September)

NB: Second essay is due Friday

Reading: *AID* chap 13; *Aid and Influence* chaps 4 & 6

Discussion/Study Questions:

1. Which of the five problems and challenges do you think are the most and least severe?
2. Do you think that aid needs in the marginalized countries have increased or decreased?
3. What is the paradox of paternalism towards poor countries' weak states?
4. Can donor priorities be united with genuine respect for recipient country ownership?
5. What is the best way of utilising aid to reduce corruption?
6. How can and should aid be used to promote democratization and human rights?
7. Can and should generalizations be made about the role of the state in development?

Week 11: Perspectives and Prospects for Development Cooperation (3 October)

Reading: *AID* chap 14; *Aid and Influence* chaps 7 & 8; *Does Foreign Aid Really Work?* Part IV, Chaps 20-22.

Discussion/Study Questions:

1. Which, if any, of the following *proposed* aid models do you favour and why?
 - An International Development Fund
 - International Payments for Services
 - Compensation for Harmful International Behaviour
 - Financing Through Earmarked Taxes
 - Aid to Promote Private Capital Transfers
2. Can the dilemma between national ownership and donor demands be overcome?
3. How important is it to recognize the tensions between politics and management?

7. Why is it important 'to find alternatives to the oversimplified ideas concerning performance-based aid'?
8. What is the significance of 'Southern Aid'?
9. Which, if any, of the following *future* aid models do you favour and why?
 - Aid for relief, welfare and conflict containment
 - Aid in support of globalization: liberalization and standardization
 - Aid in support of international public goods: transnational problems
 - Aid in support of poverty reduction and democratic society-building
10. Is there good reason to doubt that 'single-power [USA] "liberal imperialism"...will prevail for long'?

Week 12: Course Review, Evaluation, and Examination Preparation (10 October)

No required reading but come prepared to evaluate the course.

A Guide to the Final Examination will be distributed and discussed.

* * * * *